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FUN LEARNING OF GORONTALO LOCAL LANGUAGE FOR EARLY AGE CHILDREN Wenny Hulukati, Maryam Rahim, Yusuf Djafar State University of Gorontalo Abstract: Learning for early age children is required to be well planned in terms of adjusting with characteristic of early age children development. Childhood is a period comprising of joy and happiness which they express in various activities.

Thus, local language learning, particularly Gorontalo language is required to be fun and it is proved by : (1) emotional involvement of children (happy), (2) social involvement of children (positive interaction to others), (3) physical involvement of children (optimal and under control physical activity); (4) voluntary involvement of children; (5) comfortable, beautiful, cool and fresh learning environment which make students enjoy the activity, (6) contextual learning, (7) various activity, and (8) teachers who are competent in Gorontalo local language as well as highly motivated teachers who are able to teach Gorontalo language to children.

Keywords: Fun Learning, Gorontalo Local Language, Early Age Children Introduction Early age children tend to do activities which can make them happy, although sometimes their behavior worries the parents, teachers and other adult people. They run, jump, climb, prance, shake the body, dance and other activities happily in terms of seeking happiness for themselves.

They do all those activities as if ignore danger which may appear from their carelessness. Looking at the early age children characteristics in the previous discussion, implies to thought that learning for early age children requires to be fun, particularly creating activity which can make them happy.

Through this type of learning, children will not only be in happy situation, but also maximum exploration, therefore they can meet all the expectation based on the learning situation. Theoretical Framework Fun Learning There are various definitions or meanings expressed by expert about term of learning (instructional). Based on the definitions, it can be concluded that learning can be meant as an effort in creating condition which provides chance for the studying activity.

Degeng (1993:2) defines learning as an effort of teaching students. This limit implicitly reveals that in the learning, there are activities of selecting, determining and developing certain method to achieve the expected learning achievement. According to Gagne, Briggs & Wager (1994:2), instruction is a human undertaking whose purpose is to help people learn.

Instruction is a set of events that affect learners in such a way that learning is facilitated. Based on the definition about the learning, it can be formulated that fun learning can be considered as an effort of creating conducive condition which can stimulate fun learning activity in terms of achieving the determined learning goals.

Fun learning is marked by : (1) involvement of children emotionally (happy), (2) involvement of children socially (positive interaction towards same age children), (3) involvement of children physically (optimal and under control physical activity), involvement of children voluntary, (5) comfortable, beautiful, cool, and fresh learning environment condition which make the children enjoy the activity, (6) learning is conducted contextually, (7) various activities, and (8) teachers have competency of Gorontalo local language as well as high motivation to teach Gorontalo language to the children.

Gorontalo Local Language Fun Learning for Early Age Children Planning language learning for early age children requires understanding about language development in their age as human whose characteristic is different from others who are either before or after their period. Chaer (2003;243) states that children are in easy way to learn language.

This is supported by Fakhrudin (2010;109) which states that every child has incredible potency in language. Gunarsa (1995;11) expresses that development of language and thought occurs to children in age 2 – 6 years. He also reveals that task of language development of the children are: (1) children can understand people's conversation, (2) children can arrange and add vocabulary, (3) children can combine words to be sentences, (4) children can pronounce properly.

Meanwhile, Yusuf (2001;120) divides type of children language development into two, namely; egocentric speech, done by 2-3 year children where in this case they talk to themselves; and socialized speech which mean that children talk to others. Socialized speech is divided into five forms: (1) adapted information, there is exchanging idea or common goal to be searched; (2) criticism, children asses people's pronunciation or attitude; (3) command, request and threat, (4) question, and (5) answer.

Based on the characteristics of children language development, it is obvious that early age is proper to teach language, includes local language. Chaer and Agustina (2004;81) divide children language acquisition into two types namely first language (mother tongue) and second language (other language). **Mother tongue is a** linguistic system which firstly is learnt from mother or family.

Local language will be called by mother tongue if the language is firstly learnt from the mother or other family members. Gorontalo local language becomes mother tongue/ first language when it is firstly learnt by children from the mother and family. This also happens in other regions or rural villages, while Gorontalo language in urban area is only the second language.

As far as the second language learning is concerned, Penfield (in Djamarah, 2008;67) explains that age of three and six years are the best time to learn second language due to children are only required to listen language pronounced by people fluently, reasonably and properly. Grandmother or grandfather, parents, teachers of play group, neighbor or housemaid can be good teacher, as long as they only speak with the language with the children.

The condition expressed by Penfield does not occur to children in Gorontalo region, particularly in urban area. Language that is always listened by the children, either in home, neighbor, friends, include in school is Indonesian Language. Thus, the children or even young adolescents **are not able to** speak in Gorontalo language.

Therefore, the learning of Gorontalo local language for early age children drafted in particular in form of fun learning is indispensable. Fun local language learning for early age children can be seen in the following characteristics: Involvement of students emotionally It is shown with happiness to make them enjoy in learning the local language, such as: watching the video/ looking at the presented picture, memorizing word/ sentence individually and talk to friends Involvement of students socially There is positive interaction towards the peer friends, such as: motivated each other to study, assist friends who encounter difficulty in pronouncing word/ sentence, do the truly conversation, and fix friends' pronunciation errors.

Involvement of students physically Learning stimulates children in doing various physical activities optimally and under control. The activities can be in form of movement, for instance "jump" while saying the word "jump" or "pronouncing short sentence which contains word jump" in Gorontalo language, children "run" while saying the word "run" or "pronouncing short sentence which contains word run" in Gorontalo language, children "cut" while saying the word "cut" or "pronouncing short sentence which contains word cut" in Gorontalo language; and so do other activities which should be combined with playing.

Involvement of children voluntary It may happen if the learning is proper with children need. Task of the teacher is raising children's interest to learn Gorontalo language as characteristic and cultural richness of Gorontalo region that require being loved, proud of and preserved by all children.

Conducive Learning Environment Condition The conducive learning is required to be conducted in comfortable, beautiful, cool and fresh situation which can make children enjoy the inside activity, beside create classroom situation with Gorontalo region nuance. The classroom should be arranged in particular way to be like Gorontalo area and it can be supported by pictures or things in Gorontalo language.

All people in the classroom must speak in Gorontalo language. Learning is conducted contextually The children learn about things, objects, people or occurrences in their surrounding that may occur in their daily activity. However, they must be based on the determined themes in curriculum and proper to be early age children activity Various activities.

Game method as characteristic of early age children learning should be conducted varied in order to avoid children's boredom. The game can be with or without certain tools. In regard of Gorontalo local language learning, thus it will be more meaningful if the game is correlated with traditional game of Gorontalo region, particularly a typical game tool of Gorontalo region. Teachers have Gorontalo local language competence as well as high motivation to teach Gorontalo language to children.

A fun local language learning requires teachers who have particular competence in Gorontalo language either verbal non-verbal (written), or meaning of words/ sentences. It is due to Gorontalo local language has both non-verbal (written) and verbal rules that are different with Indonesian language. A fun learning will be more meaningful if it is done by paying attention to early age children principles.

Fakhruddin (2010;31-35) explains the following early age children principles: Children need oriented. It may create a fun learning which makes children to consider the learning as their main need. Learning through Playing. Playing is an early age learning tool. Through playing, children are invited to explore, find, utilize and draw conclusion about things around them. Conducive environment.

The environment should be designed in certain way which can attract and please children and it should pay a great attention on the safety and comfort that can support learning activity through playing. A conducive environment enables children to develop their talents. Using integrated learning. Early age children learning requires to use integrated learning concept through certain themes.

The themes **should be able to** attract and evoke children's interest as well as it should be contextual. Developing various life skills. Children learn to help themselves, to be independent, responsible and to be discipline. Developing various life skills also benefit children in order to always be creative in every obstacle they encounter.

Using various educative media and learning source. They can derive from surrounding nature or materials prepared by the teachers. It should be done gradually and repeatedly. The learning is required to be done gradually, starts from simple concepts and close by the children. The teachers require to present the activity repeatedly to make the concept to be able to mastered.

Early age children learning requires careful planning thus it is able to develop children's potency and help to achieve several competences that have to be owned by children optimally. Important potential ability for nation's progress lies on children. Therefore, children's age is known as golden age. The learning requires improvisation, spontaneity and handling some complex considerations about form, style, speed, rhythm and efficiency which even the computer could not do the works. Gage adds art of this teaching as sponteneity, speed and rhythm (Arends, 2008). 3.

Conclusion and Suggestion Conclusion In addition to be as an effort of assisting children to have ability of speaking Gorontalo language well, Gorontalo local language learning for early age children is also as Gorontalo language preservation effort as one of cultural richness of Gorontalo region particularly, and Indonesia generally. Therefore, it requires well-planned and systematic effort through fun learning for early age children.

Suggestion The teachers are suggested to develop learning activity in Gorontalo language creatively, thus the purpose of Gorontalo local language ability development

in early age children can achieve as expectation, namely having early age children who are able to speak Gorontalo local language in their daily communication, either in school, home or society. References Arends, Richard I. 2008. Learning to Teach. Seventh Edition. New York. McGraw Hill Companies, Inc. Chaer, Abdu dan Leonie Agustina.

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