



## **MULTIMEDIA DEVELOPMENT TO INTRODUCE ENGLISH VOCABULARY IN KINDERGARTEN**

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### **Abstract**

Introducing english vocabularies in early childhood education institution generally has not used the media learning as well, incorrect pronouintiation and spelling of the teacher also monotonous method. This research aimed to know multimedia feasiblity of english vocabulary introduction for group B at TK Wahidiyah Kota Kediri, knowing multimedia effectiveness of english vocabulary introduction for group B at TK Wahidi-yah Kota Kediri. Field development used one group pretest posttest design. Instru-ments used in data collection are questionnaire, guidelines and interview guidelines which analized using descriptive technic, statistic descriptive and descriptive inferen-tial. To know the effect of multimedia, analyzed by using the calculation with the help of software (software) that is SPSS 20. Based on result of t-test, known significance obtained by 0,00 which means smaller than the significance used in this research that is 0 , 05, then H0 is rejected and Ha accepted. Based on the results of research can be concluded that the development of multimedia for the introduction of English vo-cabulary effect on the introduction of English vocabulary in children group B TK Wahidiyah Kota Kediri preliminary

**Keywords:** multimedia, vocabulary, kindergarten



### ***Preliminary***

Based on Permendikbud number 137 year 2014 about early childhood education standart there are six of early childhood accession development standart in accordance age group consists of 6 development programs, there are religion and moral value, physical motor, kognitive, language, social emotional and art.

Speaking development of early childhood in particular kindergarten age was emphaize heard and talk not to read and write because the speaking intact aspects was started by sensorimotor power associated to the hearing and talk organs preparation. When both organs were strong then higher potensial related to the other brain readiness would be more easier in getting language intact (Permendikbud, 2014:8). Christina (2010:28) said that early childhood on 3-6 years old was the fastest in understanding English if they were accustomed to express the word or phrase in English. Further Hapsari & Suminar (2011:4) said that understanding in learning English vocabularies were better done since early childhood especially golden age in learning another mothter language (Indonesian language). Penfield (in Ekonomi, 2007:3) said that early childhood was the most ideal age to learn another language besaid mother language (first language). It was because early childhood bain still elastic, so their language obsorption functioned automatically.

Tarigan (2008:19)was language expert has view that the more early the child learn foreign language, the more easier they learn the language. Santrock (2009:181) said that the early childhood was the important period to learn language, when



introducing language undone before teens, so in lifetime should have the inability of using good grammar. It can be concluded that introducing language since early childhood could help them in getting the better language and speaking skill.

According to Tarigan (2003:9) in general for introducing vocabulary to the children was necessary to introduce the basic vocabularies such universal noun vocabulary, pincipal verb and prime number. Martinus (2001:23) said to master English vocabularies widely should increase writing development, speaking, reading and listening. Introducing English language for early childhood was close relation to use two languages or bilingual ability. Hurlock (1993:23) said that bilingual is the ability to use two languges. This ability was not only speak and write but ability to understand oral and written communication from other.

Introducing English vocabularies in PAUD institution generally has not used the media learning as well, incorrect pronountiation and spelling of the teacher also monotonous method. Thus the impact of teachers less creativity in teaching. Not only the teachers less creativity in creating games even learning media facilities was unadequate. Monotonous activities and less variation was effect through language development especially in introducing English vocabulary.

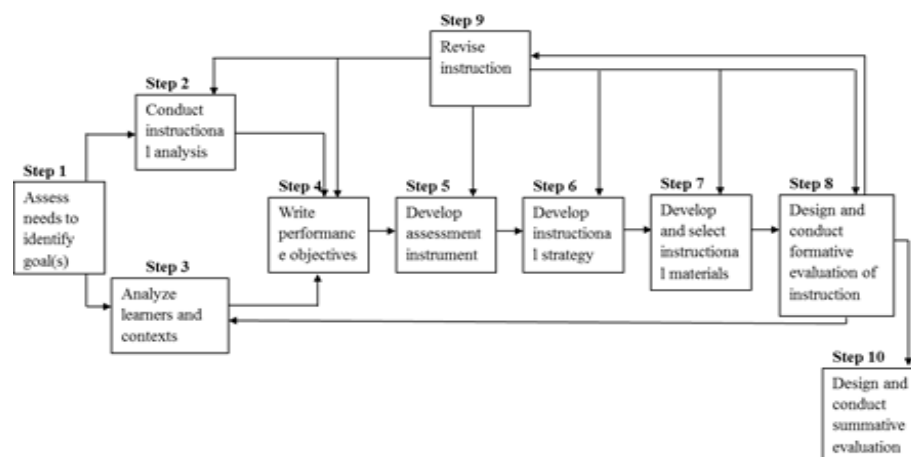
Based on the observation, researcher concluded one of solution is by developing appropriate media for learning activity. Learning media selection developed accroding to Anderson (1994) should followed with 5 steps consist of (1) determine lighting or learning, (2) determine transmision message, (3) determine learning characteristic, (4) determine media



clasification, (5) determine characteristic analysis of each media. Based on that steps, the reasercher determine that introducing English vocabularies using multimedia. Multimedia development should overcome the less effective activities and the accordance to early childhood character development and 2013 curriculum of PAUD.

### ***Research Method***

Multimedia development model used Borg and Gall procedure. Borg and Gall concept used reasearch and development (R&D) which refer to Borg dan Gall model (2003:571) aimed to produce and test the effectiveness. Borg dan Gall (2003:569).



Picture 1. Trial Design of Research

Trial design made to obtain data used to improve the product that should be made, it was through 3 stages, yaitu experts evaluation (learning material experts and media / design experts), trial (individuals using 3 children as subjects and small groups using 8 children as subjects), field trials of 30 children. Research placed at TK Kartika IV-66 Kediri. Researcher was under the institution whom understood childrens characteristic



and society culture. This research was held on even semester academic year 2016 – 2017, April - May 2017.

To obtain some data, instrument used by collecting form (1) Observation is used to search for information and search data about learning using multimedia theme of vehicle at child of group B that is used now, process of learning implementation using multimedia vehicle theme at child group B by teacher.. (2) Interview guides were conducted on principals, teachers and children on analyzing the needs and learning styles of children before treatment. (3) Questionnaires were used to obtain validation data from two experts, media design experts, and material experts.

Data analysis techniques on the process of developing multimedia theme vehicle feasibility test from media experts and material experts using Guttman. This scale gives only two choices: revision and no revision. The revisions are accompanied by revision / comment suggestions, so that the answers provided are clear and straightforward and consistent.

Meanwhile, to know the effectiveness of multimedia vehicle theme in developing the language of the main child in mentioning the English vocabulary, the researcher uses the design of the trial used is type One Group Pretets-Posttest Design, moreover, to strengthen result research, hypothesis test used paired sample t-test.



### ***Result and Discussion***

#### **1. Asses need to identify goals**

Based on the observations, it was found obstacles in English vocabulary management for children group B at TK Kartika IV-66 Kota Kediri, so that the expected learning objectives have not been achieved, or in other words, the children of group B at TK Wahidiyah Kota Kediri City has not been able to recognize the English vocabulary that has been introduced by the teacher. It is seen that many students were incorrect in pronunciation of English vocabulary, and children were able to pronounce the vocabulary, but doesn't know the writing and its meaning.

#### **2. Conducting instructional analysis**

The innate skill result of the researcher's analysis:

- a. The child could imitate English vocabulary about the vehicle being introduced
- b. The child could mention the English vocabulary about the vehicle being introduced
- c. The child could give the definition or meaning about vehical in their first language.
- d. The child could recognize English vocabulary about the vehicle.

#### **3. Analyzing learner and Contexts**

Observation results obtained information that the child group B TK Wahidiyah Kota Kediri is children who have the same average ability, not children with special needs. Moreover, children who are active in the learning process, especially when invited to a conversation hasil observasi, They are also very happy to use computer media during the learning.



#### 4. Writing performance objective

General objectives and learning analyzes that have been obtained before the learning indicators will be given to children group B TK Wahidiyah Kota Kediri on the introduction of learning English vocabulary that:

- a. The child can imitate the English word about the vehicle being introduced.
- b. The child can mention the English word about the vehicle being introduced.
- c. The child can give a definition / meaning of the word about the vehicle in the child's first language.
- d. The child can show a picture that corresponds to the English word about the vehicle that has been introduced.
- e. The child can match words with images that match the vehicles that have been introduced.

#### 5. Develop Assessment Instruments

Language Development Instrument in the introduction of English vocabulary.

Table 1. Assessment Instruments

| Sub Variable                             | Learning Indicators  | RESULTS |    |     |     |
|--|--|---------|----|-----|-----|
|  |  | BB      | MB | BSH | BSB |
| 1. Can listen to words and imitate words | 1.1 The child may rephrase the English word about a particular vehicle |         |    |     |     |
| 2. Can repeat words                      | 1.2 The child may name a particular vehicle in English                 |         |    |     |     |
| 3. Understand the meaning of words       | 1.3 The child may provide definitions of a certain vehicle in English  |         |    |     |     |
| 4. Make illustrations in word form       | 1.4 The child may show an illustration of the vehicle's appropriate    |         |    |     |     |



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|  |  |  |  |  |  |
|--|--|--|--|--|--|
|  | vehicle image in English   |  |  |  |  |
| 5. Do the exercises in understanding the meaning of the word | 1.5 The child can match the English word about the vehicle with the image that symbolizes it |  |  |  |  |
| 6. Write the words   | 1.6 The child may complete the English word of the vehicle that represents it                |  |  |  |  |

## 6. Developing instructional strategy

Steps in using "Multimedia", are:

- a. Preliminary Activities Before playing English vocabulary.
  - 1) Ensure that children are familiar with the word to be introduced in their first language
  - 2) Questioning about the various vehicles in English
  - 3) Shows pictures of various vehicles using multimedia
  - 4) Introduce children how to use multimedia
  - 5) introduction to English vocabulary
- b. Core activities
  - 1) Ask the child to listen and imitate the English vocabulary of the vehicle on multimedia
  - 2) Ask the child to listen and imitate the English vocabulary of the vehicle on multimedia
  - 3) Ask the child to recite the English vocabulary about the vehicle
  - 4) Ask the child to interpret / search for the meaning of the English vocabulary about the vehicle
  - 5) Ask the child to match the vehicle image with the appropriate English vocabulary
  - 6) Ask the child to complete the word according to the appropriate vehicle image





c. Closing Activity

Teacher invites the child to sit around and make a questioning about the activities that have been done. The child tells of his playing experience they has done. At this step will be produced the use of multimedia design that will be used by teachers in the learning process.. The used design will be presented in the daily learning plan (RPPH) in accordance with the Curriculum 2013.

7. Developing and selecting instructional materials

Developing learning materials. English learning materials that developed in the form are the English words about the vehicle, the words car, bike, train and bus. The words are poured into the multimedia. beside, The words are poured into activities / games to present English words that will be introduced and than the teaching materials become more interesting.

8. Designing and conducting the formative evaluation of instruction

Researchers tested the product through expert validation stages, individual trials, small group trials, and field trials. Expert validation consists of an early childhood learning design / learning material specialist, and an instructional media expert The design of learning / early childhood materials is intended to validate the design of learning that uses multimedia in terms of scholarly, accuracy, conformity with the early childhood development stage, the learning strategy in it and the simplicity of the word, the simplicity of the word count, the conformity of words introduced to the learning context of children and others.



#### 9. Revising instruction

Revisions in the development of this multimedia based on validators advise and suggestions on multimedia and multimedia usage guidebook for early childhood. For revisions, in detail will be explained in the next discussion.

#### 10. Designing and conducting summative evaluation

Summative evaluation didnt exist because according to Borg and Gall step-10 is not from the design process because it does not involve the designer but independent evaluator. Therefore, development was done at the last 9th stage of the revision of product development design so that the product is ready to use.

### *Discussion*

#### a. Multimedia

There are two suggestion from the expert validator, are 1) Placement for sliding sequences in multimedia, placement of instructions slide and destinations placed after the initial slide / cover. Thus to make the children know the way of using multimedia and it goals. Ariani (2010:17) about the assessment of instructional media aspects that one of rated aspect was the software engineering, multimedia must be effective and efficient in usage with media instructions. 2) vehicle pictures on multimedia replaced clearer ) vehicle pictures to easier the children in seing the ) vehicle pictures. It accordance to Ariani (2010:17) about the assessment of learning media aspects that the assessed aspects is from the visual communication aspect that the visual image / display in multimedia must be precise in terms of layout, typography, and color.



Consider the validator suggestion and the theory forward by Hannafin and Peck (1988:303-310) good multimedia has 4 basic category criteria that have elements and indicators such as learning elements, display elements, programming elements, curriculum elements. those elements the indicator associated with validator suggestion, the learning element when good multimedia meets the indicators of factual accuracy and consistency with the purpose of learning to be achieved, while from the element of a good multimedia display must meet the indicator of attractiveness and accuracy of typography and sequence of frames. Heinich (1996:245-247) said that multimedia should meet 6 aspects of them Ease Of Use and spesial Features.

b. Guidebook

There are some suggestions 1) clarity of the picture illustration on the cover 2) clarity of font model, 3) adding explanations of media care. Sudjana (2010:20-25) said one of the important aspect for book design is graft which follow the principles of graphic media which include: 1) Principles of simplicity, 2) Principle of integration, 3) Principle of emphasis, 4) Balancing principle, 5) Line, 6) Form, 7) Texture, 8) Space, 9) Color.

***Conclusion***

Based on the research it concluded that English vocabulary multimedia development effect to the English vocabulary introduction for group B's children TK Wahidiyah Kota Kediri which from 30 students after learning to use this multimedia progressed 83,96% which initially only 69,16%. Multimedia



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development products are expected to be developed again for other learning themes not only on the theme of transportation and applications in multimedia can be further developed to be more interesting for learning media, especially kindergarten.

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