

**THE PROPER LEARNING ENGLISH METHOD FOR CHILDREN WITH
CANCER IN INDONESIA CARE FOR CANCER KIDS FOUNDATION
JOGJAKARTA (YKAKI JOGJA)**

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Abstract

Cancer is a chronic illness that could suffer every people included children. Because of cancer treatment for more than 2 years, some students should postpone their school. Through 'sekolah-ku' program, YKAKI Jogja freely gives facility for children getting cancer treatment to continue their study in the hospital and in the shelter home. Children living in YKAKI Jogja were often visited by foreign volunteers and got English literature book donation. They interested in learning English but they felt difficult to use English because English is not their first language. However, the children with cancer have limitation in Learning English caused by: 1) side effect of chemotherapy, 2) less self-confident, 3) less support from their family. The research aimed at finding out the proper learning method to teach English for children with cancer in YKAKI Jogja. The research methods used direct observation and interview in order to gain the research data. In the English class, the researcher used bilingual communication with students and created comfort situation in the ward. Some learning methods were applied during learning English such as playing games, watching English videos, and storytelling. The result of this research showed that the children was more motivated to study English when the researcher combined two of three learning methods in the English class than used one method in that class.

Keywords: children with cancer, learning method, teaching English as foreign language, YKAKI Jogja

1. INTRODUCTION

English is a first foreign language in Indonesia. English is taught to the kindergarten students to senior high school students. The teacher teach their students for mastering English skills like listening, speaking, reading and writing. The success of English material delivering depends on many factors such as the student condition, learning method, learning sources and teacher readiness for teaching in the classroom. According to 1945 constitution of Republic Indonesia, every children has the same right to studying and playing. In fact, children with cancer should lose their right as long as they get cancer treatment. They could not go to school and play with their peers. People often ignore their right. Therefore, Indonesia Care for Cancer Kids Foundation Indonesia (YKAKI Jogja) focuses on meeting the right of childhood cancer patients, particularly education during cancer treatment. The patients who cannot learn in their school are facilitated by YKAKI Jogja to study in a shelter home and a hospital through 'sekolah-ku' program. English is one of subject that is taught in 'sekolah-ku'. However, in learning English for children cancer patients are found some obstacles and challenges, especially, finding the proper learning English for children with cancer in YKAKI Jogja.

2. LITERATURE REVIEW

Indonesia Care for Cancer Kids Foundation (Yayasan Kasih Anak Kanker Indonesia (YKAKI) is a non-government organization that focuses on supporting children being in treatment for cancer in Indonesia (“visi dan misi YKAKI,” n.d, p. 1). YKAKI is the member of Childhood Cancer International (CCI). It is established on 1 November 2006 by the parents of children suffering cancer in Jakarta. The mission of the foundation is to support Indonesia government programs such as giving public education about cancer to people. Its branches are located in some regions such as Jakarta, Bandung, Semarang, Jogjakarta, Surabaya, Denpasar, Makassar, Manado, and Riau. Some of its programs are providing a shelter home, my-school (‘sekolah-ku’), transportation and cancer education campaign for public. The shelter is built nearby the cancer center hospital accommodating the children and their parents to live temporarily during hospitalization and outpatient until the end of treatment. The patients and their families could use vehicles provided by YKAKI to go to the hospital. The foundation has socialization and education program whose purpose is to educate the society so they become more aware of cancer. This program is supported by doctors and professional. In addition, ‘sekolah-ku’ program is an education program that gives an opportunity for the patients to continue their studies while they are in treatment. The foundation recruited bachelor of education and psychology as teachers. YKAKI teacher applied some learning methods to create comfort zone.

Teaching English as a foreign language is a learning that has some important factors. One of that important factor is motivation. Creating motivation for Indonesian learners meets some difficulties. There are some teaching technique approaches to teach English in the class that could apply in the classroom to increase the learner’s attention to the lesson material. Littelwood (2008, p. 1) explained about the definition of CLT in his book. He states, “One of the most characteristic features of communicative language teaching is that it pays systematic attention to functional as well as structural aspects of language, combining these into a more fully communicative view.” Based on that description, CLT is an approach that emphasize the communicative that focused on function of language aspects and practicing language that students learn in meaningful ways. This approach could apply to teach English for children with cancer and encourages the children to active communicate individually or with their group activities.

Cancer is categorized a group of a lot of related illness not one illness (National cancer institute, 2015,p. 2) Cancer usually used to explain about the illness that has abnormal cells which cannot be controlled, attack nearby tissues, spread to other body parts through blood and lymph systems. The aim of cancer treatment to make the children live longer and healthier. Cancer treatments consist of some ways like chemotherapy, radiation therapy, bone marrow transplantation and peripheral blood stem cell transplantation, surgery, immunotherapy and target cancer therapies (National Cancer Institution, 2015, p. 30).

Kazak and Noll (2015, p. 146) said that childhood cancers are chronic diseases which become the first cause of children death and create traumatic effect for children and their families since diagnosis, pre-treatment and post-treatment. Their treatments have impact on health and well-being. The other implications of cancer treatment are social isolation, financial worries, education and future prospect for the children who are getting cancer treatment (Macmillan cancer support, 2013, p. 3). However, every cancer treatment has side effect. Aslam, Naveed and others state that chemotherapy has some side effects such as headache, fatigue, weakness,

hair loss, nausea, vomiting, diarrhea, abdominal cramps, mouth sores, dry mouth, and memory impairment (2014,p. 819).

Playing games is trusted as the good learning method to teach children. Through playing games the teacher could create variation language contexts that is useful to help the pupils to increase their interest in learning. The teacher also apply storytelling to teach English. Storytelling is an effective approach to teach English to the young learners using some books and articles that contains interesting plots, characters and it could develop children's concentration and children's language skills (Dolzhykova, 2014, p. 31).

Another learning method to teaching English is English videos. The children are very enjoy when they watch movie or video in their leisure time. According to Ruusunen (2011,p. 15) films are a proper tool for foreign language learning which have authentic language so that the students could observe nonverbal behavior, accent, and linguistic. The students are encouraged to produce the sound like native speakers and speak English in learning activities or in daily life.

3. METHODS

In this research was used qualitative method. Kurniawan (2011,p. 43) said that qualitative method is a research method that occur naturally and which produce descriptive data such as human behavior, spoken, written or other data that could observe. The instrument for collecting data used observation and interview. Using observation to collect data about phenomenon how students use language to study language learning and process of teaching in the class that could be made in various situations for research of second language acquisition research is very general (Seliger, 1989,p. 162). Observations were applied as long as the researcher taught English in the shelter home and in the ward. Researcher also made the interviews with doctors and parents to gain data completely. According to Seliger interview has purpose to gain actual information by talking with the subject in a face-to-face situation or by telephone (1989,p. 166). From the interview, the interviewer would ask some questions and they would know the respondent's respond.

In the research process was taken 30 students of all the children with cancer living in YKAKI Jogja from kindergarten students to high school students. The researcher taught English once a week in the hospital and in the shelter home.

4. FINDINGS AND DISCUSSION

YKAKI Jogja got a lot of English literature books donation from the donators. The donators hope that the children with cancer could use their leisure time to read those books. Some of foreign volunteers often visit the children. However, the children with cancer have limitation to use English because English is not their mother tongue. Consequently, the children did not read that donation books and they could not communicate with the foreign volunteers. They need a learning method that could increase their motivation for learning English. Based on the observation, the researcher found some obstacles for children with cancer to study English like the side effects of cancer treatment, less confident and less support from their family.

After interviewing with the doctors and the childhood cancer patients, the effect of cancer treatment such as chemotherapy, radiotherapy and surgery caused hair loss, fatigue, vomiting, painful, oral complication, and the change of their emotion.

Actually, they have high spirit to study. It can be seen that they look so happy when study time is begun. In contrast, they will refuse to study if they don't feel

well because of the effect of that treatments. In the interview with childhood cancer patients, they said that they were less confident to speak English in front the class and speak with foreign volunteers. Sometimes, they were mocked by their peers. The children thought English is difficult lesson. The next problem is less support of the parents to study. The parents only want their children focus on children's treatment. They think that study would make their children become more pain.

In the first step, the research would consult with the doctors about the patient's health status after getting certain treatment. If children getting cancer treatment were in good condition, the research would offer the children to study. Commonly, the learning in 'sekolah-ku' take place around 2 hours a day, so that the children could take rest. In the second step, the researcher asked permission to the parents. She also did some approaches to the parents and gave some explanations about the benefit of educating during cancer treatment. She tried to make sure that study would bring good effects such as killing the time and reducing negative thinking about the children's illness. The researcher would ask the parents to involve learning activities and accompanying their children in the class. Then, increasing motivation and reducing negative paradigm when they were learning English were very important. Through communicative English Learning (CLT), the researcher taught English in the ward and in the shelter home. The researcher used games, storytelling and English videos as learning media.

To teach vocabulary, researcher applied some games like word puzzle, mystery pocket, map jigsaw and a spiral. The vocabulary material would be chosen based on exist syllabus. The aims of applying games are to create happy feeling and to omit bored when they learn using textbook or worksheet. In the hope that student could be success when they play games, researcher guided children to follow games instruction. Furthermore, researcher picked the picture books and bilingual book donation to teach grammar and structure. Researcher would make a group that consist of 3 children and asked them to listen the story. Sometime, she used dolls and puppet to storytelling. Before storytelling was begun, she created relax situation so that the student could learn comfortably. After listening whole of the story, researcher would ask the children to retell the story in front of their friends. The next media is English videos. Many children in YKAKI Jogja love watching videos in the internet. Taking advantage of this situation, the researcher decided to use English videos as learning media. Trough English videos, pronunciation and intonation was taught effectively. Choosing the good content English videos was most important. Firstly, the researcher chose animation videos which has Indonesian subtitle in order that the children could be accustomed with animation English videos and understanding the plot. Secondly, the researcher used videos which has English subtitle like Thomas and his friends, Peppa pig, and others. The children were hoped more understanding about English accent and pronunciation.

Based on observation in the class, the researcher found that most of the children (26 of 30) interested to study English. They often spent time more than 1.5 hour to study English. Commonly, the children studied only two lesson subjects for 2 hours. The researcher involved the children to active communicate in the classroom. However, there a number of children were still quite in the classroom but they followed learning English until the end. Surprisingly, the parents who opposed the learning English changed their minds and gave permission to their children to study. They said to researcher that their children looked happy and enthusiastic with learning method. English become one of favorite lesson subject

for children with cancer. They could remember the English material faster than before when the learning methods were combined in once meeting. For example, in the first meeting English was taught by playing games and watching English videos and in the second meeting English was taught by playing games and storytelling. The children with cancer living in the shelter home started reading English book donation and some of them were brave to make interaction with foreign volunteers.

5. CONCLUSION

The children with cancer have the equal right to study and play like the healthy students. Hence, YKAKI Jogja supports the education of children being in cancer treatment in the shelter home and in the hospital. When teaching English for children with cancer, the researcher found some problems such as the side effect of cancer treatment, less confident and less support from their family. The researcher always communicated with the doctors to know the best healthy condition before study began. She did some approaches to the parents in order that the parents gave permission to their children following learning English. CLT is a learning approach which could be used to teach English for children with cancer. Combining some learning methods such as games, storytelling and watching English videos were an alternative way to increase the children spirit and reducing the negative view about teaching English for children. Many children said that study was a good healing for them because they have a new hope to be well and they have opportunity to reach their dreams in future.

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