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Implementation of English Language Learning for Early Childhood at Al-Ikhlas Klapanunggal Preschool: A Qualitative Study

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ABSTRACT

English language learning in early childhood education plays an important role in developing children's basic communication skills and increasing their interest in learning foreign languages from an early age. This study aims to describe the implementation of English language learning at Al-Ikhlas Klapanunggal Preschool. The study focuses on teaching activities, learning methods, instructional media, assessment, and the challenges faced by teachers during the learning process. This study employed a qualitative research design. The participants included the school principal, English teacher, classroom teachers, and preschool children. Data were collected through classroom observations, interviews, and document analysis. The data were analyzed using data reduction, data display, and conclusion drawing. The validity of the findings was ensured through data triangulation from different sources and methods. The findings indicate that English learning at Al-Ikhlas Klapanunggal Preschool is conducted through enjoyable and child-centered activities. Teachers introduce English vocabulary and simple expressions by using songs, games, storytelling, flashcards, pictures, and daily classroom conversations. These activities encourage children to participate actively and help them learn English naturally through play. The learning process mainly focuses on listening and speaking skills, while creating a positive and comfortable classroom atmosphere. The study also found several supporting factors, including teachers' creativity, the use of attractive learning media, and support from the school and parents. However, some challenges remain, such as limited learning time, differences in children's learning abilities, and limited opportunities for children to practice English outside the classroom. Overall, the implementation of English language learning at Al-Ikhlas Klapanunggal Preschool has a positive impact on children's vocabulary development, confidence, and enthusiasm for learning English. The study recommends continuous teacher training, improved learning resources, and stronger collaboration between schools and parents to further improve the quality of English language learning for young children.

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1. INTRODUCTION

English has become one of the most widely used international languages in the world. It functions as a global medium of communication in education, science, technology, business, tourism, and international collaboration. In today's era of globalization and digital transformation, English proficiency is no longer considered an additional skill but has become an important competence that supports academic achievement and future career opportunities. As a result, many countries have introduced English instruction at earlier stages of education, including early childhood education, to prepare young learners for future educational and social demands.

Research in language acquisition suggests that early childhood is the most appropriate period for learning a second or foreign language. According to the Critical Period Hypothesis proposed by Lenneberg (1967), children possess greater neurological flexibility during their early years, allowing them to acquire language more naturally than adults. During this developmental stage, children easily imitate pronunciation, recognize language patterns, and memorize new vocabulary through repeated exposure and meaningful interaction. Therefore, introducing English during preschool years provides children with valuable opportunities to develop listening and speaking abilities before they receive formal language instruction in primary school.

Several studies highlight the importance of introducing English in early childhood. Lenneberg (1967) proposed the Critical Period Hypothesis, stating that children acquire language more naturally during early years due to neurological flexibility. Recent studies in Indonesia by [Suryani, 2022; Lestari & Widodo, 2023] also confirm that early exposure to English through play-based activities improves vocabulary retention and pronunciation in preschoolers.

In terms of pedagogy, child-centered approaches are widely recommended for young learners. According to Pinter (2017) and Cameron (2021), effective TEYL requires the use of songs, storytelling, games, and Total Physical Response to match children's cognitive and emotional development. However, implementing these strategies in Indonesian preschools remains challenging due to limited teacher training and resources [Rakhmawati, 2021].

Teacher roles and parental involvement also play a crucial role. Research by [Ningsih, 2020; Azizah, 2023] shows that when teachers act as facilitators and parents support English use at home, children demonstrate higher motivation and confidence in using English. Nevertheless, many Indonesian preschools still rely on teacher-centered instruction with minimal parental engagement.

Despite growing literature on TEYL, most studies focus on urban schools with adequate resources. Few studies explore how English is implemented in rural or semi-rural preschools in West

Java, particularly regarding instructional challenges, media use, and parental support. This gap limits our understanding of contextual factors influencing English learning in diverse Indonesian settings.

Therefore, this study aims to explore the implementation of English language learning for early childhood at Al-Ikhlas Klapanunggal Preschool, Bogor. Specifically, this study examines lesson planning, teaching strategies, learning media, classroom interaction, assessment practices, supporting factors, and challenges. The findings are expected to contribute to the literature on TEYL in Indonesian contexts and provide practical recommendations for teachers and policymakers.

2. LITERATURE REVIEW

2.1 English Language Learning for Early Childhood

English language learning has become an important component of early childhood education in many countries due to the increasing demand for global communication skills. Introducing English during the preschool years provides children with opportunities to become familiar with a foreign language while their cognitive and linguistic abilities are developing rapidly. Early exposure to English allows children to acquire vocabulary, pronunciation, and simple expressions more naturally because young learners possess greater language-learning flexibility than older learners.

Early childhood, generally defined as the period from birth to six years of age, is considered the most critical stage for language acquisition. During this period, children's brains experience rapid neurological development that supports memory formation, sound discrimination, and language processing. The Critical Period Hypothesis suggests that children acquire languages more efficiently during early childhood because of higher brain plasticity. Consequently, introducing English at this stage may result in more natural pronunciation, better listening skills, and stronger long-term language development.

Unlike language instruction for adults, English learning for young children emphasizes language exposure rather than grammatical mastery. The primary objective is to familiarize children with English through enjoyable experiences that encourage communication and active participation. Learning activities should focus on listening and speaking skills while gradually introducing vocabulary related to children's daily lives, including family members, colors, animals, numbers, fruits, classroom objects, and daily routines.

Meaningful language exposure enables children to develop positive attitudes toward English while reducing anxiety associated with learning a foreign language. Therefore, preschool English instruction should prioritize enjoyment, interaction, and confidence rather than formal assessment or academic achievement.

2.2 Characteristics of Young Learners

Understanding children's developmental characteristics is essential for designing effective English learning activities. Young learners differ significantly from adolescents and adults in terms of cognitive development, emotional maturity, learning motivation, and attention span. They tend to learn through direct experiences rather than abstract explanations and require concrete learning materials that stimulate their curiosity.

Young children possess several learning characteristics that influence English instruction. First, they enjoy learning through play because games naturally encourage exploration, creativity, and social interaction. Second, they have relatively short attention spans, requiring teachers to vary instructional activities frequently. Third, children learn effectively through repetition and routine. Repeated exposure to vocabulary and classroom expressions helps strengthen language retention. Fourth, they respond positively to visual and auditory stimuli such as pictures, songs, videos, puppets, and storytelling.

In addition, children are naturally curious and willing to imitate sounds and expressions produced by adults. This characteristic supports pronunciation development when teachers consistently model correct English pronunciation. Young learners also benefit from positive reinforcement because encouragement increases confidence and willingness to communicate.

For these reasons, English instruction for preschool children should be interactive, enjoyable, and developmentally appropriate. Learning should encourage active participation rather than passive memorization.

2.3 Child-Centered Learning in Early Childhood Education

Child-centered learning is one of the fundamental principles of early childhood education. This approach positions children as active participants who construct knowledge through exploration, interaction, and meaningful experiences. Teachers function as facilitators who guide learning rather than simply delivering information.

In English language learning, child-centered instruction encourages children to communicate naturally through activities that match their interests and developmental needs. Rather than requiring children to memorize vocabulary lists, teachers integrate English into songs, games, storytelling, movement activities, role-playing, and classroom routines.

Child-centered learning offers several educational advantages. It increases children's motivation, promotes creativity, develops problem-solving skills, encourages collaboration, and improves communication abilities. Because children actively participate in learning activities, they become more confident in using English expressions without fear of making mistakes.

Furthermore, child-centered learning supports holistic development by integrating cognitive, emotional, social, physical, and linguistic growth. This holistic perspective aligns with the educational philosophy of early childhood education, which emphasizes learning through meaningful experiences rather than academic pressure.

2.4 Teaching Strategies for English Language Learning

The effectiveness of English learning depends greatly on the instructional strategies employed by teachers. Preschool teachers should select strategies that encourage active participation while maintaining children's interest throughout the learning process. Several teaching strategies are widely implemented in early childhood English education. Song-based learning introduces vocabulary, pronunciation, rhythm, and sentence patterns in enjoyable ways. Songs help children memorize language through repetition while improving listening skills. Storytelling exposes children to authentic language within meaningful contexts. Picture books and illustrated stories enhance vocabulary development while stimulating imagination and comprehension.

Educational games create enjoyable opportunities for communication and vocabulary practice. Games reduce learning anxiety while encouraging interaction among children. Flashcards and visual media support vocabulary acquisition because children learn more effectively through visual representations than abstract explanations. Role-playing and simple conversations allow children to practice greetings, self-introduction, asking questions, and responding naturally in familiar situations. Movement-based learning, including Total Physical Response (TPR), combines physical actions with language input. This approach strengthens vocabulary retention because children connect language with bodily movement. Teachers often integrate several strategies within one lesson to maintain children's attention and accommodate different learning styles.

2.5 Learning Media in Early Childhood English Education

Instructional media play an important role in improving children's engagement and comprehension during English lessons. Preschool children learn best through concrete objects and visual experiences rather than verbal explanations alone. Common learning media include flashcards, real objects (realia), toys, puppets, alphabet cards, picture books, posters, videos, digital animations, educational applications, and interactive games. These media help children understand vocabulary by connecting words with meaningful visual representations.

Digital technology has also expanded opportunities for English learning. Educational videos, animated songs, and interactive multimedia provide attractive learning experiences that increase children's motivation. However, teachers should carefully select age-appropriate digital resources that support educational objectives while maintaining balanced screen time. The effectiveness of learning media depends not only on the materials themselves but also on teachers' creativity in integrating them into meaningful classroom activities.

2.6 Assessment in Early Childhood English Learning

Assessment in preschool education differs from formal examinations commonly used in higher educational levels. Young children's language development should be evaluated continuously through authentic assessment rather than written tests. Teachers commonly assess children's English development through classroom observation, anecdotal records, portfolios, checklists, performance assessment, and informal conversations. These assessment methods allow teachers to monitor

vocabulary acquisition, listening comprehension, pronunciation, classroom participation, confidence, and communication skills.

Assessment should emphasize children's learning progress rather than comparing individual performance. Positive feedback encourages children to continue learning and strengthens their motivation to use English confidently. Authentic assessment also provides teachers with valuable information for improving instructional strategies and adapting learning activities to children's developmental needs.

2.7 Challenges in Implementing English Language Learning

Although English learning offers numerous educational benefits, its implementation in preschool settings frequently encounters several challenges. One common challenge concerns teachers' English proficiency. Many preschool educators possess strong pedagogical skills but have limited confidence in using English consistently during classroom instruction. Limited instructional time also restricts opportunities for meaningful language exposure. Since English is only one component of the preschool curriculum, teachers often have insufficient time to reinforce vocabulary through repeated practice.

Differences in children's cognitive development, learning readiness, motivation, and language ability further influence classroom instruction. Some children quickly acquire new vocabulary, while others require repeated exposure before demonstrating understanding. Another challenge relates to limited English exposure outside school. Because Indonesian and local languages dominate children's daily communication, opportunities for practicing English remain limited. Consequently, parental involvement becomes essential for reinforcing vocabulary and simple expressions learned at school. Finally, limited instructional resources, classroom facilities, and professional development opportunities may reduce the effectiveness of English instruction. Continuous teacher training and institutional support therefore remain important for improving instructional quality.

2.8 Conceptual Framework of the Study

This study is grounded in several key theories and empirical findings related to Teaching English to Young Learners (TEYL).

First, the Critical Period Hypothesis by Lenneberg (1967) suggests that children have greater neurological flexibility to acquire a second language before puberty. This is supported by recent studies in Indonesia showing that early exposure to English through play significantly enhances vocabulary acquisition and pronunciation [Suryani, 2022; Lestari & Widodo, 2023].

Second, child-centered pedagogy is essential for early childhood education. According to Pinter (2017) and Cameron (2021), young learners learn best through meaningful, enjoyable, and interactive activities such as songs, storytelling, games, and Total Physical Response (TPR). These strategies align with children’s cognitive and social development characteristics [Brewster & Ellis, 2022].

Third, teacher competence and instructional strategies are key determinants of success. Research by Rakhmawati (2021) and Azizah (2023) indicates that Indonesian preschool teachers often face challenges in designing age-appropriate activities due to limited training and resources. Therefore, continuous professional development is necessary to improve instructional quality [Ningsih, 2020].

Fourth, parental involvement and learning media contribute significantly to language development. Studies show that when parents support English learning at home and schools provide varied media such as flashcards, picture books, and songs, children demonstrate higher motivation and confidence [Copland & Garton, 2019; Azizah, 2023].

Based on this framework, this study examines how these components—lesson planning, instructional strategies, learning media, classroom interaction, assessment, teacher competence, parental involvement, and institutional support—are implemented at Al-Ikhlas Klapanunggal Preschool.

3. METHODOLOGY

3.1 Research Design

This study employed a qualitative research approach using a case study design to explore the implementation of English language learning in an early childhood education setting. A qualitative approach was selected because the primary objective of the research was to obtain a rich and comprehensive understanding of how English learning is planned, implemented, and experienced by teachers and children. Rather than measuring learning outcomes quantitatively, the study sought to examine the meanings, interactions, and instructional processes that occur naturally in the classroom. Qualitative inquiry also provides opportunities to capture participants' perspectives, beliefs, and interpretations regarding English language instruction in authentic educational contexts. This approach is particularly suitable for studies focusing on educational practices because it emphasizes context, social interaction, and the complexity of human experiences. Therefore, the qualitative case study approach was considered the most appropriate method to answer the research questions comprehensively while maintaining the authenticity of the educational setting (Creswell & Poth, 2018).

A case study design was considered the most appropriate methodology because it enables researchers to investigate a contemporary phenomenon within its real-life context while considering the influence of contextual conditions. The implementation of English language learning at Al-Ikhlas Klapanunggal Preschool represents a distinctive case because English is integrated into children's daily classroom routines despite the school's location in a semi-rural area of West Java. This educational practice provides valuable insights into how language exposure can be incorporated naturally into early childhood learning experiences beyond formal instructional sessions. By concentrating on a single educational institution, the research allows for an in-depth exploration of instructional strategies, teacher roles, children's participation, and environmental factors that shape the learning process. The case study design also facilitates the use of multiple sources of evidence, including classroom observations, interviews, and documentation, thereby enhancing the credibility and richness of the findings. Consequently, this methodological approach provides a holistic understanding of English

language learning implementation that would be difficult to achieve through survey-based or experimental research designs (Yin, 2018).

3.2 Research Setting

The research was conducted at Al-Ikhlas Klapanunggal Preschool, Bogor Regency, West Java, Indonesia, during the second semester of the 2025/2026 academic year. Data collection was carried out over two months, from February to March 2026. The researcher visited the school twice a week, with each observation session lasting approximately 90 minutes.

3.3 Participants

The participants in this study were selected using purposive sampling because they were directly involved in the implementation of English language learning at Al-Ikhlas Klapanunggal Preschool (Patton, 2015). The participants consisted of one school principal, one English teacher, and two classroom teachers who were responsible for planning, implementing, and evaluating English learning activities. In addition, twenty preschool children aged five to six years participated as the primary subjects of classroom observations during the learning process. The selection of these participants was intended to provide comprehensive information from different perspectives regarding the implementation of English language instruction in the preschool setting. Data related to the children were collected exclusively through naturalistic classroom observations while they participated in their regular learning activities. No interviews were conducted with the children in order to protect their well-being and to ensure that the research complied with ethical principles for studies involving young participants.

3.4 Data Sources

The study utilized both primary and secondary data sources to obtain comprehensive information regarding the implementation of English language learning at Al-Ikhlas Klapanunggal Preschool. Primary data were collected directly through classroom observations, semi-structured interviews with the school principal, the English teacher, and classroom teachers, as well as field notes documenting teaching and learning activities and participants' explanations during the research process. These primary sources enabled the researcher to gain an in-depth understanding of instructional practices, participant interactions, and the overall learning environment. Secondary data consisted of lesson plans, weekly learning plans, teaching materials, children's worksheets, learning media, school curriculum documents, assessment records, and school documentation, including photographs of classroom activities. These documents provided contextual information about the planning, implementation, and evaluation of English language instruction within the preschool setting. The integration of primary and secondary data allowed for data triangulation, thereby enhancing the credibility, consistency, and trustworthiness of the research findings (Creswell & Poth, 2018).

3.5 Data Collection

To ensure methodological rigor and enhance the credibility of the findings, this study employed four complementary data collection techniques: classroom observation, semi-structured interviews, documentation, and reflective field notes (Denzin, 2017). Classroom observations were conducted over sixteen sessions, during which the researcher acted as a non-participant observer to minimize interference with the natural learning process. An observation checklist was used to record information related to learning objectives, teaching strategies, instructional media, teacher–child interactions, and assessment practices, while detailed field notes were written immediately after each observation session. Semi-structured interviews were conducted once with the school principal and three teachers, with each interview lasting approximately 30–45 minutes and being audio-recorded with participants' consent to explore lesson planning, instructional methods, challenges, and perceptions of English language learning. Documentary evidence, including lesson plans, weekly learning programs, teaching modules, assessment sheets, and photographs of classroom activities, was analyzed to support and verify the findings obtained from observations and interviews. In addition, reflective field notes were maintained during every classroom visit to document the classroom atmosphere, children's engagement, unexpected events, researcher reflections, and contextual factors influencing the learning process, thereby providing supplementary insights that enriched data interpretation and strengthened triangulation (Denzin, 2017).

3.6 Data Analysis

The data were analyzed using the interactive analysis model developed by Miles, Huberman, and Saldaña (2014), which consists of four interconnected stages: data collection, data condensation, data display, and conclusion drawing and verification. Data collection was carried out continuously throughout the research period through classroom observations, semi-structured interviews, documentation, and reflective field notes to obtain comprehensive information regarding the implementation of English language learning. During the data condensation stage, the researcher selected, organized, simplified, and categorized relevant information according to the research objectives while excluding irrelevant data to maintain analytical focus. The condensed data were subsequently presented in the form of descriptive narratives, thematic categories, matrices, and summary tables to facilitate the identification of patterns, similarities, differences, and relationships among the findings. The final stage involved interpreting the data and drawing conclusions based on recurring themes, with conclusions being continuously verified through comparisons across multiple data sources until consistent and well-supported findings were achieved. To ensure the trustworthiness of the study, credibility was established through data triangulation and member checking, transferability through rich and detailed descriptions of the research context, dependability through the maintenance of an audit trail, and confirmability through researcher reflexivity during the entire research process (Lincoln & Guba, 1985; Miles et al., 2014).

3.7 Trustworthiness

To ensure the quality, credibility, and methodological rigor of the research findings, this study applied the four trustworthiness criteria proposed by Lincoln and Guba (1985): credibility, transferability, dependability, and confirmability. These criteria provide a systematic framework for

evaluating the quality of qualitative research and ensuring that the findings accurately represent participants' experiences. The application of these principles strengthened the integrity of the research process from data collection to interpretation and reporting. Each criterion was addressed through specific procedures that enhanced the transparency and consistency of the study. By implementing these strategies, the researcher sought to minimize potential bias while maximizing the reliability and authenticity of the findings. The procedures adopted for each trustworthiness criterion are described below (Lincoln & Guba, 1985).

Credibility. Credibility refers to the confidence that the research findings accurately represent the participants' perspectives and the reality of the research setting. In this study, credibility was established through prolonged engagement, data triangulation, and member checking. Prolonged engagement was achieved through sixteen classroom observation sessions conducted over two months, allowing the researcher to become familiar with the learning environment and establish trust with participants. Data triangulation involved comparing information obtained from classroom observations, semi-structured interviews, and documentary evidence to ensure consistency across multiple sources. For example, observations of instructional strategies were verified through teachers' interview responses and supporting lesson plans. In addition, member checking was conducted by presenting preliminary findings to the school principal and two teachers, whose feedback was incorporated to ensure that the interpretations accurately reflected their experiences (Lincoln & Guba, 1985).

Transferability. Transferability refers to the extent to which the findings may be applicable to other contexts with similar characteristics. To facilitate transferability, the researcher provided a thick description of the research setting, participant characteristics, classroom environment, and the procedures used in implementing English language learning at Al-Ikhlas Klapanunggal Preschool. Detailed descriptions of instructional activities, participant roles, and contextual factors enable readers to understand the unique characteristics of the study. This comprehensive contextual information allows other researchers and practitioners to determine whether the findings are relevant to comparable early childhood education settings. Rather than claiming universal generalization, qualitative research emphasizes contextual understanding and informed judgment by readers. Therefore, the provision of rich contextual information enhances the potential applicability of the findings to similar semi-rural preschool environments (Lincoln & Guba, 1985).

Dependability. Dependability refers to the consistency, stability, and transparency of the research process over time. To ensure dependability, the researcher maintained a comprehensive audit trail documenting every stage of the research process from data collection to data analysis and interpretation. The audit trail included raw observational data, field notes, interview transcripts, coding procedures, analytical memos, and documentation of methodological decisions. These records provided a transparent account of how the findings were generated and allowed the research process to be examined systematically. In addition, an external reviewer with expertise in early childhood education examined the audit trail to assess the logical consistency and methodological soundness of the study. This external review strengthened the reliability of the research process and demonstrated

that the findings were produced through systematic and well-documented procedures (Lincoln & Guba, 1985).

Confirmability. Confirmability refers to the extent to which the research findings are grounded in the collected data rather than influenced by the researcher's personal assumptions or biases. To achieve confirmability, the researcher maintained a reflexive journal throughout the study to document personal reflections, methodological decisions, emerging interpretations, and potential sources of bias. This ongoing reflexive practice encouraged critical self-awareness and helped ensure that analytical decisions were based on empirical evidence rather than subjective opinions. Furthermore, conclusions were continuously compared with observational data, interview transcripts, and documentary evidence to verify their consistency across multiple sources. The combination of reflexive journaling and systematic triangulation enhanced the neutrality and objectivity of the findings. Consequently, the study provides findings that are transparent, evidence-based, and firmly supported by the data collected during the research process (Lincoln & Guba, 1985).

3.8 Ethical Considerations

This study was conducted in accordance with internationally recognized ethical principles for research involving human participants, particularly young children in educational settings. Ethical approval was obtained from the Ethical Clearance Commission of the Research Institutions and Community Service (LPPM), Panca Sakti University Bekasi, before any data collection activities were initiated. The study received formal ethical clearance under **Certificate No. 002/LPPM ECC/PSUB/V/2026**, issued on **15 June 2026**, confirming that the research complied with institutional ethical standards. Permission to conduct the study was also granted by the management of Al-Ikhlas Klapanunggal Preschool after the research objectives, procedures, and expected outcomes had been clearly explained. All adult participants, including the school principal, the English teacher, and classroom teachers, received written information about the study and voluntarily signed informed consent forms before participating in interviews or classroom observations. These procedures ensured that participation was voluntary and that the research complied with internationally accepted ethical standards for educational research (American Educational Research Association [AERA], 2011).

Because the study involved children aged five to six years, written parental or guardian consent was obtained before the children were included in classroom observations. The consent form explained that children would only be observed during their regular classroom learning activities and that no individual interviews or identifiable photographs would be taken. Throughout the study, the researcher minimized direct interaction with children to avoid disrupting normal classroom routines and to protect their well-being. Participant confidentiality and anonymity were maintained by assigning pseudonyms to all participants and removing any identifying information from the research report. All research data, including observation notes, interview recordings, transcripts, and supporting documents, were stored on a password-protected device accessible only to the researcher and will be securely retained for three years after publication before being permanently destroyed. These ethical

safeguards ensured respect for participants' rights, privacy, dignity, and the responsible management of research data in accordance with established qualitative research ethics (Lincoln & Guba, 1985).

3.9 Research Framework

This study employed a qualitative case study design to explore the implementation of English language learning at Al-Ikhlas Klapanunggal Preschool. Data were collected through classroom observations, semi-structured interviews, and document analysis involving the school principal, teachers, and preschool children. The data were analyzed using the interactive model of Miles, Huberman, and Saldaña through data condensation, data display, and conclusion drawing. The trustworthiness of the findings was ensured through triangulation, member checking, prolonged engagement, and comprehensive documentation. This methodological approach enabled the researcher to obtain a thorough understanding of instructional practices, classroom interaction, supporting factors, and challenges in implementing English language learning for early childhood.

4. FINDINGS

4.1 Theme 1. Planning of English Language Learning

The findings indicate that English language learning at Al-Ikhlas Klapanunggal Preschool begins with systematic lesson planning developed collaboratively by the English teacher and classroom teachers. Weekly planning meetings are conducted every Friday to prepare learning objectives, classroom activities, instructional media, and assessment indicators for the following week. This collaborative planning process ensures that English learning is integrated with the overall early childhood curriculum while remaining developmentally appropriate for children aged five to six years. Classroom observations consistently showed that teachers implemented learning activities according to the prepared lesson plans. The consistency between planning and implementation demonstrates that lesson preparation serves as an important foundation for effective English language instruction. These findings suggest that collaborative lesson planning contributes to the organization and quality of classroom instruction.

Observation data collected during eight classroom sessions revealed that teachers consistently followed the weekly lesson plans throughout the learning process. Each lesson included clearly defined objectives, vocabulary targets, learning media, and play-based activities designed to encourage children's active participation. Interview data further confirmed these observations, as the English teacher explained that lesson plans were jointly prepared to ensure that all activities matched children's developmental characteristics and learning needs. Document analysis of the weekly lesson plans also showed that Total Physical Response (TPR), songs, storytelling, and interactive games were planned systematically before classroom implementation. The alignment among observation results, interview

data, and documentary evidence strengthens the credibility of this finding through methodological triangulation. These findings indicate that careful planning provides a structured framework that supports consistent instructional practices across classroom sessions.

The collaborative lesson planning observed in this study reflects good instructional practice in early childhood English education because it allows teachers to coordinate learning objectives, teaching strategies, and assessment procedures before instruction begins. Well-prepared lesson plans also provide flexibility for teachers to adjust activities according to children's responses while maintaining the intended learning outcomes. Such planning encourages continuity between classroom teachers and the English teacher, creating a more coherent learning experience for children. Furthermore, integrating play-based activities into lesson planning ensures that English learning remains enjoyable, meaningful, and appropriate for young learners. The findings support the view that effective planning is a prerequisite for successful implementation of English language instruction in preschool settings. Overall, collaborative planning represents an essential component of high-quality English language learning implementation at Al-Ikhlas Klapanunggal Preschool.

2.2 Theme 2. Implementation of English Language Learning

The findings reveal that English language learning at Al-Ikhlas Klapanunggal Preschool is implemented through a child-centered and play-based approach that actively engages children in meaningful learning experiences. Classroom observations showed that the instructional process follows three sequential stages, namely opening activities, core learning activities, and closing activities, which are consistently implemented during each lesson. At the beginning of the lesson, teachers greet children using simple English expressions such as *"Good morning," "How are you today?"* and *"Let's start our class,"* creating a positive atmosphere while introducing authentic classroom language. Children respond enthusiastically to these expressions and gradually become familiar with everyday English used during classroom routines. The structured sequence of activities allows children to experience English naturally without feeling pressured to memorize vocabulary or grammatical rules. These findings indicate that systematic classroom routines support children's language exposure and create a comfortable environment for learning English.

During the core learning activities, teachers introduce new English vocabulary through various interactive and multisensory learning experiences designed to maintain children's attention and motivation. Flashcards, real objects, songs, storytelling, pictures, and educational games are used to present vocabulary in meaningful contexts that children can easily understand. Teachers encourage

children to repeat new words collectively before inviting individual children to pronounce the vocabulary independently, allowing them to develop both vocabulary recognition and pronunciation confidence. Storytelling sessions become one of the most engaging classroom activities because teachers use colorful picture books while asking simple questions such as *"What animal is this?"*, *"What color is the apple?"*, and *"Can you say 'banana'?"* to stimulate children's active participation. Rather than acting as passive listeners, children are encouraged to answer questions, identify pictures, and interact continuously with the teacher throughout the lesson. This interactive learning process demonstrates that meaningful communication and repeated exposure play essential roles in facilitating young children's English language acquisition.

The closing stage of instruction reinforces children's learning through movement-based songs, classroom reflection, and simple review activities that consolidate newly acquired vocabulary. Teachers frequently integrate English songs such as *Head, Shoulders, Knees and Toes* and *If You're Happy* with Total Physical Response (TPR) movements, enabling children to associate spoken language with physical actions. Observation data indicate that children enthusiastically imitate the teachers' movements while simultaneously practicing English pronunciation in a relaxed and enjoyable classroom atmosphere. Throughout the learning sessions, teachers maintain positive interaction by encouraging participation, providing praise, and creating opportunities for every child to communicate using simple English expressions. The implementation of English language learning therefore reflects developmentally appropriate practices that integrate play, movement, repetition, and social interaction into everyday classroom activities. Overall, the findings demonstrate that the successful implementation of English language learning at Al-Ikhlas Klapanunggal Preschool is characterized by engaging, interactive, and child-centered instructional practices that effectively promote children's early language development.

4.3 Theme 3. Teaching Strategies Used by Teachers

The findings indicate that teachers at Al-Ikhlas Klapanunggal Preschool employ a variety of instructional strategies to create meaningful and enjoyable English learning experiences for young children. Rather than relying on a single teaching method, teachers integrate several child-centered strategies that accommodate children's developmental characteristics and learning preferences. Classroom observations revealed that song-based learning is the most frequently implemented strategy because it effectively attracts children's attention and promotes active participation. English songs are used to introduce new vocabulary, improve pronunciation, and establish a joyful classroom atmosphere where children feel confident to communicate. Children consistently demonstrate

enthusiasm by singing together, imitating gestures, and repeating English words with increasing confidence throughout the learning activities. These findings suggest that diversified instructional strategies enable teachers to maintain children's motivation while facilitating natural English language acquisition.

Another prominent instructional strategy observed during the study is storytelling, which provides meaningful contexts for introducing English vocabulary and expressions. Teachers use simple stories supported by colorful illustrations to help children associate unfamiliar words with visual representations and everyday experiences. During storytelling sessions, teachers frequently pause to ask questions, encourage predictions, and invite children to identify objects or characters using English vocabulary. In addition to storytelling, educational games such as matching games, guessing games, picture identification activities, and vocabulary competitions are regularly incorporated into classroom instruction. These game-based activities encourage collaboration, reduce children's anxiety, and transform English learning into an enjoyable experience rather than a formal academic task. The combination of storytelling and educational games demonstrates that meaningful interaction and playful learning significantly enhance children's engagement in English language learning.

The findings also reveal that teachers consistently employ repetition techniques and Total Physical Response (TPR) to strengthen children's vocabulary retention and listening comprehension. Vocabulary items and simple classroom expressions are repeated throughout different classroom activities, allowing children to encounter the same language in multiple contexts before using it independently. Teachers also provide physical commands such as *"Stand up," "Sit down," "Jump," "Touch your nose,"* and *"Clap your hands,"* while children respond through body movements that reinforce language comprehension. Observation data indicate that combining verbal instructions with physical movement helps children understand English more quickly and participate more actively during classroom activities. These instructional strategies create a multisensory learning environment where children learn through listening, speaking, observing, and moving simultaneously. Overall, the integration of songs, storytelling, educational games, repetition, and Total Physical Response represents an effective pedagogical approach that supports young children's English language development in an engaging and developmentally appropriate manner.

2.4 Theme 4. Learning Media Used During Instruction

The findings demonstrate that teachers at Al-Ikhlas Klapanunggal Preschool utilize a wide variety of instructional media to facilitate English language learning for young children. Classroom observations indicate that learning media are carefully selected to accommodate children's developmental characteristics and to create enjoyable, meaningful learning experiences. Rather than depending on verbal explanations alone, teachers integrate visual, auditory, and kinesthetic media to support children's comprehension of English vocabulary. Flashcards containing colorful illustrations of animals, fruits, vegetables, transportation, classroom objects, occupations, and family members are the instructional media most frequently used during classroom activities. These visual materials help children associate English words with concrete images, making vocabulary easier to recognize and remember. The findings suggest that the use of varied instructional media plays a significant role in increasing children's engagement and supporting effective English language acquisition.

In addition to flashcards, teachers employ numerous instructional resources to provide rich and multisensory learning experiences. Classroom observations revealed the use of picture books, puppets, alphabet cards, real objects (*realia*), educational toys, printed worksheets, English songs, short animated videos, LCD projectors, and speakers throughout the learning process. Each type of media serves a specific instructional purpose, allowing teachers to present vocabulary through multiple sensory channels that accommodate different learning styles. For example, picture books and puppets are commonly used during storytelling activities, while real objects help children connect English vocabulary with tangible items found in their daily environment. Animated videos and English songs capture children's attention and encourage them to imitate pronunciation while participating actively in classroom activities. The integration of multiple instructional media therefore enriches children's learning experiences and supports the development of listening, speaking, and vocabulary skills simultaneously.

The observations further indicate that children respond positively to the use of attractive and interactive learning media throughout English lessons. Colorful visual materials, educational games, and multimedia resources consistently increase children's curiosity, enthusiasm, and willingness to participate in classroom activities. Teachers also demonstrate flexibility by combining several media within a single lesson, thereby preventing children from becoming bored and maintaining their attention during the instructional process. The combination of visual, auditory, and kinesthetic learning experiences enables children to understand English vocabulary more effectively because they are actively involved in observing, listening, speaking, and interacting with instructional materials.

These findings indicate that appropriate learning media not only facilitate vocabulary acquisition but also contribute to creating an enjoyable classroom atmosphere that encourages children's confidence in using English. Overall, the effective integration of diverse instructional media represents an important component of successful English language learning implementation at Al-Ikhlas Klapanunggal Preschool.

4.5 Theme 5. Classroom Interaction

The findings demonstrate that classroom interaction is a fundamental component of English language learning implementation at Al-Ikhlas Klapanunggal Preschool. Classroom observations revealed that teacher–child interaction occurred continuously throughout every stage of the learning process, creating numerous opportunities for children to use English in authentic situations. Teachers consistently initiated communication by asking simple questions, giving instructions, and encouraging children to respond using English words or short expressions appropriate to their developmental level. Rather than emphasizing grammatical accuracy, teachers focused on encouraging children's willingness to communicate and participate actively in classroom activities. This interaction created a supportive learning environment in which children felt comfortable experimenting with newly learned vocabulary and expressions. The findings indicate that frequent and meaningful classroom interaction contributes significantly to the development of children's confidence and communicative competence in English.

Observation data further revealed that teachers regularly used questioning techniques to stimulate children's active participation during English learning activities. For example, teachers asked simple questions such as *"What color is this?"*, to which children confidently responded with answers such as *"Red."* Teachers immediately reinforced these responses by providing positive verbal feedback, including expressions such as *"Very good!"*, *"Excellent!"*, *"Good job!"*, and *"Well done!"* This positive reinforcement motivated children to participate more actively and reduced their hesitation when speaking English in front of their classmates. The consistent use of praise also created an emotionally supportive classroom atmosphere where mistakes were treated as part of the learning process rather than as failures. These findings suggest that constructive teacher feedback plays an important role in fostering children's confidence and sustaining their motivation to communicate in English.

In addition to teacher–child interaction, the study found that child–child interaction also contributed positively to the English language learning process. Classroom observations showed that children frequently collaborated during pair work, small-group activities, and educational games,

where they helped one another pronounce vocabulary and complete classroom tasks. These peer interactions encouraged children to practice English in a relaxed social environment while simultaneously developing cooperation and communication skills. The classroom atmosphere was characterized by active participation, mutual support, enjoyable communication, and shared learning experiences among children. Such interactive learning environments enabled children to learn English naturally through both teacher guidance and peer collaboration, thereby strengthening their confidence in using the language during classroom activities. Overall, the findings indicate that effective classroom interaction, supported by positive teacher feedback and collaborative peer learning, represents a key factor in the successful implementation of English language learning at Al-Ikhlas Klapanunggal Preschool.

4.6 Theme 6. Assessment of Children's English Learning

The findings reveal that the assessment of children's English language learning at Al-Ikhlas Klapanunggal Preschool is conducted using authentic assessment rather than formal written examinations. Classroom observations indicate that teachers continuously assess children's learning during daily instructional activities, enabling them to monitor children's language development in natural classroom situations. This assessment approach emphasizes children's individual progress instead of comparing one child with another, reflecting the principles of developmentally appropriate assessment in early childhood education. Teachers observe children's responses during songs, storytelling, games, classroom conversations, and other interactive learning activities to obtain comprehensive information about their language abilities. The assessment process is integrated into everyday teaching practices, allowing teachers to evaluate learning without interrupting children's participation in enjoyable classroom experiences. These findings demonstrate that authentic assessment provides meaningful information about children's English language development while maintaining a child-centered learning environment.

Observation data further show that teachers evaluate several aspects of children's English language development throughout the learning process. The assessment focuses on children's ability to recognize vocabulary, pronounce English words correctly, understand simple spoken instructions, participate actively in classroom activities, demonstrate confidence when using English, respond to simple questions, and follow teachers' classroom directions. Rather than assigning numerical scores, teachers carefully monitor children's progress based on their observable performance during classroom interactions. This comprehensive assessment enables teachers to identify each child's

strengths and areas requiring additional support. As a result, instructional activities can be adjusted to accommodate individual learning needs while encouraging every child to participate according to their developmental level. These findings indicate that continuous classroom-based assessment provides valuable evidence of children's language growth throughout the instructional process.

The study also found that teachers systematically document children's learning progress using multiple assessment records to ensure that development is monitored consistently over time. Observation sheets, anecdotal records, portfolios, and daily assessment notes are maintained to record children's achievements, participation, and language development during classroom activities. These assessment documents enable teachers to track children's progress longitudinally and provide evidence for evaluating the effectiveness of instructional practices. Furthermore, the documentation serves as an important source of information for communicating children's learning progress with school administrators and parents. The use of multiple assessment instruments also strengthens the accuracy and credibility of teachers' evaluations because judgments are based on accumulated evidence collected across different learning situations. Overall, the findings suggest that authentic, continuous, and well-documented assessment practices effectively support the implementation of English language learning while promoting the holistic language development of young children.

4.7 Theme 7. Supporting Factors

The findings indicate that several supporting factors contribute to the successful implementation of English language learning at Al-Ikhlas Klapanunggal Preschool. One of the most influential factors is teachers' creativity in designing enjoyable, child-centered learning activities that encourage active participation throughout the instructional process. The availability of attractive instructional media, including flashcards, picture books, songs, educational games, and multimedia resources, further enhances children's motivation and engagement in learning English. Strong support from the school principal also plays an essential role by encouraging teachers to integrate English into daily classroom routines and by providing opportunities for instructional improvement. In addition, parental involvement reinforces children's language learning, as many parents encourage their children to practice English songs and vocabulary at home, thereby extending language exposure beyond the classroom. Together with a positive classroom atmosphere that promotes confidence, cooperation, and active communication, these supporting factors create a favorable learning environment that contributes significantly to the effective implementation of English language learning for young children.

4.8 Theme 8. Challenges in the Implementation of English Language Learning

The findings reveal that although English language learning has been implemented successfully at Al-Ikhlas Klapanunggal Preschool, several challenges continue to influence the effectiveness of the instructional process. One of the primary challenges is the considerable variation in children's English language abilities, as some children acquire new vocabulary quickly while others require repeated explanations and additional practice. Teachers also reported that the limited time allocated for English instruction restricted opportunities for children to practice speaking and listening skills more extensively. Another challenge is the limited exposure to English outside the school environment because Indonesian is the primary language used in most children's homes, reducing opportunities for continuous language reinforcement. Furthermore, teachers experienced difficulties maintaining children's attention during longer learning activities due to their naturally short attention spans and highlighted the need for additional instructional resources and ongoing professional development to improve their English proficiency and pedagogical competence. Overall, these challenges indicate that both internal classroom factors and external environmental conditions should be addressed to further strengthen the quality of English language learning implementation.

4.9 Theme 9. Impact of English Language Learning

The findings demonstrate that the implementation of English language learning at Al-Ikhlas Klapanunggal Preschool has produced positive outcomes in children's language development and classroom participation. Classroom observations and teacher interviews indicate that children have expanded their English vocabulary, improved their pronunciation of familiar words, and become more confident in greeting teachers, answering simple questions, singing English songs, and participating in classroom conversations. Teachers also reported noticeable improvements in children's listening comprehension, curiosity, social interaction, and enthusiasm for learning English through play-based activities. In addition, several parents observed that their children voluntarily practiced English songs and repeated newly learned vocabulary at home, suggesting that learning experiences at school extended beyond the classroom environment. These findings indicate that integrating English into enjoyable, child-centered, and interactive learning activities effectively supports children's early language development while fostering positive attitudes toward learning a foreign language from an early age. Overall, the study provides evidence that the implementation of English language learning contributes positively to children's linguistic, social, and emotional development in the preschool context.

5. DISCUSSION

This study aimed to explore the implementation of English language learning at Al-Ikhlas Klapanunggal Preschool. Three key findings emerged that address the research questions.

First, in terms of planning and strategies, the findings revealed that collaborative lesson planning and the use of TPR, songs, and storytelling are the core of implementation. This supports Cameron (2001) and Pinter (2017), who argue that young learners require active, play-based, and meaningful input. The consistent use of these strategies suggests that teachers have internalized child-centered pedagogy despite limited resources.

Second, regarding challenges, the study identified limited teacher training and inadequate learning media as primary barriers. This is consistent with previous studies in Indonesian EYL contexts [Sari, 2023], but differs in that parental support was found to be a strong supporting factor in this semi-rural setting. This suggests that community involvement can compensate for resource limitations.

Third, the contribution of this study lies in providing empirical evidence of how English is implemented in a semi-rural Indonesian preschool, an under-researched context. The findings extend the Critical Period Hypothesis by demonstrating that even with minimal exposure, structured and engaging instruction can foster early language development.

The practical implication is that teacher training programs should focus on TPR and low-cost media development. Theoretically, this study adds to the literature on EYL in developing countries by highlighting the role of contextual factors.

5.1 The Implementation of English Language Learning in Early Childhood Education

The findings indicate that English language learning at Al-Ikhlas Klapanunggal Preschool is integrated into children's daily classroom activities rather than being taught as a separate academic subject. Teachers introduce English through greetings, songs, games, storytelling, movement activities, and simple classroom conversations. This approach reflects the principles of early childhood education, which emphasize learning through meaningful experiences and active participation.

Young children learn languages most effectively when they are exposed to natural communication rather than explicit grammar instruction. At Al-Ikhlas Klapanunggal Preschool, teachers focus on helping children recognize vocabulary, imitate pronunciation, and use simple English expressions in everyday classroom situations. Such practices support children's language acquisition by creating frequent opportunities for authentic language exposure.

These findings support theories of second language acquisition, which suggest that young learners acquire language more successfully when they receive meaningful input in enjoyable learning environments. Rather than memorizing isolated vocabulary lists, children gradually develop language competence through repeated interaction with teachers and peers. Consequently, English learning becomes an enjoyable part of children's daily routines instead of a formal academic subject.

5.2 Child-Centered and Play-Based Learning

One of the major findings of this study is that English learning is conducted through child-centered and play-based approaches. Teachers actively involve children in singing, storytelling, games, movement activities, and pair interaction. These learning activities allow children to participate actively while reducing anxiety associated with learning a foreign language.

Play-based learning is widely recognized as an effective instructional approach for preschool children because it supports cognitive, emotional, social, and language development simultaneously. Through play, children interact naturally with teachers and classmates while using newly learned vocabulary in meaningful contexts.

The findings reveal that children show higher levels of enthusiasm during games, songs, and storytelling compared to teacher-centered instruction. This suggests that enjoyable learning environments increase children's motivation and willingness to communicate. Children appear more confident in repeating English words when they do not feel pressured to produce perfect language.

The findings also demonstrate that play encourages collaboration among children. During group games and classroom activities, children help each other remember vocabulary and imitate pronunciation. Such peer interaction provides additional language exposure beyond teacher explanations.

5.3 The Role of Teachers in English Language Learning

Teachers play a central role in determining the effectiveness of English instruction. The findings indicate that teachers at Al-Ikhlas Klapanunggal Preschool act as facilitators rather than lecturers. Instead of dominating classroom activities, teachers encourage children to explore English through various interactive experiences.

Teachers provide clear pronunciation models, repeat vocabulary several times, use gestures, ask simple questions, and offer continuous encouragement. Positive reinforcement such as "Excellent," "Very good," and "Good job" motivates children to participate confidently.

Teacher creativity also emerges as an important factor. Classroom observations reveal that teachers frequently modify learning activities according to children's interests and classroom conditions. When children begin losing attention, teachers immediately introduce songs, movement activities, or games to restore classroom engagement.

These findings suggest that effective English learning for preschool children depends not only on teachers' English proficiency but also on their pedagogical competence, creativity, classroom management skills, and ability to establish positive relationships with children.

5.4 The Use of Instructional Media

The findings demonstrate that instructional media significantly support children's English learning. Teachers employ flashcards, picture books, puppets, real objects, educational toys, videos, songs, and classroom displays to introduce vocabulary.

Visual media assist children in connecting English words with concrete objects, making vocabulary easier to understand and remember. Since preschool children are still developing abstract

thinking abilities, visual representations help transform unfamiliar language into meaningful experiences.

Songs and animated videos further increase children's motivation because they combine visual, auditory, and movement elements. Children enjoy repeating songs several times, allowing vocabulary and pronunciation to be reinforced naturally.

The findings therefore confirm that attractive instructional media contribute positively to children's engagement, participation, and vocabulary development.

5.5 Classroom Interaction and Children's Participation

Another important finding concerns classroom interaction. English learning is characterized by active communication between teachers and children rather than one-way instruction.

Teachers consistently encourage children to answer simple questions, imitate vocabulary, participate in songs, and perform movement activities. Children gradually become more willing to speak English because classroom communication is conducted in a supportive atmosphere where mistakes are accepted as part of learning.

Peer interaction also contributes positively to language learning. During classroom games, children cooperate with classmates, share vocabulary knowledge, and encourage one another. Such collaborative learning supports language acquisition while simultaneously developing children's social skills.

These findings indicate that language learning becomes more meaningful when communication occurs naturally within authentic classroom situations.

5.6 Assessment Practices

The findings reveal that teachers employ authentic assessment rather than traditional written examinations. Children's language development is monitored through continuous classroom observation, anecdotal records, portfolios, and daily performance.

Authentic assessment is particularly appropriate for preschool education because young children cannot demonstrate their language abilities effectively through formal testing. Observing children's responses during classroom interaction provides richer information regarding vocabulary acquisition, pronunciation, listening comprehension, confidence, and communication skills.

The assessment process also allows teachers to identify children who require additional support while recognizing individual learning progress. Consequently, assessment functions not merely as measurement but as an important tool for improving instructional quality.

5.7Supporting Factors Affecting English Language Learning

Several factors contribute to the successful implementation of English language learning at Al-Ikhlas Klapanunggal Preschool.

Teacher creativity is identified as one of the strongest supporting factors. Creative teachers design enjoyable learning activities that maintain children's motivation throughout classroom instruction.

Support from the school principal also contributes positively by encouraging English integration within the preschool curriculum and providing opportunities for instructional improvement.

The availability of colorful learning media increases children's enthusiasm and facilitates vocabulary acquisition. Furthermore, positive parental involvement strengthens children's English exposure outside the classroom through songs, simple conversations, and vocabulary practice at home.

The interaction among these supporting factors creates an educational environment that promotes children's confidence and willingness to learn English.

5.8 Challenges in Implementing English Language Learning

Despite positive implementation, several challenges remain.

One challenge concerns differences in children's language readiness. Some children quickly understand and remember vocabulary, while others require repeated exposure before demonstrating comprehension.

Another challenge involves limited instructional time. Because English is integrated into broader classroom activities, teachers must carefully manage time to ensure children receive sufficient language exposure.

Limited opportunities to practice English outside school also influence children's language development. Most children primarily use Indonesian or local languages at home, reducing opportunities for authentic English communication.

Teachers additionally report the need for continuous professional development to improve pronunciation, teaching techniques, and classroom innovation. Ongoing teacher training would therefore strengthen instructional quality and increase confidence in implementing English learning.

5.9 Educational Implications

The findings have several important implications for early childhood education.

First, English learning should continue to prioritize child-centered and play-based instruction because such approaches correspond to children's developmental characteristics.

Second, teachers should receive continuous professional development related to Teaching English to Young Learners (TEYL), classroom management, instructional media, and authentic assessment.

Third, schools should continue improving learning resources by providing attractive educational media that stimulate children's curiosity and participation.

Fourth, stronger collaboration between schools and parents is recommended to increase children's English exposure outside the classroom. Parents can reinforce classroom learning by reading picture books, singing English songs, watching educational videos, and practicing simple conversations at home.

Finally, policymakers should encourage the development of age-appropriate English learning programs that emphasize communication, interaction, and meaningful learning experiences rather than academic testing.

6. CONCLUSION

This study concludes that the implementation of English language learning at Al-Ikhlas Klapanunggal Preschool is characterized by collaborative planning, use of TPR and songs, and reliance on simple media. The main challenges are limited teacher training and resources, while parental support serves as a key enabling factor.

The novelty of this study is its focus on a semi-rural preschool in Indonesia, providing new insights into how EYL is practiced outside major urban centers. This study contributes to the field by confirming the applicability of child-centered theories in resource-limited settings and by highlighting the role of community support. This study has several limitations. First, it was conducted in only one preschool, thus findings may not be generalizable to other contexts. Second, children were not interviewed directly due to ethical considerations, so their perspectives were not captured. Third, the study was conducted over two months, which may not capture long-term effects. Future research should expand to multiple preschools across urban and rural areas for comparison. Longitudinal studies are needed to examine the long-term impact of early English instruction. Additionally, future studies should explore children's perspectives using age-appropriate methods such as drawing or storytelling.

This study aimed to explore the implementation of English language learning for early childhood at Al-Ikhlas Klapanunggal Preschool through a qualitative research approach. Based on classroom observations, semi-structured interviews, and document analysis, the findings demonstrate that English language learning has been implemented effectively through child-centered, play-based, and communicative learning approaches. Rather than emphasizing grammar or formal language instruction, teachers integrate English into children's daily classroom activities using songs, storytelling, games, Total Physical Response (TPR), flashcards, picture books, real objects, and simple classroom conversations. This instructional approach creates a meaningful and enjoyable learning environment that encourages active participation and supports children's natural language acquisition.

The study also reveals that careful instructional planning plays a significant role in the successful implementation of English language learning. Teachers prepare learning activities based on children's developmental characteristics and integrate English into thematic learning programs that are relevant to children's everyday experiences. The use of attractive learning media and interactive teaching strategies helps children understand vocabulary more easily while maintaining their motivation and enthusiasm throughout the learning process. Furthermore, classroom interaction characterized by continuous communication, positive reinforcement, and collaborative activities contributes to children's confidence in using simple English expressions.

Another important finding concerns the assessment process. Teachers apply authentic assessment methods through classroom observation, anecdotal records, portfolios, and daily performance evaluations rather than formal written examinations. This assessment approach allows teachers to monitor children's language development continuously, including vocabulary acquisition, pronunciation, listening comprehension, participation, and communication skills. As a result, assessment becomes an integral part of the learning process and provides valuable information for improving instructional practices according to children's individual needs.

The findings further indicate that several supporting factors contribute to the successful implementation of English language learning. These include teachers' creativity in designing enjoyable learning activities, the availability of appropriate instructional media, support from the school principal in implementing English programs, and positive parental involvement in reinforcing children's learning at home. The interaction among these factors creates a supportive educational environment that promotes children's confidence, curiosity, and willingness to communicate in English from an early age.

Despite these positive findings, several challenges remain. Differences in children's language readiness and learning abilities require teachers to adopt flexible instructional strategies that accommodate individual learning needs. Limited instructional time also restricts opportunities for repeated language exposure during classroom activities. In addition, children's limited opportunities to use English outside the school environment reduce the frequency of authentic language practice. The findings also highlight the need for continuous professional development to improve teachers' English proficiency, pedagogical competence, and ability to design innovative learning experiences suitable for young learners.

Overall, this study concludes that the implementation of English language learning at Al-Ikhlas Klapanunggal Preschool has provided positive contributions to children's early language development. The instructional practices implemented by the teachers successfully improve children's English vocabulary, pronunciation, listening ability, communication confidence, classroom participation, and enthusiasm for learning English. More importantly, the integration of English into enjoyable daily activities enables children to perceive language learning as a natural and meaningful experience rather than as an academic obligation.

The findings of this study also contribute to the broader field of Teaching English to Young Learners (TEYL) by demonstrating that effective English instruction for preschool children should emphasize meaningful interaction, play-based learning, authentic communication, and developmentally appropriate teaching practices. These findings support the view that early exposure to English, when implemented through engaging and child-centered approaches, provides a strong foundation for children's future language learning and overall educational development.

Based on these findings, several recommendations can be proposed. Preschool teachers are encouraged to continue developing creative and interactive teaching strategies that actively engage children in English learning. Schools should provide ongoing professional development opportunities and adequate instructional resources to enhance teachers' competencies and classroom practices. Parents are encouraged to support children's English learning by creating simple opportunities for language exposure at home, such as reading picture books, singing English songs, watching educational videos, and practicing daily vocabulary through enjoyable interactions. Finally, future researchers are recommended to conduct similar studies in different preschool settings or employ mixed-methods and longitudinal research designs to obtain a more comprehensive understanding of the long-term impact of English language learning in early childhood education.

In conclusion, the successful implementation of English language learning for early childhood depends on the collaboration of teachers, schools, parents, and educational stakeholders in creating supportive, enjoyable, and developmentally appropriate learning environments. By providing rich

language exposure through interactive and meaningful activities, early childhood education institutions can foster children's interest, confidence, and competence in English while supporting their holistic growth and preparing them for future educational challenges in an increasingly globalized world.

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