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A Case Study Research of Fun Teaching Media for English Young Learners at Pakuniran Children Forum

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ABSTRACT

Teaching English for Young Learner was the target of the single unit in this research which focused on Pakuniran Children Forum. The objectives of this research were to analyse the strategy of using fun teaching media for English young learners and investigated the enthusiasm of the participants in the implementation at the Pakuniran Village Children Forum. A qualitative approach is required in this research to explore the specific type of phenomena, utilizing a case study design. The study was carried out in the village of Pakuniran, located in the Pakuniran district of East Java Province, Indonesia. Data collection in this study was carried out using observation, semi-structured interviews, and document analysis. The result found that the interest of young learner when using fun teaching media at the Pakuniran Children Forum, as well as the strategies used in the implementation of fun teaching media. Therefore, the researcher would be able to understand foreign language learning in rural areas and optimize their role as an educator in that environment.

1. Introduction

Young English language learners (YELL) are defined as young learners acquiring English as an additional language, typically between the ages of five and twelve or thirteen, which corresponds to the duration of primary or elementary school education (Leona et al., 2021). English for Young Learners refers to children's learning of English in pre-primary or primary (elementary) school education, for whom English is not their first language (Islahuddin, 2023). As Morea et al., (2024) stated in their study that teaching English for YLLs have specific characteristics that distinguish them from older and adult learners. The process of teaching and learning for young learner prepare young individual for the greater of good society and every child achieves their personal best in the classroom is not just an educational but also an ethical imperative (Goyibova et al.,

2025). Therefore, it is crucial to recognize all the aspect that supported the teaching and learning for young English language learners.

The main goal of young learners' education is to stimulate all areas of a child's development, including physical, intellectual, social, emotional, and language growth, to ensure they reach their full potential (Mulyadi, 2021). Building a deeper understanding of young learners' beliefs about language learning supports developing pedagogy to facilitate learners to become more aware of their beliefs regarding language learning, which in turn may increase learners' control over their learning process and enhance their skills in learning to learn (Inha, 2025). Teachers must realize that teaching young learners should not make their child's age the basis for their maturity. It is definitely not easier, but it is more challenging and interesting (J, 2021). YLLs have specific characteristics that distinguish them from older and adult learners. Compared to older/adult learners, YLLs have a shorter attention span and a slower processing speed (Morea et al., 2024). Moreover, young learners have the advantage that they like to imitate and they are often not aware of themselves. These factors mean it is the challenging for the teacher to make teaching English an enjoyable and enjoyable experience for young learners.

There are many kinds of aspect that can affect teaching and learning such brainstorming before the teaching started, strategy used by the teacher, the material based on the participants need, and the other supported aspect. An engaging and effective learning environment is also shaped by the use of teaching media (Dewantari, 2021). Using media, educators can facilitate communication and interaction with students throughout the learning experience. Kozma, (1991) teaching media contributes to a more efficient and effective learning experience. Teaching English for young learner is not easy, especially when the language being taught is a foreign language. Considering that their characteristic is easily distracted and easily get bored, the teacher should think for the best way to gain their attention (Wilar, 2022). By using interactive media, young English learner will be easiest to comprehend the material. Moreover, this language is not their mother tongue.

This study, conventional media is used by the teacher to attract young English language learners in Pakuniran children forum. The teaching media based on the material taught by the teacher in every meeting with different fun media. It is very helpful for the teacher during teaching and learning. Moreover, in this area the used of teachnology for teaching and learning need to be supported by the government. As Zhang & Zhong, (2025) stated that modern technology and computer technology provide an important support platform for physical education teaching activities. In line with this, Sibley et al., (2025) summarized in their research the use of educational technologies (such as testing environments or learning analytics) has the potential to provide instant assessment for subsequent macro- or micro adaptations. From these statements, its important to consider the used of teachnology in teaching and leaning.

From the observation done by the researcher, through recycled objects as teaching media are expected to be motivated in the learning process. Young learners are able to utilize everyday objects for learning without the need for costly educational media. It occurred Dewantari, (2021) research that the use of teaching media enhances understanding of the material and contributes to a more lively and enjoyable classroom experience for young learners. Consequently, recycled objects can function as teaching aids for young learners in English lessons.

As Sukmahidayanti, (2015) conducted investigating the use of instructional media in English language instruction for young learners has proven difficult for many Indonesian teachers, largely because of the scarcity of resources provided by educational institutions. One key factor contributing to this issue is the high cost of acquiring necessary teaching materials. Thus, teachers struggle with choosing suitable media, allocating time efficiently, and overcoming negative

attitudes toward instructional media. This study revealed that the development and use of media in Indonesia are still inadequate.

Based on the previous research and theories presented, the researcher was interested in studying the teaching of English to young learners at the Pakuniran village children's forum, using fun teaching media in each session. Forum as the place for children learn and play in the same time. Every Sunday morning the class will be started in the village. This research included case study based on the researcher observation in the field. Lack of technology and unique characteristics of young learners in rural area is one of the factors faced by the teacher that need special treatment. Therefore, using conventional media is the supportive way in successful teaching and learning for English subject in this forum. That's why the researcher conducted the research entitle Fun Teaching Media for English Young Learners at Pakuniran Village Children Forum.

2. Methods

A qualitative approach was required in this research to explore the specific type of phenomena, utilizing a case study design. The case study is a research method that aims to characterise, understand and offer new perspectives on specific cases (Rodrigues & Rua, 2025). The objectives of this research were to analyse the strategy of using fun teaching media for English young learners and investigate the enthusiasm of the participants in the implementation at the Pakuniran Village Children Forum. The research was conducted in Pakuniran village, located in the Pakuniran district of East Java Province, Indonesia. Pakuniran was selected as the study area because, despite being one of the more remote regions in the district, there is a high level of enthusiasm among children for learning English. There are more than thirty children join this program. Most of them learn in kindergarten level and the age of children for about 6-12 years old. Three teachers become facilitator in this program. The participant involved in this study are two participants as representative and a teacher as the informant to explore a phenomenon comprehensively, uncovering rich details and complexities that might be missed by other methods (Cresswell, 2014).

Data collection in this study was carried out using observation, semi-structured interviews, and document analysis. The observation aimed to investigate the enthusiasm of the participants in the implementation at the Pakuniran Village Children Forum. In addition, in-depth interviews were conducted with participants, involving ten questions that focused on an English teacher and the representative of participants' perceptions (P1 & P2) of strategy of using fun teaching media for English young learners. These instruments were validated using Epstein's six factors of parental involvement theory. The data were analysed qualitatively, following the stages outlined by Silverman (2000, cited in Rahim & Fajriah, 2021): recording, transcribing, categorizing, analysing, and interpreting.

3. Result

There are more than thirty children join this program. Most of them learn in kindergarten level and the age of children for about 6-12 years old. During the researcher's observation in the village, it was evident that the children actively participated in an English course organized by the village every Sunday morning at 08.00 up to 10.00 in the village hall. The participants brought book and pencil by their selves and other requirement would be supported by the forum. There are three facilitators in this program with different subject. In this forum, the participants learn many things in every week, not only English but also Indonesian, Arabic, Hadrah and assignment from school. they have different subject in every Sunday. So, the participants didn't feel boring when they learnt.

Based on the result of interview session with the P1 and P2 about their interest join English class. P1 and P2 stated that;

> *I really enjoy the English class because it's fun, the teacher uses many pictures when she teaches. And all the pictures are full of colour. (P1)*

> *Actually, I dislike English but, in this forum, I like English. The teacher always brings different things such as picture, dream box to teach job and many dolls to tell story for us. That's why I like English when I join this forum. (P2)*

These statements are supported by the English facilitator interview session result.

> *When I teach English for young learner, I always use teaching media to create fun learning. As I know some of the characteristics teaching English for young learners such natural and contextual learning. Therefore, I create fun teaching media based on the topic before I teach them in this forum.*

The English facilitator know the Characteristic in teaching Englishfor young learners. English is foreign language in Indonesia, it's not their language. Moreover, Pakuniran village is a rural area and English become the most difficult subject to learn for the students. Therefore, the facilitator uses fun teaching media to encourage student's enthusiasm in English learning.

> *If we use picture and things teacher brings, it will easy to understand although English is difficult to speak. (P1)*

> *In my school, my teacher asks me and my friends to write what he writes in the board. I dislike to do it because it's too tired and exactly we don't understand. My teacher only asks to write it after that read a load together. (P2)*

From the statement above, students will be easier to comprehend the teaching material using teaching media. The students can improve their speaking and writing skill from the teaching media used by the teacher. Without asking students to write a lot of vocabulary on the board and listen to long lectures from the teacher, they will easily understand the topic being explained during the lesson. Moreover, when teaching young children, English facilitator must be approached differently than with teenage or adult students. This is similar to what the facilitators apply in this village children's forum, where they use teaching media to ensure the learning objectives are achieved effectively and appropriately. In line with this, facilitator stated below.

> *I believe that using teaching media makes it easier for students to absorb the topic being discussed. I don't have to tire myself out writing on the board—it's enough to stick printed pictures and ask them to repeat after me. After that, the students are asked to write in their notebooks. Writing also actually helps strengthen their memory. The vocabulary taught doesn't need to be too much—just the words they often encounter and already recognize. Later, as they continue their education, they will naturally be introduced to more new vocabulary according to their age and abilities.*

The facilitator believes that using teaching media in learning English will make it easier for students to remember or learn new vocabulary compared to simply writing on the board, especially when using the lecture method. In the other hand, the students also stated their opinion about the use of teaching media in teaching English.

After we learn English using the pictures brought by the teacher, we sing along. The facilitator also uses sound as a tool to sing along. although singing English and I do not understand but singing with friends so fun. (P1)

Besides using pictures, origami paper, and teaching media created by the teacher before the lesson, my friends and I also like learning using technology. We rarely use sound or even LCD screens while studying, so when we do use technology, we are very happy and can watch while learning. (P2)

The use of technology in English language learning is indeed very helpful in the teaching and learning process. However, in some areas of Indonesia, especially in remote villages, the use of LCD or projectors in learning is still very rare. As the students mentioned above, the proper use of technology has a positive impact on the field of education, which aligns with what the facilitator said.

I also use sound media as a tool in teaching. In the activity, I focus on introducing new vocabulary but packaged with singing together. My hope is that they can acquire new vocabulary and familiar with English from the songs I play.

The facilitator in the children's forum never uses an LCD, possibly because one is not available. (P1)

Once at school, an LCD was used when the teacher taught about folklore. Even though my friends and I didn't understand the meaning, we enjoyed watching the film. There were also subtitles at the bottom of the film, which helped us understand the story. (P2)

Based on the statement above, in this village children's forum, teachers use technology that is accessible, while relying on their own creativity for the rest. Despite their limited resources and abilities, the facilitators maximize their roles with the ultimate goal of helping students remember and communicate using English, as well as become familiar with English vocabulary. Teachers are expected to continuously upgrade their skills, especially in line with today's rapid developments. Therefore, the role of the teacher is crucial in foreign language learning—particularly English, which serves as a medium of instruction and is even used as a second language in several countries.

4. Discussion

The findings of this study indicate that the use of teaching media has a positive impact on the English learning process. Almost all students around thirty children in Pakuniran Children Forum are active and enjoy the English teaching and learning. This is evident from the increased participation and enthusiasm of students during learning activities, particularly in discussion forums. Teaching English for young learners has characteristics in teaching and learning. As Parker et al., (2022) have found five characteristics that embody educational play experiences: those that that are meaningful, actively engaging, joyful, iterative, and socially interactive. Therefore, the objective learning is how to make the students enthusiasm and enjoy full in English learning.

In English language learning, the teacher's role is crucial. In line with, Islam, (2024) found that for teaching and learning activities to be successful, lecturers must master and understand various skills that can support the effectiveness and efficiency of student learning activities. Based

on the interview results above, the facilitator was able to effectively spark students' interest in learning English. The use of appropriate teaching media, aligned with the weekly topics taught in the children's forum every Monday morning, also contributed to the success of the learning process. In other research from Islam, (2023) stated that parental involvement in educating and directing children is the main key in the child's first steps in gaining knowledge. Educational background or parental work is not a benchmark for someone to achieve success. In the other hand, the role of teacher is one of the important factors to determine success in learning.

In early childhood education, it is important to use a natural and contextual approach. One effective strategy is to introduce new vocabulary through images that are familiar to the child in their daily life. Realistic images that relate closely to the child's experiences help them connect new words with objects they already know. Students will be easier to comprehend the teaching material using teaching media. The students can improve their speaking and writing skill from the teaching media used by the teacher. As a result, the process of understanding and remembering vocabulary becomes easier and more enjoyable.

Sanda Than Pe, Primary English Teacher, Myanmar talked her experience in teaching English for young learners that my class is not very spacious for students to move around to do the activities but there is enough room for teachers to walk around in the class. Each student uses a moveable chair with desk; we have a white board, a cupboard to keep classroom materials; register, dictionaries, students' homework books, a television set and a CD cassette player. We have a library that has lots of books relevant to students' level and teachers' needs.

The use of technology in English language learning is indeed very helpful in the teaching and learning process. As Rintaningrum, (2023) found in her research that today's language classroom is equipped with technology (American Council on the Teaching of Foreign Languages, 2018) such as internet, computer, multi-media technology, smart board, Liquid Crystal Display (LCD), sound system. Whether people agree or not, accepting technology in modern education is crucial for society today to keep up with progress. Based on the result above, in this village children's forum, teachers use technology that is accessible, while relying on their own creativity for the rest. Despite their limited resources and abilities, the facilitators maximize their roles with the ultimate goal of helping students remember and communicate using English, as well as become familiar with English vocabulary. Teachers are expected to continuously upgrade their skills, especially in line with today's rapid developments. Therefore, the role of the teacher is crucial in foreign language learning—particularly English.

5. Conclusion

There are specific characteristics involved in teaching and learning English to young learners. Almost all students around thirty children in Pakuniran Children Forum are active and enjoy the English teaching and learning. Teachers are expected to continuously upgrade their skills, especially in line with today's rapid developments. Therefore, the role of the teacher is crucial in foreign language learning—particularly English.

In early childhood education, it is important to use a natural and contextual approach. One effective strategy is to introduce new vocabulary through images that are familiar to the child in their daily life. Realistic images that relate closely to the child's experiences help them connect new words with objects they already know. Students will be easier to comprehend the teaching material using teaching media. The students can improve their speaking and writing skill from the teaching media used by the teacher.

The use of technology in English language learning is indeed very helpful in the teaching and learning process. Despite their limited resources and abilities, the facilitators maximize their roles

with the ultimate goal of helping students remember and communicate using English, as well as become familiar with English vocabulary. The use of modern technology should be integrated into English language teaching and learning, particularly because English, as a foreign language, often requires authentic input from native speakers.

6. Acknowledgments

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