

# The use of learning media in recognizing children's vocabulary in kindergarten

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**First received:**  
04 April 2021

**Revised:**  
29 April 2021

**Final Accepted:**  
30 June 2021

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## Abstract

The purpose of this study was to determine the use of learning media in introducing children's English vocabulary in Aisyiyah Kindergarten Bustanul Athfal Tapan, Pesisir Selatan District. The method used in this research is descriptive qualitative. The informants in this study were teachers who pursued classes B1, B2, B3, and B4. This study's data collection techniques were carried out by observation, interviews, field notes, and documentation. This research was carried out for approximately five weeks. Data analysis in the form of descriptions was in the form of words with data reduction techniques, display data and drawing conclusions and data validity techniques using credibility, transferability, and dependability techniques. Based on the research results that have been done, it was found that the learning media was favored by children in the learning process of introducing children's English vocabulary. The learning media used by teachers have various unique variations that attract children's attention and make children more enthusiastic in learning English vocabulary introduction. The learning media used by the teacher in introducing children's English vocabulary at Aisyiyah Bustanul Athfal Tapan Kindergarten are visual learning media in the form of flashcards, audio-visual learning media in the form of videos, and audio learning media in the form of songs.

**Keywords:** vocabulary, English, learning media

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## INTRODUCTION

Early age is a fundamental early period in the child's development process. At this time, the child is called the golden age, where this time the growth and development of the child goes very quickly. This statement is supported by Sujiono's (2013) opinion, who said that at an early age, every process of growth and development of various aspects is experiencing a rapid period in the development of human life. With this rapid growth and development, children need to be stimulated in every aspect of their development.

Suryana (2014) explained that early childhood has certain age restrictions, unique characteristics, and rapid growth and development to lead to the entire life. According to the NAEYC (National Association for Education of Young Children) in Amini and Aisha, 2014, Restrictions on early childhood, which states early childhood lies in 0-8. For Law No. 20 of 2003 on The National Education System states that National Education in Chapter 1 General Provisions Article 1 paragraph 14 explains that early childhood education is an effort to foster children through educational stimuli to help the growth and development of children to have the readiness to penetrate the following education.

Early childhood learning includes all actions tried by educators and parents in improving aspects of children's development. Aspects of children's development should be treated with special treatment and stimulation to develop and run optimally. Aspects of early childhood development are aspects of religious and moral values, motor, language, social-emotional, cognitive, and art. One aspect of children's development that must run optimally and be given stimulation is the language aspect.

Language skills in children are far from perfect. However, developing this child's language can continue to be developed by providing stimulation or stimulation to the child. Firyati and Haenilah (2016) explained that language is significant for humans, and early childhood is the most appropriate time to stimulate all children's language skills. Then Anggraini, Yulsyofriend & Yeni (2019) suggest that language is a grammar that individuals use to communicate, consisting of listening, speaking, writing, and reading. According to Dworetzky (1990) in Zubaidah (2004), early childhood language development has two stages of development, namely prelinguistic and linguistic.

Children are better also introduced to foreign languages. One of the good foreign languages taught to children is English. According to Jazuli (2016), English is the primary communication medium for people in the west. English is the official language of many commonwealth countries and is widely understood and spoken.

Christina (2010) in Asmin (2013) explained that children aged 3-6 years most quickly understand English when children are used to using English. Nurhadi (2012) explains that how children learn English and how to teach it depends on their level of development. Early childhood responds to language based on what they do or what they can do with it.

Introduction to English can start from kindergarten to prepare themselves when entering the elementary school education level. Samad and Tidore (2015) explain that English proficiency is a necessary skill nowadays. Santrock (2007) in Samad and Tidore (2015) assumes that children learn foreign languages faster than adults. Then Mustafa

(2007) in Samad and Tidore (2015) added that the description and appreciation of children to foreign languages would develop well if learned from an early age. English development for early childhood can be started by presenting English vocabulary to children. Hidayati (2017) said that understanding vocabulary, speaking, reading, and writing skills will be more accessible. This aligns with Laufer's opinion (1997) in Hidayati (2017). Vocabulary learning is at the heart of language learning and language use.

According to Swastyastu (2020), along with the growth and development, the child will obtain a language other than his mother tongue, be it a second language or a third language, which is called acquiring language. At this age, children are at a sensitive phase of learning English as a second language. If the child is introduced to English as a second language, acquiring the language will be easier. According to Coopland & Garton (2014), children can learn more than one language simultaneously and often do in their home and social contexts, which means that children can learn more than one language simultaneously and often do in children's social and environmental relationships.

Teaching English to children must use certain conditions; for example, selecting vocabulary should be preceded by an easy vocabulary for the child (Mukminatun, 2008). Cameron (2001) in Mukminatun (2008) expressed the hypothesis of a critical period in which it says that children learn a second language better than adults. This is also the same conveyed by Moon (2005), who stated a particular period for learning language during childhood and that after that period is over, it is challenging to learn a language. The point of this statement is that it is easy for the child to learn the language during childhood, and the child will find it difficult if this period ends.

The introduction of English to children must go through methods and learning media that are fun for children so that the child does not feel bored when learning English. Susilana and Riyana (2008) explained that the learning media of a channeling tool or delivery of messages and learning information from teachers for students. Learning media is a form of methods or techniques used to help the learning process, to arouse the interest and spirit of children to learn (Guslinda and Kurnia, 2018). This learning medium was created to help teachers in the learning process. Then Yamin (2017) also argues that English learning for children cannot be separated from the concept of learning itself. This means the child learns English according to the context and ability of the child.

Ira (2015) explained that learning media is very instrumental in creating conducive learning conditions. Learning media can clarify the learning material to encourage children to continue learning. Every media used should be as attractive as possible that can attract the child's attention and the child's spirit to learn. Zaman (2005) in Guslinda and Kurnia (2018) grouped learning media that can be developed for early childhood into three, namely Visual, Audio, and Audio Visual (Video) media. In addition, Rudi Bretz (2004) in Rohani (2019) classifies the learning media from the main characteristics of the media into three main elements: sound, visual, and motion.

Learning media to introduce early childhood English shows its significant role (Liyana and Kurniawan, 2019). The learning media in question is visual, audio, and audio-visual media. Learning media is a tool used by teachers in helping the teaching and learning process. Using learning media can share real experiences with children. The

various media used by children can make children interested in early childhood English recognition (Swastyastu, 2020). Children have high curiosity, so it will motivate the child to learn English recognition.

Researchers found that in Aisyiyah Bustanul Athfal Tapan Kindergarten, researchers found that in Aisyiyah Bustanul Athfal Tapan Kindergarten, children are very interested in English learning when children respond very well when teachers use learning media that is being used. Teachers have also used various learning media at Aisyiyah Bustanul Athfal Tapan Kindergarten. Varied learning media can help children's interest in learning English vocabulary. This study aims to analyze the use of learning media in introducing English for early childhood. In addition, the purpose of this study is to describe the use of various learning media that teachers can use to introduce English vocabulary to children.

## **METHOD**

The type of research used is descriptive research using a qualitative approach. According to Bogdan & Taylor (1992) in Farida (2014), Qualitative research is a research procedure that can produce descriptive data such as words, writings, and behaviors of the observed person. Yusuf (2014) explained that researchers are trying to explain the phenomena, events, or symptoms that are happening thoroughly in qualitative research. In collecting qualitative research data, researchers collect data gradually.

This research was conducted in Aisyiyah Bustanul Athfal Tapan Kindergarten, Pesisir Selatan District. Informants or respondents in this study are teachers who teach in grades B1, B2, B3, and B4, which amount to 4 people. The data collection technique in this study is to conduct observations, interviews, field notes, and documentation. This research was conducted for five weeks.

Data analysis with data reduction techniques is to select raw data that must be used. Data display is the initial conclusion to process the data. Withdrawal of conclusions or verification is reassuring in making data conclusions and verifying if there is a mistake in making conclusions. Data validity techniques use credibility, transferability, dependability techniques.

## **FINDINGS**

From the findings conducted on the use of visual learning media, audio and audio-visuals, it was found that the teacher's visual media using flashcards, teacher audio media using songs, and audio-visual media using video. Then, analyzed data in general about the Use of Learning Media in Introducing Children's English Vocabulary in Aisyiyah Bustanul Athfal Tapan Kindergarten, Pesisir Selatan District in class B1 group, B2, B3, and B4.

The use of learning media in introducing children's English vocabulary there are several used by teachers, namely:

### ***Introduction to Children's English Vocabulary Using Visual Learning Media.***

The introduction of English vocabulary in kindergarten requires a variety of unique and attention-grabbing media. That way, the child will be excited in the learning process of English vocabulary recognition. One of the media used is Visual media. Visual media is a medium that children can see.

The results showed that in Aisyiyah Bustanul Athfal Tapan Kindergarten, Pesisir Selatan District uses visual learning media in flashcards or picture cards. Children much like this flashcard media because the images displayed are unique and attract the child's attention. The type of flashcard used also varies that used by teachers to make children do not feel bored.

The teacher shows the flashcard to the child while saying the vocabulary in English that corresponds to the picture shown. Then the child follows the words of the teacher simultaneously. This activity is carried out repeatedly by the teacher to understand better the English vocabulary being studied. Then, at the end of the activity, the teacher's introduction of English vocabulary asks the English vocabulary again that the child gets.

#### ***Introduction to Children's English Vocabulary Using Audio Learning Media.***

The study results looked at the audio learning media used by teachers in introducing the vocabulary of English children as a medium in the form of songs. The song chosen by the teacher is a song that is cheerful and spirited. In using it, the teacher plays children's songs in English using their smartphones and then connects them with loudspeakers so that the sound of the songs heard can be heard clearly by the child. When the song is listened to by the child, the teacher and the child sang together while clapping. The teacher performs singing activities together with this child repeatedly. At the end of the activity, the teacher asks the child to ask about the English vocabulary. The child gets from following the song that has been listened to. The use of this song media some children like, and some children do not like, can be seen from the child's response when following the song together, some participate in singing, and some just shut up and just applause.

#### ***Introduction to Children's English Vocabulary Using Audio-Visual Learning Media.***

The introduction of children's English vocabulary using audio-visual media is in the form of a video viewing learning recognition of the child's English vocabulary. The video chosen by the teacher is a video with animations that are funny, unique, and attract the attention of the child so that the child is enthusiastic in learning the introduction of the child's English vocabulary. In use, the video is shown through a laptop provided by the school. Then the video sound was connected to the loudspeaker so that the child can hear the sound. Look at the child with passion and focus watching the video that is being aired. Some children follow the movements in the video and follow the sounds that are in the video. Teachers do this activity over and over again. After watching, the teacher asks the child what vocabulary the child gets from the video that the child has watched, then the child can mention some vocabulary in English.

## DISCUSSION

Based on the data analysis that has been done, the researchers will describe the discussion about the Use of Learning Media in Introducing Children's English Vocabulary in Aisyiyah Bustanul Athfal Tapan Kindergarten, Pesisir Selatan District. This type of research is qualitative descriptive research. Therefore, the data collection techniques used in this study are observation techniques, interviews, field notes, and documentation. The research results will be used to obtain the expected results, which are then linked to the relevance associated with the discussion.

The research results obtained from observations, interviews, field notes, and documentation are about using learning media to introduce children's English vocabulary in Aisyiyah Bustanul Athfal Tapan Kindergarten, Pesisir Selatan District has attracted the attention of children. It can make children more excited and enthusiastic in learning the introduction of Children's English vocabulary.

Children are equipped with excellent and correct English language skills from an early age, facilitating children in absorbing English science (Satryaningrum, Yulsyofriend & Ismet, 2020). Therefore, children's English skills must be stimulated for the child's English skills to be optimal. One way that can be used in introducing children's English vocabulary is to use learning media. This is similar to Veryawan and Jellysha (2020), who say that the media used in language development is very helpful for children's success in learning. Of course, a variety of media will increase children's interest to learn to know English vocabulary.

According to Liyana and Kurniawan (2019), the use of learning media to introduce children's English vocabulary shows its significant role. The use of learning media to introduce this English vocabulary can help teachers introduce English vocabulary to children. This can be seen from the results of research that has been done that with the learning media saw the spirit of children to learn the introduction of English vocabulary is more improved. The use of various learning media can arouse children's interest and enthusiastic children in learning English vocabulary. With the spirit that children show in learning English using various learning media, the child's ability to learn to know English vocabulary will also develop well. The child can mention the English vocabulary that the child learns from the learning media used by the teacher.

Learning media is a tool used to help for teaching and learning activities in conveying information, according to Satryaningrum, Yulsyofriend & Ismet (2020). Therefore, the learning media used by teachers must be varied, unique, and attract the attention of children. Varied and unique learning media will make children more enthusiastic in learning the introduction of English vocabulary. The more varied learning media used, the child will like the learning of English vocabulary recognition, the child will be more excited in the learning process of introducing the child's English vocabulary. The child's spirit in learning English vocabulary can be seen from the child's response when learning English vocabulary, and the child can re-mention the English vocabulary that has been learned.

According to Swastyastu (2020), children will be more meaningful with the learning media in obtaining English vocabulary. The point is that the learning media used by teachers in introducing English vocabulary can stimulate children in the introduction of English vocabulary. Learning media also has a function as the delivery of more interesting messages and information to improve the process of obtaining children's language.

The use of learning media is divided into visual media, audio-visual media, and audio. Visual learning media is all the props used in the learning process that can be enjoyed through the senses of the eye (Prasetyo, 2015). Furthermore, Prasetyo (2015) also revealed that visual media plays an essential role in the learning process because visual media can facilitate understanding and strengthen memory. In the research that has been conducted, the visual media used by teachers in introducing children's English vocabulary is in the form of flashcard media. This can be seen in the research conducted on 25 January 2021, in class B1, 26 January 2021, in class B2, 28 January 2021, in class B3, and 30 January 2021, in class B4 seen using flashcard media in introducing the vocabulary of English language. Children show excellent and pleasant responses when learning English vocabulary recognition using flashcards is underway.

According to Wardani, Koyan & Wirya (2013) explained that Flashcard media is a visual media (2 dimensions) in the form of a card that contains images related to the subject matter to channel messages from the message source to the recipient of the message. In its use, flashcard media tends to be easy to use by teachers. In addition, flashcard media is favored by children because the images shown are varied, unique, funny, and attract the attention of the child. The study results dated 25 January 2021, in Class B1, 26 January 2021, in class B2, 28 January 2021, in class B3, and 30 January 2021, in class B4, saw enthusiastic children learning using flashcard media. The enthusiasm of this child can be seen when the child follows the teacher's speech while paying attention to the flashcard shown.

This is in line with Hotimah's opinion (2010), which explains that this flashcard media is considered a medium that can cause fun for children and children's interest in learning the introduction of the child's English vocabulary. This is seen when the child responds to the teacher when using the flashcard media to introduce English vocabulary; the child enthusiastically and happily follows the vocabulary spoken by the teacher while paying attention to the picture on the flashcard.

In addition to visual media, there are audio-visual media in the learning media to introduce children's English vocabulary. Audio-visual media is a type of media that contains elements of sound and elements of images that can be seen (Marlianingsih, 2016). Furthermore, Marlianingsih (2016) also explained that audio-visual media could be considered better and more interesting because this media contains two elements of audio media and visual media. Based on the study results on 2 February 2021, in class B1, 3 February 2021, in class B2, 5 February 2021, in grade B3, and 6 February 2021, in class B4 shows teachers using Audio-Visual media in the form of video shows to children. The use of audio-visual media in the form of the video shows unique and funny animations that make children more excited and love learning the introduction of children's English vocabulary.

This is in line with Kartikasari and Surtikanti's (2019) opinion that audio-visual media influences the process of introducing children's English vocabulary. This is because the animation shown through the video makes the child interested in learning English vocabulary. The child follows the video that the child is watching while saying the English vocabulary that the child sees in the video.

Audio media can only be heard or media that only has an element of sound (Marlianingsih, 2016). In use, audio media is listened to by children, and children follow the lyrics of songs or vocabulary in English in the audio. Following the research conducted on 8 February, class B1, 9 February 2021, in class B2, 10 February 2021, in grade B3, 13 February 2021, in grade B4, it was found that teachers use audio learning media in the form of songs listened through audio speakers to children. According to Ratmaningsih (2016), song-based audio media can increase children's motivation in learning English vocabulary because with the use of audio, learning becomes more fun and interesting. This can be seen from the child's response when doing research. When the child learns the introduction of English vocabulary using audio media, the child sings along to follow the song being listened to the child. Children sing together over and over again together. After that, the child can show some English vocabulary that the child gets from the child's song and sings together.

Seriadi (2019) revealed that to create a fun English classroom atmosphere, one of them is using songs for learning media. Which is the purpose of Seriadi's statement is to make the classroom more fun and exciting in English learning, one of the ways that can be used by using songs as a medium of learning. This is in line with the research results conducted by researchers that by using songs, children become more carefree when learning English vocabulary. When using audio learning media in songs, children become excited to sing together and mention vocabulary in English.

## **CONCLUSION**

Based on the research results that researchers conducted, it can be concluded that the learning media used in Aisyiyah Bustanul Athfal Tapan Kindergarten, Pesisir Selatan District, is a learning medium that has a variety of unique variations and can attract children's attention to learn more about English vocabulary. This study uses three types of learning media in introducing English vocabulary, namely visual learning media, audio learning media, and audio-visual learning media. The learning media used by teachers at Aisyiyah Bustanul Athfal Tapan Kindergarten in Pesisir Selatan District uses audio learning media, visual learning media, and audio-visual learning media. Audio learning media used by teachers at Aisyiyah Bustanul Athfal Tapan Kindergarten in South Pesisir Regency in songs played through speakers or loudspeakers, visual learning media in the form of flashcards or picture cards, and audio-visual learning media in the form of video shows. Teachers' use of learning media in Aisyiyah Bustanul Athfal Tapan Kindergarten has been excellent and varied. For the future, it is expected that it can continue to be maintained and can even be improved variations of the types of learning media in Aisyiyah Bustanul Athfal Tapan Kindergarten again



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