

Application of STAR Method in English Language Learning at PAUD Nurnaima Bandung City

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DOI: <https://doi.org/10.62872/xc7ta403>

Abstract

This study explores the application of the STAR Method in teaching English at PAUD Nurnaima Kota Bandung using a qualitative approach and a case study design. Over two months, the research involved two lecturers and five students, collecting data from two PAUD Tutors and the Head of School. The results indicate that integrating English language material through various forms of play—such as role play, motor play, and construction play—not only enhances children's engagement but also accelerates their understanding of new vocabulary. Children demonstrated a good ability to recognize basic vocabulary, influenced by their habit of watching English-language videos. The findings also suggest that learning activities involving physical movement are more effective in improving vocabulary retention. Overall, the implementation of the STAR Method successfully created a fun and engaging learning environment, providing valuable insights for educators and practitioners about the importance of collaboration between educators and parents, while also encouraging the development of more innovative teaching methodologies at the PAUD level.

Keywords: *STAR Method, Early Childhood Education, Vocabulary Acquisition, Play-based Learning, English Language Teaching.*

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Received August 12, 2024, Accepted October 27, 2024, Published December 23, 2024

Introduction

The Global Village phenomenon has brought significant changes in the way we communicate and interact (“THE GLOBAL VILLAGE,” p. 243). In an increasingly connected world, English language skills have become very important, especially in professional and social contexts. English serves as a lingua franca (Hashim et al., 2016, p. 76), not only in business and technology, but also in cultural exchange and education. With geographical boundaries blurring, children equipped with solid English language skills will have a significant advantage in the future. Therefore, the introduction of English at the Early Childhood Education (ECE) level is crucial (Wahab, 2024, p. 275). Language education starting at this stage not only builds a strong foundation, but also improves children's confidence and communication skills later in life.

The importance of English language teaching in ECD cannot be overlooked. Research shows that the early childhood development phase is a critical period where they can absorb new information and skills quickly (Veronica, 2018, p. 54). If English is introduced early, children will find it easier to understand and use the language in different contexts. In this case, interesting and interactive teaching is necessary to maintain children's interest and motivation (Yulianti & Oktania, 2023, p. 332). One approach that can be used to achieve this goal is the STAR Method, which consists of four elements: Situation, Task, Action, and Result.



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The STAR method has been shown to be effective in describing events in a descriptive and structured way, and provides a framework that allows teaching to be more contextualized (Wiji Handayani et al., 2022, p. 4879). Although it has been widely used in interviews to gather in-depth information, the application of this method in classroom learning activities, especially at the PAUD level, is still minimal. This suggests a significant gap in the educational literature that needs to be filled with further research. Thus, research on the application of the STAR Method in English language teaching at Nurnaima Preschool in Bandung City is highly relevant.

This research is worth conducting as it addresses the urgent need to find more effective teaching strategies at the ECD level (fiska, 2023, p. 98). The application of the STAR Method in English teaching is expected to improve language comprehension, as well as children's critical and creative thinking skills. By encouraging students to engage in real situations—for example, through role-play or simulation—the method can help them understand the context in which they are used (Ameron & Sani, 2021, p. 45). It is not only about learning vocabulary and grammar, but also about how to use English in daily interactions.

Furthermore, this research can also provide valuable insights into how this method can be adapted for different learning contexts (Rokhmawan, 2018, p. 43). Educators can gain information about effective techniques in implementing the STAR Method, as well as challenges that may be faced in its implementation. As such, the results of this study are expected to be a useful reference source for educators and educational practitioners across Indonesia, encouraging them to create more engaging and rewarding learning activities for children.

Furthermore, this research will enrich the academic discourse on English language teaching at the ECD level. By identifying and analyzing key elements of the STAR Method, this research will contribute to the development of innovative and relevant teaching methodologies. A systematic and situation-based approach will not only benefit children, but will also support educators in designing a more effective curriculum.

Therefore, given the urgency and relevance of this topic, research on the application of the STAR Method in English language teaching at PAUD Nurnaima Bandung City is not only important, but also very urgent. In an increasingly connected world, equipping the younger generation with strong English language skills from an early age is an investment that will have a lasting impact on individuals and society as a whole. This research will not only fill a gap in the educational literature, but also provide a foundation for the development of better teaching practices in the future. The findings from this research are expected to facilitate a paradigm shift in English language teaching, making it more relevant and adaptive to global needs.

Method

This research uses a qualitative approach with a case study design (Poltak & Widjaja, 2024, p. 165) which aims to explore how English language teaching at PAUD Nurnaima Bandung City is implemented through the STAR Method. The qualitative approach was chosen because it allows researchers to gain an in-depth understanding of the phenomenon under study (Helaluddin, 2019, p. 53), as well as explore the meaning contained in the interaction between educators, students, and the learning context.

The research activities took place over two months, with a meeting frequency of once a week. The research team consisted of two lecturers and five students, who collaborated to ensure comprehensive and systematic data collection. The presence of researchers at the research site was not only to observe, but also to interact directly with learners and educators (Mahrita et al., 2023, p. 165), thus gaining richer insights into the learning dynamics that occur.

In the context of this study, key informants consisted of two ECD Tutors and the Principal of Nurnaima ECD Center. The tutors are responsible for the implementation of English language teaching using the STAR Method, while the Principal provides perspectives on education policy and support for English language teaching in the institution. The involvement of these informants was essential to obtain holistic and representative data on the implementation of the method under study.

Data was collected through two roles of the researcher: as Tutor Assistant and Observer. In the capacity as Tutor Assistant, the researcher actively participated in the teaching process, supporting the Tutor in implementing the STAR Method and creating an interactive learning environment. As an Observer, the researcher observed and recorded the interaction between the Tutor and the students, as well as the students' response to the applied teaching method (Hasanah et al., 2023, p. 94).

To systematically collect data, researchers used specially designed instruments (Arsi & Herianto, 2021, p. 253) based on the components of the STAR Method. Each meeting, the researcher and Tutor filled out the instrument, which serves to record the learning situation, the tasks given, the actions taken by students, and the results achieved. The completion of this instrument serves as an evaluation tool that allows researchers to analyze the effectiveness of the application of the STAR Method in the classroom.

After data collection, the next step is to codify the results of filling out the instrument (Handoko et al., 2020, p. 198). This codification process was conducted to identify key themes and patterns that emerged during the learning activities. The codified data was then analyzed in depth to evaluate the impact of the STAR Method on children's English language skills at Nurnaima PAUD. This analysis focuses not only on the learning outcomes, but also on the interaction process and classroom dynamics that occurred during the study.

Thus, the research methodology adopted in this study was designed to produce a comprehensive and in-depth picture of the application of the STAR Method in the context of English language teaching in PAUD (Wiji Handayani et al., 2022, p. 4872). This qualitative approach allows the researcher to explore the various aspects that influence the success of the teaching method, as well as contribute to the development of better educational practices in the future.

Result and Discussion

Learning in Early Childhood Education (ECED) generally focuses on a play-based approach, where play is considered an effective method in stimulating children's cognitive, social and emotional development. Three types of play are commonly applied in this context: role play, motor play and construction play. These three types of play serve as situational elements in the application of the STAR Method that this study aims to explore. By introducing different forms of play, the researcher aims to create a fun and interactive learning environment for the children, so that they can more easily absorb the English materials being taught.

In the context of this research, the task was to integrate English language materials into the daily lesson plans at PAUD Nurnaima in Bandung. This integration is expected to enrich the children's learning experience while making English part of their daily routine. Some of the tasks implemented in the learning process include using flashcards, singing and dancing, watching videos and drawing. These activities are designed to capture children's attention and provide a clear context for the vocabulary being taught. This research seeks to show that English language learning can be implemented in an interesting and non-boring way, thus facilitating faster language acquisition.

Although all three varieties of games are planned to be implemented, their implementation is highly dependent on the PAUD's readiness to provide adequate learning tools. At PAUD Nurnaima, the variety of tools for motor and construction games is quite abundant, including wooden blocks, brick blocks, puzzles, balls of various sizes, and skipping ropes. These tools not only serve as learning aids, but also as a means to develop children's fine and gross motor skills. However, devices for role-playing are still minimal, with only a set of finger puppets that are quite worn out. The availability of these tools has a significant effect on the implementation of learning, as a variety of games can increase children's motivation and engagement in the learning process. It is therefore important for educational institutions to invest in tools that support all types of play.

The focus of this phase of the assignment was to introduce and increase English vocabulary for ECD children. During the observation, it was found that almost all children were familiar with basic vocabulary commonly used in daily life. This can be confirmed through interviews with the Tutor and Principal, who explained that children's interest in English is closely related to their habit of watching streaming videos containing English terms. This phenomenon shows that children today are exposed to more English, albeit in an informal context, which in turn can accelerate the formal learning process in the classroom. In this context, educators need to capitalize on this interest to integrate vocabulary relevant to children's daily experiences, so that learning becomes more meaningful.

In the context of action and result, the researcher focuses on the introduction of vocabulary accompanied by correct pronunciation. The introduction of vocabulary aims to familiarize children with hearing and pronouncing English well, as well as providing a strong foundation for future English language learning. Given that children in early childhood have short attention spans, more creative and dynamic strategies are needed to maintain their engagement during the learning process. Researchers often repeat the pronunciation of vocabulary to attract children's attention and ensure their participation

in learning activities. Therefore, it is important to adopt interactive and fun teaching techniques, such as games, songs and physical activities that can improve children's concentration.

One interesting new finding is that children learn new vocabulary more easily when learning is accompanied by movement. This shows that they are more interested and engaged when learning activities use a variety of motor games, both gross and fine. The study identified that English language learning that involves physical movement not only makes the classroom atmosphere livelier, but also improves vocabulary retention among children. In this study, researchers noted that activities such as dancing or playing with a ball when introducing new vocabulary can attract children's attention and strengthen their understanding of the material being taught. This use of movement in language learning is in line with the theory that learning that involves multiple senses tends to be more effective.

Thus, the application of the STAR Method in English language teaching at PAUD Nurnaima Bandung City shows significant potential to improve children's language skills. The game-based approach adopted not only makes learning more enjoyable, but is also relevant to children's developmental needs. The research underscores the importance of flexibility in teaching and the need to adjust methods based on children's responses and interests. Through systematic observation and reflection on teaching practices, it is hoped that the results of this study can make a valuable contribution to the development of English teaching methodologies at the ECD level, as well as enriching children's learning experiences.

In a broader context, this research also provides insight into the importance of collaboration between educators and parents. Parents' understanding of the importance of their involvement in the English learning process at home can help reinforce the foundation that has been provided at school. By involving parents in learning activities, both through information about the material being taught and through suggestions for home activities, it is hoped that children will receive more consistent and sustained support. This will create a synergy between the formal and informal learning environments, which in turn can increase the effectiveness of English language learning among children.

Conclusion

This study shows that the application of the STAR Method in teaching English at PAUD Nurnaima Bandung City has a positive impact on children's language skills. Through the integration of a variety of games-role-playing, motor and construction-children are not only able to learn new vocabulary, but are also actively involved in the learning process. Physical engagement and social interaction during learning activities were shown to improve vocabulary retention and strengthen their understanding of the use of English in everyday contexts. The findings confirm the importance of creating a fun and relevant learning environment for children, which can help them develop language skills early on. Furthermore, the results of this study provide valuable insights for educators and educational practitioners, and highlight the need for support from parents in the learning process. With better collaboration between educators and parents, children can have a more consistent and holistic learning experience. The research also encourages the development of innovative teaching methodologies, which not only focus on language acquisition, but also on fostering a love of learning. Therefore, the application of the STAR Method in Nurnaima PAUD can be used as a model for more effective and engaging English language education practices in the future..

Acknowledgment

We would like to express our deepest gratitude to all those who have contributed to this research. First of all, we would like to express our special appreciation to PAUD Nurnaima Bandung City for providing the opportunity and full support during the implementation of the research. The good cooperation between the researcher and the PAUD manager is very important in implementing the STAR Method in English teaching. We appreciate the openness and participation of the Tutors and Principal who have been willing to share their insights and experiences, so that this research can run smoothly and generate valuable data.

In addition, we would also like to thank the lecturers involved in this research. The academic support provided, both in the form of guidance, direction, and constructive criticism, greatly helped us in designing and implementing this research. The insights and experiences shared by our lecturers have enriched our perspectives on English language teaching at the ECD level and provided a strong theoretical foundation for this research.

We are also grateful to the English Literature students of Semester 6 Academic Year 2023/2024 who have actively participated in this research. The cooperation and enthusiasm shown by fellow students not only enriched the research process, but also created a productive and enjoyable working atmosphere. Their involvement in data collection and field observations has contributed significantly to the smooth running of this research.

Finally, we would like to thank all the individuals and organizations that have supported us directly or indirectly. Every contribution, whether in the form of time, energy, or ideas, has helped us to complete this research well. Hopefully, the results of this study can provide benefits for English language education in PAUD and become a reference for further research.

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