

INCREASE ENGLISH CHILDREN VOCABULARY SKILLS THROUGH ACTIVE PLAYING STRATEGIES

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Abstract

One of the goals in implementing English learning in kindergarten is to foster children's interest in learning English. Early English mastery cannot be compared to adults. English for early childhood is only limited to the introduction of vocabulary that is often found in the environment. In teaching English vocabulary in kindergarten, it must be fun to do so that children are not bored. Therefore, researchers conduct research using active play strategies in order to create interesting and fun learning for children. This class action research was carried out on children of group B of Aisyiah Kindergarten, Widodaren District, Ngawi City. The results showed that active play strategies can improve children's English vocabulary skills.

Keywords: *Early childhood, English vocabulary, active play*

INTRODUCTION

Improving English Vocabulary Ability Early childhood is a golden period of growth and development of a child, not only physically but also cognitive, socio-emotional and soul. At this time there are potentials and aspects of child development that should be stimulated as much as possible including cognitive development, socio-emotional development, physical development, moral development of religion and also language development.

Language is an important aspect of development to be stimulated from an early age. Language will be used by children as a communication tool in their daily lives. With language children can express their feelings and desires to others. In connection with the development of children's language, learning a foreign language becomes something that should be introduced in

addition to the mother tongue used by children to communicate daily. English is a foreign language introduced in kindergarten.

One of the individuals who play a role in providing stimuli to optimize children's development is the teacher. Teachers in early childhood education institutions should have skills in communicating with students and have certain abilities that can support the success of their work in educating their students. But in reality, a few PAUD teachers do not pay attention to these competency standards. Yet in the process of learning English requires an appropriate approach and in accordance with the characteristics of children one of which is through play. Not just learning vocabulary then makes children able to memorize and pronounce the vocabulary correctly, but the acquisition of children's language must also be considered. Before getting an understanding of the vocabulary learned he should begin with the ability to listen first. One method that can be used by teachers in implementing English learning is the Psychomotor-Comprehensive Response (Total Physical Response or TPR).

The implementation of learning in this TPR method prioritizes activities that are directly related to physical activities (movements) and movements (movements) that enable the creation of effective and enjoyable English learning for children. The implementation of the TPR method that can be packaged through activities that involve bodily activities allows the teacher to use active play strategies in conducting English learning for young children. Active play strategies are implemented by planning, organizing, preparing varied play activities that involve a lot of bodily activities, and then carrying out play activities that can foster children's pleasure and satisfaction through physical activity. Aisyiah Kindergarten has been implementing English learning for their students.

However, based on observations, it turns out that the learning carried out is still conventional with the question and answer activities and memorization methods. Therefore, researcher is interested in conducting classroom action research (CAR) at Aisyiah Kindergarten with the title Efforts to Improve Children's English Vocabulary Ability through Active Play Strategies. Based on the background that has been described, in general can be formulated: What is the Effort to Improve Children's English Vocabulary Ability through Active Play Strategy? While specifically, the formulation of the problems that are the subject of research are as follows: 1. What is the process of learning the child's English vocabulary through active play strategies in group B of Aisyiah Kindergarten, Widodaren District, Ngawi City? 2. How is the child's English vocabulary through active playing strategies in group B of the Aisyiah Kindergarten in Widodaren District, Ngawi? Based on the formulation of the problem, the general purpose of this study is to determine efforts to improve children's English vocabulary through active play strategies.

While specifically, the objectives of the study are: 1. To explain how the process of stimulating the early reading ability of children in group B Aisyiah Kindergarten by using children's reading books. 2. To identify the development of early reading skills of children in group B Aisyiah Kindergarten by using children's reading books in the learning process. Early Childhood Language Development.

REVIEW OF LITERATURE

The Meaning of Language is something important for individuals. This is because language is a tool used by individuals to convey feelings, messages, or information to other individuals. Without language, a person cannot communicate what he wants. With the existence of human language

can interact and socialize with each other. Some people define language with various meanings, Yusuf (2004) states that Language is a gift from Allah, through which humans can recognize or understand themselves, fellow humans, nature and its creators and be able to position themselves as cultured creatures and develop their culture.¹ From the statement above, it can be seen that 3 languages can facilitate humans in adjusting to the surrounding environment. b. Language Function Language is an important skill used to interact with others. Language skills must be taught from an early age, remembering the function of language plays a role in helping individuals express their feelings and thoughts. This is in line with the opinion of Izzan (2010) that the function of language for individuals, including: a) Language functions to express or express emotions, feelings, ideals, desires and thoughts of a person.² Language also acts as a tool to live and understand the hopes, feelings, thoughts and desires of others. Early childhood learns words to be able to say their feelings or desires. b) Language acts as a tool for thinking. Language does not have a particular form if it is still in the form of ideas or ideas that arise in the mind. But if the idea has been poured and arranged in the form of words or sentences spoken orally or recorded with symbols in the form of writing, then the idea is changed into language because it is already tangible. Children learn to think about the sentences they will use to convey to others according to their intentions or ideas. c) Language is used as a means of communication between one person and another, as well as a means of connecting between one national community with another nation. Thus, language is one factor that is able to strengthen

¹ Yusuf, Syamsu. (2004). Psikologi Perkembangan Anak dan Remaja. Bandung: Remaja Rosdakarya.

² Izzan, Ahmad. (2010). Metodologi Pembelajaran Bahasa Inggris. Bandung: Humaniora.

relationships and bring about mutual understanding between nations. Children learn languages to each other

Improving English Children understand the wishes of others around them can also be used as a means to be used to communicate in their daily lives. The form of Language (Tarigan, 2008) states that language skills have four components, namely listening skills, speaking skills, reading skills and writing skills.³ As stated by Cameron (2001) that In applied linguistics over the last decades, it has been common to divide language into the Four Skills: Listening, Speaking, Reading and Writing, and then to add Grammar, Vocabulary and Phonology to them.⁴ From these statements it can be seen that there are four components in learning language skills, namely listening skills, speaking skills, reading skills and writing skills and then can add learning about grammar, vocabulary, and phonology. d. Stage of Early Childhood Language Development Language development according to Yusuf (2004) suggests that there are 4 tasks that must be completed by children. Where these tasks are related to one another. The tasks are: 1) Understanding, namely the ability to understand the meaning of the words of others. 2) Development of vocabulary words. 3) Arrangement of words into sentences. 4) Speech.⁵ The ability to pronounce is the result of imitating voices that are heard from others. In connection with the above opinion regarding the stages of child development Cameron (2001) revealed that early childhood was found to be able to learn a second language better than adults and this could support the early introduction of foreign language

³ Tarigan, H.G. (2008). *Berbicara Sebagai Suatu Keterampilan Berbahasa*. Bandung: Angkasa.

⁴ Cameron, L. (2001). *Teaching Languages to Young Learners*. Cambridge: University Press.

⁵ Yusuf, Syamsu. (2004). *Psikologi Perkembangan Anak dan Remaja*. Bandung: Remaja Rosdakarya

teaching to children.⁶ English Vocabulary Ability Early Childhood Vocabulary in English called vocabulary, is a collection of words that are owned, understood by someone who will then be used in composing sentences. Rich vocabulary can improve the quality of one's language and communication. Thus, vocabulary is the main thing that should be learned in language development. Basic vocabulary is words that do not change easily or have very little possibility of being picked up from other languages (Tarigan, 1993).⁷

In line with the statement above, Subana and Sunarti (Purwati, 2012) reveal that vocabulary means vocabulary or the richness of the words used.⁸ Playing in PAUD Context the Meaning of Playing Prasetyono (2008: 23) revealed that in playing children can receive many stimuli in addition to making themselves happy can also increase children's knowledge.⁹ In the learning process, children get to know him through games because there is no better way to stimulate the development of the intelligence of his brain through the activities of seeing, hearing, touching and feeling, all of which can be done through play activities. Active Play Active play is one of two categories of play expressed by Elizabeth B. Hurlock (Abidin, 2009). Active play is a play activity that involves movement of the body so it requires energy or energy and causes a sense of pleasure in children. As stated by Abidin (2009) that this type of play is done by a child to get pleasure and satisfaction from the activities carried out both alone and with his

⁶ Ibid,

⁷ Ibid,

⁸ Purwati, A. (2012). Media Flash Card dalam Upaya Meningkatkan Pemahaman Kosakata Bahasa Inggris Anak Usia Dini. Skripsi UPI Jurusan PGPAUD Bandung: tidak diterbitkan.

⁹ Prasetyono, D.S. (2008). Biarkan Anakmu Bermain. Jogjakarta: DIVA Press.

playmates.¹⁰ According to Hurlock (Abidin, 2009) several activities included in active play include: a. Free and spontaneous play b. Role play (play fantasy) c. Collecting objects (colecting) d. Building and compiling (constructive play) e. Games and sports f. Playing music g. Exploring (exploration) h. Daydreaming i. Playing computer (video game).¹¹

RESEARCH METHODS

The Research is Classroom Action Research was conducted in group B of TK Aisyiah in Widodaren District, Ngawi in the academic year 2018/2019, with 11 students.

Research Methods and Design; a. Research Methods, the method used in this research is classroom action research. Classroom action research is a type of research carried out by teachers in their classrooms because of a problem in the learning process and intends to improve the process or results in learning. Research Design This research uses Elliot's research design which in its implementation will use three cycles, each cycle consisting of three actions. Research Instruments used in this study were performance evaluation instruments, observation sheets, interviews and documentation. Data Collection Techniques Data collection techniques by means of observation, interviews, testing and documentation. Data Analysis Techniques Analysis of data acquisition is done qualitatively and quantitatively. Qualitative data analysis is used to improve the learning process. While quantitative data analysis is obtained from children's learning outcomes of performance to improve student ability as the influence of each action taken by the teacher which is then analyzed using descriptive statistics to find percentages.

¹⁰ Abidin, Yunus. (2009). *Bermain, Pengantar bagi Penerapan Pendekatan Beyond Centers and Circle Time (BCCT) dalam Dimensi PAUD*. Bandung: RIZQI Press.

¹¹ Ibid,

RESEARCH RESULTS AND DISCUSSION

Research Results The study was conducted in April and May After using active play strategies, children's English vocabulary abilities which are a combined ability of the ability to show and mention vocabulary in English have increased in each cycle. These improvements occurred because of the improvements made from the results of reflection. The mean value of children's English vocabulary skills in the first cycle is 2.38; in the second cycle of 2.58 and in the third cycle of 2, Discussion Learning activities in an effort to improve the understanding of English vocabulary of early childhood by using active play strategies in TK Aisyiah have increased. This is because by using a strategy Improving English Vocabulary Ability Children play can foster children's enthusiasm in learning something. In accordance with what was revealed by Lestari (2012) that: Playtime is a time that is very liked by children.¹² By playing children will have a passion for learning. Children can play while being creative. Playing for a child is not just filling, but a medium for children to learn. Because play has a positive value in child development. The use of media that varies in each action in the form of pictures that relate to the theme of learning is also able to attract children's interest when learning takes place. In accordance with what Cameron stated (2001) that several ways that can be used in early childhood are using demonstrations or pictures and with verbal explanations.¹³ The teacher can also use objects and use motion or cues. Based on the results of research conducted by researchers has proven that the use of active play strategies can improve English vocabulary understanding of early childhood. This is in line with Moeslichatoen (2004: 32) that through playing children can practice

¹² Ibid,

¹³Cameron, L. (2001). Teaching Languages to Young Learners. Cambridge: University Press.

language skills through various ways, including listening to various sounds, saying syllables or words, and expanding vocabulary.¹⁴

CONCLUSIONS AND RECOMMENDATIONS

Based on the results of research on the use of active play strategies to improve children's English vocabulary skills conducted in group B Aisyiah Kindergarten, it can be concluded as follows: a. The learning process of children's English vocabulary through active playing strategies in group B of Aisyiah Kindergarten is done in 3 stages. The first step is introduction. At this stage, the teacher introduces the target vocabulary to the child according to the learning theme using learning media that has been prepared through listening and repeat activities. The next stage is to play games that can develop children's cognitive, motor and affective. Then the last stage is the assessment where the teacher assesses the child's English ability which consists of the ability to show pictures and mention the proper English vocabulary according to the teacher's instructions. From the learning process that has been carried out active play strategies have given positive results by creating an interactive and meaningful learning atmosphere for children. b. The ability of children's English vocabulary through active play strategies has increased in each cycle.

This can be seen from the increase in the combined ability of the ability to show and mention vocabulary in English. The mean value of children's English vocabulary skills in the first cycle is 2.38; in the second cycle was 2.58 and in the third cycle was 2.72. With this increase, the application of active play strategies in improving children's English vocabulary skills can be said to be successful. 2. Suggestions Based on the results of research on the

¹⁴ Moeslichatoen. (2004). *Metode Pengajaran di Taman Kanak-kanak*. Jakarta: RINEKA CIPTA.

use of active play strategies to improve children's English vocabulary skills, suggestions that can be used in implementing and developing learning activities in kindergartens that should all those involved in school, especially teachers can use strategies appropriate learning during the learning process takes place, including learning English vocabulary in children. Strategy learning developed must be in accordance with the characteristics and development of children.

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