



Prosiding

Seminar Nasional

Unit Kegiatan Mahasiswa Penalaran dan Riset

IKIP PGRI Bojonegoro

Tema “Meningkatkan Kualitas Hasil Riset dengan Metode Penelitian yang Adaptif untuk Menyiapkan Generasi Peneliti yang Kompeten”



The Use of Picture and Songs for Kindergarten to Improve Vocabulary

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abstract— As an international language, English is very popular throughout the world, one of which is Indonesia. English is a foreign language in Indonesia. And English is the second foreign language used in Indonesia, after Indonesian and regional languages. The purpose of this study was to determine whether the use of pictures and songs in cooperative learning can improve English language skills for kindergarten children. The research method used is the classroom action research method, namely a practical method that a teacher can use in the classroom to improve the learning process and increase the quality of student learning. The number of students at Baitul Hikmah Cabak Kindergarten, Blora Regency is 17 students. Research results show that the use of pictures and songs is very effective in cooperative learning for kindergarten children.

Keywords— Bahasa Inggris; Lagu dan Gambar; Pembelajaran kooperatif.

abstrak— Sebagai bahasa internasional, bahasa Inggris sangat populer di seluruh dunia, salah satunya Indonesia. Bahasa Inggris merupakan bahasa asing di Indonesia. Dan bahasa Inggris merupakan bahasa asing kedua yang digunakan di Indonesia, setelah bahasa Indonesia dan bahasa daerah. Tujuan penelitian ini adalah untuk mengetahui apakah penggunaan gambar dan lagu dalam pembelajaran kooperatif dapat meningkatkan kemampuan bahasa Inggris anak TK. Metode penelitian yang digunakan adalah metode penelitian tindakan kelas, yaitu metode praktis yang dapat digunakan seorang guru di kelas untuk meningkatkan proses pembelajaran dan meningkatkan kualitas belajar siswa. Jumlah siswa di TK Baitul Hikmah, Kabupaten Blora sebanyak 17 siswa. Hasil penelitian menunjukkan bahwa penggunaan gambar dan lagu sangat efektif dalam pembelajaran kooperatif anak TK.

Kata kunci— English, Picture and Songs, Cooperative Learning.

INTRODUCTION

As an international language, English is very popular throughout the world, including Indonesia. English is a foreign language in Indonesia. And English is the second foreign language used in Indonesia after Indonesian and regional languages. The importance of foreign language education for children, especially English, has increased in recent years. English is a subject for young students and beginners.

The aim of teaching English is to enable students to use the language to communicate in real life. There is much that can be mastered in English, namely vocabulary. Vocabulary is an important element in language, students who master a lot of vocabulary will be better at conveying their expressions (Ayu Fitrianiingsih, 2021: 229).

The process of language acquisition in children occurs in two stages, namely the acquisition of the main language and the acquisition of a foreign language. Children learn Indonesian in their environment and through formal education. On the other hand, foreign language acquisition is usually carried out by informal or formal educators (Suhartono, 2005: 85).

Based on the language development system, children aged 3, 4 and 5 years. At this stage, children can write sentences similar to telegrams. In terms of grammatical development, children can develop words to form sentences. When speaking, children not only improve their understanding, but surprisingly, depending on the style, they also start to pronounce every word, especially when using nouns and verbs (Susanto, 2011: 75).

However, what is happening in this field is not yet in line with the system of language development in early childhood. The use of songs and pictures as a method of learning English for early childhood was previously implemented by Afuza Shara Zulfah in 2017. Which stated that the use of pictures and songs for early childhood learning is very effective. The purpose of this study is that the author hopes that the author can find and know that the use of images and songs is very effective for kindergarten children's learning . According to Ratminingsih (2016), the advantages of using songs and images in learning are as a relaxation tool by neutralizing heart rate and brain waves and increasing interest and strengthening students' learning appeal, as a more humanistic and enjoyable learning process. As a bridge for memorizing learning materials in instilling emotions and ethics of student touch.

METHOD

The research was conducted at Baitul Hikmah Kindergarten, Blora Regency. Starting from June 3, 2024 to June 13, 2024. There were 17 students consisting of 9 boys and 8 girls. The research method used was the classroom action research method (CAR), which is a practical method that can be used by a teacher in the classroom to improve the learning process and improve the quality of student learning. In this study, the researcher applied the cooperative learning method, which is a learning method carried out in groups. Of the 17 students, the researcher divided them into 3 small groups consisting of 5 and 6 children each. Teachers must have a good strategy in teaching, especially teaching early childhood. Teachers have the ability to

determine topics and subject matter, provide direction, give and receive responses, determine who contributes to teaching and learning activities, provide feedback to students, and do many other things to ensure that students get optimal results from their teaching (Taufiqur Rohmah, 2017: 193)

In the first cycle which lasted for three days, the researcher conducted observations first, to find out the typical students, the form of the previous learning process. Then the researcher began to introduce English to the students. After that, the researcher started teaching basic English lessons such as greetings, reading the English alphabet, and introducing the names of the days in the form of songs and pictures.

Then in the second cycle which was carried out within 3 days, the researcher re-taught the previous material in the first cycle and carried out new material lessons, namely the names of extended family members in English, body parts and the names of animals and fruits in the form of songs and pictures.

Then in the 3rd phase, the researcher re-taught the material in the first and second cycles as an effort to sharpen students' memory of the previous lessons. In this third cycle, the researcher also conducted an evaluation of all students in the class, to find out and improve the understanding of Baitul Hikmah Kindergarten students regarding English learning materials. The methods used to analyze data are storing data, explaining data, and categorizing data.

FINDING AND DISCUSSION

The results of this study found that the average early childhood in general speaks approximately 250 words. From the results of the author's observations, students of Baitul Hikmah Kindergarten can decipher some of the vocabulary that has been taught. Students are able to mention the names of family members in English, guess the name of the picture shown by the researcher in English, memorize children's songs in English.

The researcher provides a descriptive assessment based on the abilities that have been achieved by the student. based on seventeen students of Baitul Hikmah Kindergarten the following number of descriptive assessment results can be described by the author:

For the table as follows

Table 1. Table of Values

No.	Name	Descriptive Value	Category
1.	Abil Araka Muhammad K.	Students are active in learning English	Very Good

		Students are able to respond well regarding English lessons	
2.	Muhammad Rafif Alfareza R.	Students are able to mention some English vocabulary	Good
3.	Aprilia Putri Wulandari	Students are able to read English writing	Good
4.	Nuril Assyifa Zahabiya	Students are active in learning English	Good
5.	Muhammad Wafi Alfarizy	Students are able to read English writing	Good
6.	Muhammad Fadil Abyan	Students are able to respond well regarding English lessons Students are able to mention some English vocabulary	Very Good
7.	Muhammad Rochim Saputra	Students are able to respond well regarding English lesson	Good
8.	Ginno Aditya Mubarak	Students are able to remember the names of surrounding objects in English Students are active in learning English	Very Good
9.	Talita Lusiana Ariani	Students are able to remember related English material that has been learned	Very Good
10.	Ginna Arizka Magfiroh	Students are able to respond well regarding English lessons	Good
11.	Nuril Anwar Sulaiman	Students are able to remember the names of surrounding objects in English Students are active in learning English	Very Good
12.	Nisa Cahya Azizah	Students are able to read English writing Students are active in learning English	Very good

13.	Ghaitsa Salsabila	Students are able to mention some English vocabulary	Good
14.	Ahmad Baskara Al Muttaqin	Students are able to read English writing	Good
15.	Aulia Dina Sri Wijayanti	Students are able to mention some English vocabulary	Good
16.	Devita Nur Azizah	Students are able to remember related English language material that has been learned	Very Good
17.	Rajasa Dharma Wardhana	Students are able to read English writing	Good

CONCLUSION

Based on the discussion above, it can be concluded that the use of pictures and songs in cooperative learning is very effective because teachers use new methods and a new atmosphere in learning English. pictures and songs are learning media that are generally often used by kindergarten teachers. In the implementation of this learning, students get many benefits, one of which is a pleasant learning atmosphere with media that has been used in daily learning. This learning method also trains students' ability to guess pictures and song sounds, trains the speed of students' response to the subject matter and gives the spirit of motivation to kindergarten students to learn English.

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