EXPLORING SHARING TIME INTEGRATION IN EFL CLASSROOM FOR YOUNG LEARNERS

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Abstract: There are still many schools in Indonesia that use the one-way communication learning system. It made students feel bored and monitored. Therefore teachers need a pleasant learning atmosphere and a learning system that can build interactive relationships between teachers and students. One of them is by doing sharing time activities in the learning process. This research is conducted to determine the purpose, benefits, and scope of sharing time using a quantitative descriptive approach—the data collected by conducting informal observations and interviews. Validity and reliability observed several times. The technique used to analyze is Miles and Huberman's model. From this study, it was found that the purpose of sharing time is to see the students' understanding of a topic, and to practice the ability of students speaking in front of the audience. Benefits for students, (1) Trained to express ideas or experiences. (2) Improve student vocabulary. (3) Learn to compose correct sentences. Benefits for teachers, (1) Build communication between teachers and students. (2) Make the teacher able to know the abilities of the students. (3) The teacher gets exciting ideas from students. (4) Helping teachers to have a closer relationship with students. Constraints (1). Topics that are not yet familiar make students hesitate. (2). Limited Time.

Keywords: Sharing time, Young learners, activity

INTRODUCTION

In the world of education, there are generally two factors that influence student success in the learning process 1. internal factors, which originate from oneself, including the ability of talent, motivation, intelligence, confidence, and so forth. 2. external factors, considerations are arising from the surrounding environment, such as the family environment of the community and the school where the teacher and learning methods are inside. Both of these factors can be a barrier and support the success of students in learning (Budiningsih.C., 2005)

Reforming and improving the education system is one of the government policies contained in the National Education Policy Direction for Basic and Secondary Education in

2001/2004. It is to improve the quality of education so that teachers and students get optimal results in the process of implementing learning activities in schools (Rahina, 2007)Lack of educator awareness of the importance of strategic renewal in the teaching the process is one of the causes of the lack of education in Indonesia to realize quality human resources who can compete in the current era.

Most primary schools in Indonesia still emphasize the one-way communication learning system. This system makes the teacher the sole speaker in the learning process. So that many students feel bored and monitored. Because it is necessary for the efforts of the teachers to create a learning atmosphere that is more fun and not dull, a pleasant atmosphere will make the teaching and learning process more effective (Dryden, 1999). An interactive relationship between the teacher and the rest also supports the learning process in the teaching and learning process. It is necessary to have a new learning system to create both of these things one of them by doing sharing time activities in the teaching and learning process.

Sharing Time is an activity that is carried out routinely by sitting together between the teacher and students, providing opportunities for students to express ideas or opinions, share feelings and experiences, which they have experienced. Students can convey it by standing in front of the teacher, their friends, or sitting in her/his place. Sometimes the topic students will share also determined by the teacher so that what they convey will still be of value to the listener, and sometimes the topic will be free. Students will get the confidence to be the centre of attention of the group when they share something about themselves and about what they know. They feel good because of it (Spence Rogers & Lisa Renard, 1999) When one student shares, it makes motivation for other students and wants to do the same thing. They will also be more courageous and confident in sharing time activities. This sharing time activity is an acknowledgement if students can evaluate their lives, where their experiences are full of culture and cognitive
resources (Hannah, 2015)

Initially, this sharing time activity was chosen by the teacher to help students deal with the problems and difficulties experienced (Kelly, 1999). By the Time, sharing time has been researched and become activities that have many advantages, some of them are, Teachers social skills, Promots effective communication, to build self-confidence in students and for fun (Yazigi & Seedhouse, 2005a). From the research conducted by (Dewi, 2014)by conducting Classroom Action Research (CAR) on the use of sharing Time in class, where she found that in the purpose of sharing time on the second day, students' confidence was more visible than the use of sharing time on the first day.

Sharing time is also known as 'circle time' or 'show and tell' is widely practised in elementary schools in the western world (Yazigi & Seedhouse, 2005a) This technique began to develop rapidly around 1990 (Lown, 2002)). Whereas in Indonesia, until now, only a few elementary schools carry out this activity in the classroom, even though this activity is very supportive of student character, and Promotes effective communication by teachers and students, so It can help teachers to have a closer relationship with students. It all is an internal and external factor in students who can support their learning outcomes.

The purpose of this study is to determine the purpose, benefits, and scope of sharing Time. We Hoped that this sharing time activity could become a preferred activity for teachers to apply in the learning process in primary schools in Indonesia. So that young learners can get

optimal results and learning, and realize the goals of Indonesian education to create resources quality human being.

RESEARCH METHODOLOGY

This study uses a quantitative descriptive approach. According to (T soendari, 2012) descriptive research is a method to describe a situation or activity. And in this study. Its approach represents and discusses the case. In an elementary school in the city of Bogor, the school has been implementing many years sharing activity in the learning process.

This study's data is the form of views, opinions, and actions related to the sharing time activity. This data was collected by conducting informal observations and interviews with two teachers at the school. The teachers already have long experience in carrying out sharing time activities. Teacher A (pseudonym) has five years of experience, and teacher B (pseudonym) has three years of experience where the two teachers are female and teach the same class, with 17 students aged between 7-9 years.

This interview conducted in Indonesian through social media (WhatsApp) the question and answer activities carried out in the form of text. So that information and data obtained were not lost. The data collected is then translated into English. For validity and reliability, the author does observations several times. (Ufie et al., 2014)mentioned that observation as a powerful tool to test truth. The technique used to analyze the data in this study is the Miles and Huberman model. This data analysis has three components, namely: 1. Data reduction, 2. Data presentation, 3. Conclusion drawing/verification (Ufie et al., 2014)

RESULT AND DISCUSSION

The results of this study are the presentation of the exploring sharing time activities in the form of objectives, benefits, and Coverage as follows.

1.1.1 The purpose of applying the sharing time

Based on the results of interviews with the two teachers, about the purpose of applying the sharing time activities in the learning process.

Teacher A said:
"The purpose of sharing Time is to see students' understanding of a topic or experience."

Teacher B said:
"The purpose of sharing Time is to practice the ability of students to speak and express opinions in front of the audience."

From these statements can be concluded if sharing time activities carried out in an elementary school in the Bogor city aims to see the students' understanding of a topic or experience and also to practice the ability of students to speak and issue opinions in front of the audience.

1.1.2 The Benefits of sharing Time

Based on the observations of the writer and teacher as executing sharing time activities. Several benefits of sharing Time have found for students, including: (1) Trained to dare to express ideas or experiences with this sharing time activity, where this activity is carried out and continuously every day. It will make the students be trained and accustomed to speak in front of the audience. So they don't feel nervous, awkward, and afraid to express their feelings or ideas anymore. (2) Improve student vocabulary. For students who are listeners, they will hear new words addressed by the student who is presenter, and when they don't know the meaning of the word, the students will ask the presenter or the teacher. It will improve their vocabulary. Not only listeners, but vocabulary reinforcement also can be obtained by the presenter. When she express their ideas, thoughts, or opinions, but they don't know the word in English, then they will ask the teacher, so he presenters get their additional vocabulary. (3) Learn to compose correct sentences. They depicted the following excerpts. With this sharing time activity, students try to be excellent presenters, and they hope their friends and teachers can understand what they are saying. They also try to arrange and use correct sentences. The teachers also will guide and remind students how to arrange correct sentences too.

Excerpts1 :
"The benefit of sharing Time is that students become trained to dare to express ideas or experiences in front of the teacher and his friends." (Teacher A)

Excerpts2 :
"Students will get used to talking and expressing ideas or opinions in front of others. Besides that, sharing time activities will train students' courage to speak in public." (Teacher B)

Excerpts 3:
"Another benefit of sharing time activity is that it can improve vocabulary and learn to use good sentences." (Teacher B)

Besides being beneficial for students, sharing time also has several benefits for teachers, including (1) Build communication between teachers and students. By allowing students to express their ideas, opinions, and experiences, and the teacher is happy to listen to what the student said. It will build excellent communication between students and teachers. (2) Make the teacher able to know the ability of the students. By seeing, hearing, and paying attention, how students convey their views and opinions, the teacher can understand the skills of the students. So that the teacher will guide and direct students who have not been able to do it well, and continue to provide support to students who can do it well, so their abilities do not decrease. (3) The teacher gets exciting ideas from students. Thoughts, opinions, and experiences conveyed by students during sharing time will add new knowledge and information to the listeners. So teachers can get interesting ideas from what students have expressed. (4) Helping teachers to have a closer relationship with students. In sharing time activities, the teacher will get an overview of the feelings and thoughts of students. It will make the teacher's relationship with students will be closer, so the teacher can better know the character, abilities, strengths, and weaknesses of the students.

Excerpts 4:
"The benefits of sharing time for teachers, building communication with students." (Teacher A)

Excerpts 5:
"Teachers will be able to classify which students have been able to speak and issue opinions in public, and which students still need help and guidance." (Teacher B)

Excerpts 6:
"The teacher will also get interesting ideas from the students." (Teacher B)

Excerpts 7:
"Also, the teacher will get a description of what students are feeling and thinking about so that they can psychologically help the teacher to have a closer relationship with students." (Teacher B)

These quotations explain that sharing Time activities have many benefits for teachers and students in the process of teaching and learning activities. So this time sharing activity can also be integrated into other things, such as to teach character values to children and to teach children public speaking.
This is the format of table, no vertical line used:

1.1.3 The constraints of sharing Time

Not only get many benefits from sharing time, but Some teachers also encounter several obstacles, based on the results of their evaluation. Some of these obstacles are: (1). Topics that are not yet familiar make students hesitate. Where the issue usually based on the theme of learning. (2). Limited Time. It makes some students cannot share every day. This sharing time activity is around 15-20 minutes every day, and there are 17 students in the class. So that not all students cannot share their stories every day. Its constraints from the following excerpts.

Excerpts 8.
"When the topic of sharing is still unfamiliar to students, sometimes students feel hesitant or ashamed to issue opinions. In selecting the problem itself, we do provide questions based on learning themes such as the habit of empowerment or learner outcome. "(Teacher B)

Excerpts 9.
"There are topics that might be difficult for students to understand if they are related to the habit of empowerment or learner outcomes." (Teacher A)

Excerpts 10.
"Time is also a problem because sharing time does not have a lot of time, so not all children can share and only a few." (Teacher B)

Excerpts 11.
"The teacher will guide and invite students to participate during sharing time."

Excerpts 12.
"There is a need for scheduling or assignments for students to share daily; we will also stress to provide opportunities for students who have not shared."

Based on excerpts 11-12. To overcome these obstacles, the teachers make some efforts to overcome them. For Topics constraints that are not yet familiar, make students hesitate. Teachers provide examples, motivation, and invite students to share their experiences, ideas, and opinions, according to the topics that have determined. For constraints due to limited Time, the teachers try to provide opportunities in advance for students who have not shared in one week. So that all students have the same opportunity to share their opinions, experiences, and ideas.

Regarding the purpose of doing sharing time activities at the school, it is to see students' understanding of a topic, and also to train students' ability in giving a speech in front of the audience. From the sharing time activities also found benefits by these objectives that students become trained to speak in public. By teaching and familiarizing students in public speaking can build student confidence. It is also in line with the results of research conducted by (Latifah et al., 2018) that planting to dare to express a public opinion that is carried out by the teacher gets outstanding results, So She concludes if they dare to express her opinion and public speaking affects the self-confidence in students. Research from (Wahyuni, 2014)also confirmed that the ability to speaking in public has a significant relationship with confidence. If someone has an excellent public speaking ability, then that person also has good selfconfidence. High or Low student confidence can affect students' academic and non-academic fields. In academic midwives, including academic performance, and academic achievement (Stankov et al., 2014) while the impact on non-academic areas includes increased anxiety in conducting intrapersonal communication (Purnamaningsih, 2003)

Another benefit gained by implementing this sharing time activity is to increase vocabulary. It conveyed a resource, person who has been observing the development and benefits of sharing Time for years mentioned in the exerpts3. In a study conducted by (Yazigi & Seedhouse, 2005a) by giving questionnaires to 21 students and 20 of them answered that in sharing Time they learned new words' justifying what their friends said about their felling experient idea and opinion. Also, from the results of the questionnaire given to 9 teachers, 6 of them answered that from the sharing time activities, the students gained significant development. So based on the results, these studies can be concluded if this activity can improve vocabulary for students, in another context found if from sharing Time, students learn to compose correct sentences. The cognitive abilities of students can be developed by exploring and encouraging their narrative and narrative abilities (Yazigi & Seedhouse, 2005b)One form of cognitive development is that students can arrange the correct sentences when becoming an excellent presenter in sharing time activity. Based on the benefits obtained by the teacher from this sharing time activity, it can help teachers to have a closer relationship with students. It found in research conducted by (Yazigi & Seedhouse, 2005a)that with this sharing time activity, the relationship between students and teachers can be well. Teachers also get to know their students well, even better than their peers. That way, the teacher knows the strengths and

weaknesses of their students. So that they are easier to help and guide students in teaching and learning. (Cook-Gumperz, 1986)) states that the functional relationship between teachers and students affects communication and learning outcomes. Another thing that can be obtained by the teacher is an idea, where students are free to express their opinions, ideas, and ideas in this activity, and often teachers also accommodate, develop and use their ideas as supporting learning.

The obstacles experienced by the teacher when doing sharing time activities are students who are hesitant to share if the topic for discussion given by the teacher is not yet familiar to them. Issues that are not relevant to children's knowledge can be a limiting factor for them to tell stories (Fitriani1 et al., 2019)So there needs to be support or motivation provided to overcome them. Motivation has a positive and significant effect on learning achievement (Kiswoyowati, 2011). The next obstacle is limited time. When teaching timelimited is a burden for many teachers (Meister & Melnick, 2003). For that, we need efficient time management. One of them is by allowing other students the next day to share their ideas and opinions because teacher time management has an impact on student performance outcomes.

CONCLUSION AND SUGGESTION

Conclusion

From the results of the discussion above, regarding the effects of exploring sharing time activities, information about the objectives, benefits, and constraints of sharing Time was found. By knowing the goals and limitations of sharing time activities will make it easier for teachers to plan and do time-sharing activities well. So students and teachers can feel the benefits of sharing Time. Where the profits are several supporting factors for students and teachers, to get good results in the learning process. That way, quality human resources will be created by the objectives of Education in Indonesia.

Suggestion

The many benefits that can obtain from sharing time activities, which can support the results of learning in young learners. It is hoped that this activity could be integrated into other subjects, especially in English language lessons, to improve students' abilities in speaking and listening aspects. Because the scope of this research is only at EFL classroom at the elementary school level and exclusively focuses on some of the benefits of sharing time activities. It hoped that subsequent research could develop it, with more significant respondents at junior high, high school and university levels. So that the quality of education in Indonesia can increase.

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