

ABSTRAK

Hikmatun Sholihah. NIM. 210101080568. Program *English Practice* pada Anak Kelompok B di TK Telkom Banjarbaru. Dosen Pembimbing Skripsi Nor Izzatil Hasanah, S.Pd, M.Pd, pada Program Studi Pendidikan Islam Anak Usia Dini, Fakultas Tarbiyah dan Keguruan, UIN Antasari Banjarmasin. 2025.

Kata Kunci: Program, *English Practice*, Anak Usia Dini

Bahasa Inggris merupakan bahasa asing yang sangat penting untuk dikenalkan pada anak usia dini, karena menjadi bahasa internasional yang digunakan untuk berkomunikasi di seluruh dunia. Penguasaan Bahasa Inggris dapat menambah kosakata, meningkatkan kemampuan kognitif, dan dapat membuka peluang karir di masa depan. Tujuan penelitian adalah untuk mendeskripsikan perencanaan, pelaksanaan, dan evaluasi, serta faktor yang mempengaruhi program *English Practice* pada anak Kelompok B di TK Telkom Banjarbaru.

Jenis penelitian ini adalah penelitian lapangan dengan studi kasus dan menggunakan pendekatan deskriptif kualitatif. Subjek penelitiannya yaitu 1 orang guru dan 16 anak. Objek penelitiannya yaitu program *English Practice* pada anak kelompok B di TK Telkom Banjarbaru. Teknik pengumpulan data melalui observasi, wawancara, dan dokumentasi. Analisis data yaitu pengumpulan data, reduksi data, penyajian data, penarikan kesimpulan atau verifikasi. Serta keabsahan data menggunakan triangulasi sumber, teknik, dan waktu.

Hasil penelitian menunjukkan bahwa perencanaan program *English Practice* tidak memiliki perencanaan formal dalam RPPH, hanya menyesuaikan tema yang berlangsung. Pelaksanaan program *English Practice* dilaksanakan setiap hari menggunakan metode-metode seperti: perintah, menyanyi, permainan, menonton video, dengar ulangi, dengar lakukan, tanya jawab, menggambar, pemodelan demonstrasi, dan aktivitas diluar. Evaluasi program *English Practice* tidak dinilai secara formal hanya melalui observasi secara langsung. Adapun faktor pendukung yaitu pengenalan sambil bermain, keterlibatan aktif anak, guru yang berpengalaman, keanekaragaman materi, konsistensi. Faktor penghambatnya yaitu kurangnya bahan ajar, ketidakmampuan guru, kurangnya partisipasi orang tua, kurangnya sumber daya, dan tidak adanya evaluasi.

ABSTRACT

Hikmatun Sholihah. NIM. 210101080568. *English Practice Program for Children in Group B B at TK Telkom Banjarbaru.* Thesis Supervisor Nor Izzatil Hasanah, S.Pd, M.Pd, in the Early Childhood Islamic Education Study Program, Faculty of Tarbiyah and Teacher Training, UIN Antasari Banjarmasin. 2025.

Keyword: Program, English Practice, Early Childhood

English is a foreign language that is very important to introduce to early childhood, because it is an international language used to communicate throughout the world. Mastery of English can increase vocabulary, improve cognitive abilities, and can open up career opportunities in the future. The purpose of this research was to describe the planning, implementation, and evaluation, as well as factors that influence the English Practice program for Group B children at Telkom Banjarbaru Kindergarten.

This type of research is field research with a case study and uses a qualitative descriptive approach. The subjects of the research were 1 teacher and 16 children. The object of the research was the English Practice program for group B children at Telkom Banjarbaru Kindergarten. Data collection techniques through observation, interviews, and documentation. Data analysis, namely data collection, data reduction, data presentation, drawing conclusions or verification. As well as the validity of the data using triangulation of sources, techniques, and time.

The results of the research showed that the planning of the English Practice program did not have formal planning in the RPPH, only adjusting the ongoing theme. The implementation of the English Practice program is carried out every day using methods such as: commands, singing, games, watching videos, listening to repeat, listening to do, questions and answers, drawing, modeling demonstrations, and outdoor activities. The evaluation of the English Practice program is not assessed formally only through direct observation. The supporting factors are introduction while playing, active involvement of children, experienced teachers, diversity of materials, consistency. The inhibiting factors are lack of teaching materials, teacher incompetence, lack of parental participation, lack of resources, and no evaluation.