

Cartoon Posters as a Learning Media for Students' English Vocabulary Achievement at PAUD Al-Assrye, Bogor

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ABSTRACT

In the era of globalization, English has become an international language used in almost all aspects of life, connecting individuals and conveying information globally. Many schools have emerged for children aged 2-6 years, with various adequate facilities that support the development of children's sensory motor skills and bilingual or trilingual languages of instruction used in class as communication support. Physical and psychosocial development is needed at the kindergarten stage, including intellectual, language, motor, and social-emotional development. In addition, mastery of the English vocabulary taught will support growth at the next level. More extra socialization is needed in learning, especially introducing English vocabulary. The method used in this activity is a silent way, which has several steps, namely socialization, demonstration, and practice with media and evaluation. The result of this activity can be seen from the graph showing an increase in participants' English vocabulary skills. Of the total students of PAUD Al-Assrye Bogor in class TK A, there are 15 people. In the initial percentage before this socialization activity occurred, only around 26,7%, namely four students, understood English vocabulary about parts of body. Then, 73,3% namely eleven students, not understood English vocabulary about parts of body. Then, after this activity, the percentage results increased to 66,7%, namely ten students who understood English vocabulary about parts of body. Then, 33,3%, namely five students who only confused English vocabulary about parts of body. The data shows that 40% of students experienced an increase in their ability to understand the English vocabulary taught. So, the kindergarteners at PAUD Al-Assrye, Bogor, experienced increased English vocabulary knowledge that can be used for further education levels by using learning media, namely cartoon posters. It is because the cartoon posters used have various colours that attract students' attention and concentration so that students can focus on the media provided.

Keywords: Cartoon Poster; Early Childhood Children; English Vocabulary; Learning Media; Vocabulary.

1. Introduction

The golden age is a period that plays an important role in the growth of children aged 0-6 years. During this growth period, if utilized by providing the right stimulation, it will be able to determine the child's development in the future. In the sensitive period of a child's age, language stimulation is essential so that the language development process can take place optimally. Isna (2019) stated that the sensitive period for language development in children occurs between the ages of two and seven, when children's memory is at its peak, making it easier for them to learn new languages. Therefore, introducing foreign languages, especially English, from an early age is very important to prepare children to face global challenges.

In the era of globalization, English has become an international language used in almost all aspects of life, connecting individuals and conveying information globally (Wijayanti, S. et al, 2024). Many schools have emerged for children aged 2-6 years, with various adequate facilities that support the development of children's sensory motor skills, and bilingual or trilingual languages of instruction used in class as communication support. It is expected that in the golden age, children will be able to more easily grasp new things, socialization, vocabulary, and knowledge.

Introducing simple English vocabulary is the most effective initial step at an early age because children at that age are more likely to absorb foreign languages. Introducing English vocabulary from an early age provides children with the provisions to be involved in science and technology globally while respecting national culture (Pransiska, 2020).

Unfortunately, in Indonesia, there are still many schools with inadequate facilities in several ways, for example, in applying the language of instruction in class, which only uses one language, Indonesian. If it is developed optimally during the golden age, children can absorb vocabulary faster than Indonesian, namely various other international languages, including English. English is used in almost every aspect of life, such as economics, business, technology, education, and communication. English is beneficial for socializing with everyone, even those from different countries. English is the main tool of international communication (Wijayanti, 2018).

English has become an important subject to learn in early childhood because it can also affect how children think and their self-development (Sari, 2020). On the other hand, by learning English from an early age, students will be able to acquire the language more effectively (Oktaviani & Fauzan, 2017). Therefore, English is very important and helpful for children to continue developing in early childhood.

English has four skills: listening, speaking, reading, and writing. In addition, English also has language components: pronunciation, vocabulary, and grammar. Suyanto & Kasihani (2007) stated that learning English includes language competencies and skills such as listening, speaking, writing, and reading. These activities are taught integrative and integrated with what happens in everyday life. In line with this, learning resources taken from the daily lives of early childhood children close to them and packaged in creative and fun activities can help improve English learning, which concerns the four aspects of language. As one of the basic components of the four language skills, vocabulary has to be mastered by the students. Learning vocabulary is fundamental to learning a foreign language (Basoglu & Akdemir, 2010).

In learning English, vocabulary is one of the language components that play an important role because, by mastering vocabulary, the students can produce many sentences easily, either in spoken or written form (Wijayanti, 2018). The students needed to master vocabulary to achieve language skills. Some students still faced difficulties understanding English because they did not know the meaning and their vocabulary knowledge was low. So, they had difficulties memorizing and understanding the vocabulary because the student's mother tongue influenced it.

Learning English vocabulary is done through stimulation using some media to help facilitate student understanding so that they are ready to enter further education. Wijayanti & Karimah (2023) said that interesting learning will make children more enthusiastic and comfortable learning English vocabulary. Kindergarten education is held before the elementary education level. One can use vocabulary to communicate ideas, feelings, and things to be expressed. Vocabulary is words that have meanings. By mastering vocabulary, the students can build sentences to communicate well with others (Thornbury, 2002).

Learning media is one of the learning resources that can convey messages to assist in the learning process. Differences in learning styles, interests, intelligence, sensory limitations, developmental disabilities or geographical distance barriers, time distance and others can be helped and overcome by utilizing educational media (Zaini, 2017).

Learning media is an integral part of the learning system. It means that learning media cannot be separated from the learning process. Without learning media, the

teaching and learning process cannot occur properly. Every learning process requires selecting and using appropriate media to deliver teaching materials effectively. Using the right media makes the information conveyed more easily received and understood by students (Ginting et al., 2020). The function of learning media in the learning process is to attract students' attention and help deliver learning materials in a clearer and easier-to-understand way, thus facilitating understanding and allowing students to remember them more easily.

The introduction of English vocabulary for students must pay attention to their characteristics, abilities, and readiness to receive, process, and adjust the material to the needs of students (Wijayanti, 2023). In the learning process, teaching must be carried out with a dominant approach in communication and responding physically before giving a verbal response so that the use of appropriate media can help students understand English vocabulary more effectively, continuously, and practically and give them a deeper understanding in learning English (Pransiska, 2013).

Putria (2018) said that media are printed and audio-visual communication forms and their equipment. Media should be able to be manipulated, seen, heard, and read (Sapriyah, 2019). Whatever the limitations, namely that media can be used to convey messages from sender to recipient so that it can stimulate students' thoughts, feelings, attention, and interests and attention in such a way that the learning process occurs.

Visual, audio, and digital media could automatically, continuously, and practically facilitate the absorption of English vocabulary (Apsari et al., 2020). Visual media is media used to convey information through the sense of sight. Types of visual learning media include materials delivered using projection tools or projectors. Visual media, such as learning videos, animations, and images, can help explain English concepts better. Visual media is available in various forms, such as Book Media, Image Media, Flashcard Media, Illustrated Poster Media, Hand Thread Media, and Wayang Media. Thus, this visual media effectively teaches English because it can introduce new vocabulary through relevant images. By seeing visual images related to words, students find it easier to understand and remember the meaning of the vocabulary.

Selecting a particular teaching method will affect the type of appropriate learning media. However, various other aspects must be considered in selecting media, including learning objectives, types of tasks and responses that students are expected to master after learning takes place, and the learning context, including the characteristics of students (Setiawan, 2018). One of the main functions of learning media is as a teaching aid that also influences the climate, conditions, and learning environment that the teacher arranges and creates (Junaidi, 2019).

In addition, exercises carried out repeatedly on the learning material being studied will make it easier for children's memory to remember (Laili & Nashir, 2019). So, it was monitored that students showed enthusiasm for learning and positive responses. Most of the children were enthusiastic about asking questions about anything they learned, including pronouncing words in English according to the topic.

2. Method

Socialization activity occurred at PAUD Al-Assrye, Bogor. English learning in kindergarten is not easy, considering the character of students who tend to develop kinesthetic learner skills and motor skills (Whiteside, 2017). In English learning for early childhood, teachers act as facilitators who shape children's English skills later. Therefore, appropriate and effective learning techniques and strategies are needed to achieve good learning outcomes that can impact children's cognitive development (Flynn, 2007). In

addition, the teaching materials used must be educational to give a good impression for the formation of children's character.

The material presented was an introduction to English vocabulary with the theme of parts of body names to kindergarten students. It was done to face readiness in entering further education. The totally of students at this level is fifteen people, consisting of nine girls and six boys. This activity is carried out with a duration of about one lesson hour, carried out with several steps of Socialization, Demonstration and Practice, and Evaluation. The evaluation instrument used is student activity in answering questions given by the facilitator, and the success criteria are student participation who answering correctly.

3. Result and Discussion

Community service activity aims to prepare the English vocabulary knowledge of PAUD-level students to enter further education. It is one of the reasons for the socialization activity. Effective learning requires good planning. The media used in the learning process also requires good planning. Hamalik (in Wahyuningtyas, 2020) stated that using teaching media in the teaching and learning process can generate new desires, interests and motivation for students in the teaching and learning process.

3.1. Socialization

The socialization stage is a stage that explains the introduction of the importance of learning English interestingly and comfortably. Introduction and provision of information regarding the importance of learning English early by mastering vocabulary for students by using visual media namely Cartoon Posters. In this era of technology and sophistication, English is a language that needs to be discovered early. Many schools at the pre-elementary level offer teaching using English as the language of instruction in class. Therefore, to support English vocabulary knowledge to the next level, it is necessary to know that English is an important subject taught from an early age in Figure 1.

The first thing done is to describe the benefits and importance of learning English. The facilitator also provides direction regarding the English material and themes that will be taught to students at the kindergarten level. The selection of the learning media theme used is intended so students can understand it more easily. So, the students do not feel afraid to learn English.



Figure 1. Socialization

3.2. Demonstration and Practice

Conducting a demonstration of the material to be taught using the Silent Way method, namely the introduction of English vocabulary with the theme of body part names using learning media, namely Cartoon Posters. It is intended to increase the English language proficiency of kindergarten students more easily by mastering vocabulary. The learning media designed for early childhood English learning should focus on creativity. In addition to visual learning media, learning resources can complement the effectiveness of learning media.

The material is given to students with the theme of various fruits and colours. It aims to improve English vocabulary skills. Demonstration and practice of English with the Silent Way method, where this method teaches students who are active in the learning process, and the facilitator is more silent but remains active using movements, images/media, and designs to provoke and form reactions or enthusiasm of students. In addition, at this stage, the facilitator provides facilities or learning media to encourage students to be active in the classroom in the learning process. The facilitator in this activity uses teaching media in Cartoon Poster as a prop to attract students' attention and give some questions according to the theme to be taught in Figure 2.



Figure 2. Demonstration and Practice

The Silent Way method is used in activities, such as Cartoon Posters, as a learning medium and provides many benefits, especially related to students' interest in participating in ongoing activities. The "Silent Way" method is a method that offers little instruction from the teacher and gives students more opportunities. This method encourages comfortable learning and effectively trains students' English reading skills (Gattegno, 1972).

Then, after that, the facilitator carried out the drilling stage, namely by providing examples of how to pronounce the correct vocabulary first so that students can imitate it, then giving signals to students to guess the parts of body theme that had been taught earlier and some students their raise hand and come to the front of the class in Figure 3 The enthusiasm of students in participating in this activity was very high. Students took part in practising in turns. In addition, they also carried out the instructions given by the facilitator. It can prevent students from getting bored in participating in the ongoing socialization activities.



Figure 3. Demonstration and Practice

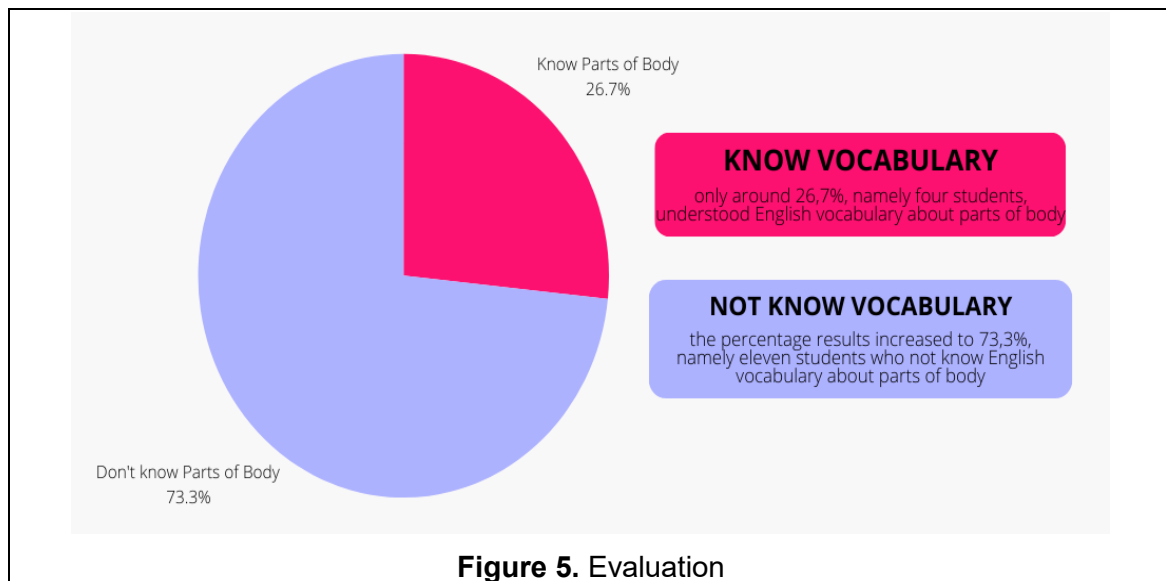
3.3. Evaluation

Student participation in this activity was very good. Evaluation is carried out by providing questions and answers in the form of questions relevant to the topics and materials taught and providing appreciation to all students who have actively participated in this activity. The facilitator does this to ensure that the material being taught can be understood and learned easily and well by the students or not. In addition, students also showed positive enthusiasm during the activity. It can be seen from the percentage of participants who actively followed the directions and instructions from the facilitator. The activeness of participants in this activity was shown by the number of participants who tried to answer questions asked by the facilitator to each other. Facilitators also provide appreciation to all students who have actively participated in this activity in Figure 4.

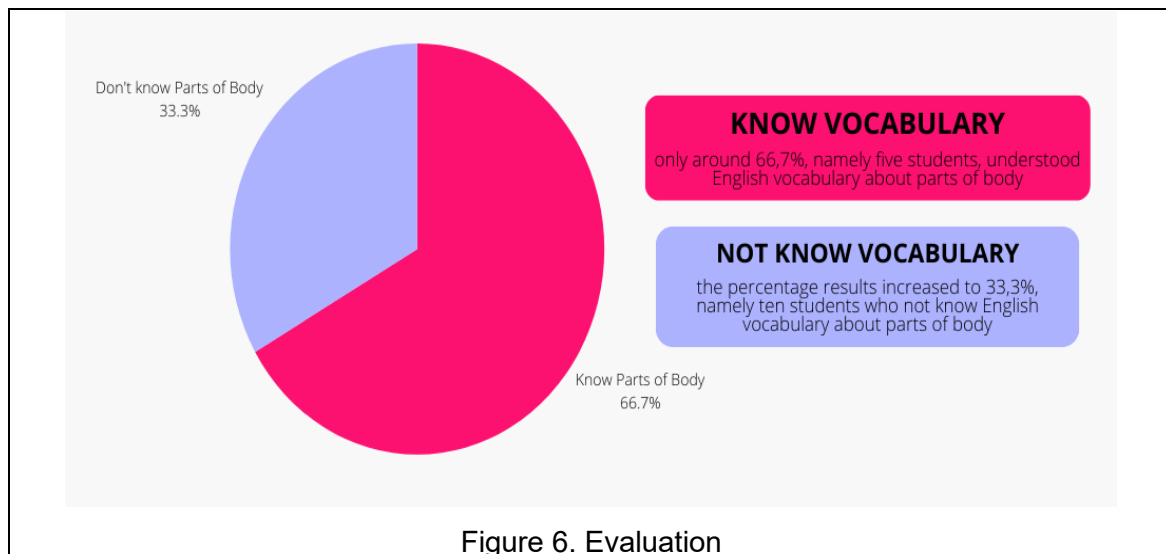


Figure 4. Evaluation

The success of this activity can be seen from the graph showing an increase in participants' English vocabulary skills. Of the total students of PAUD Al-Assrye Bogor in class TK A, there are 15 people. In the initial percentage before this socialization activity occurred, only around 26,7%, namely four students, understood English vocabulary about parts of body. Then, 73,3% namely eleven students, not understood English vocabulary about parts of body in Figure 5.



However, after this activity, the percentage results increased to 66,7%, namely ten students who understood English vocabulary about parts of body. Then, 33,3%, namely five students who only confused English vocabulary about parts of body. The data shows that 40% of students experienced an increase in their ability to understand the English vocabulary taught in Figure 6 Evaluation.



4. Conclusion

Based on the percentage presented previously, the results are that students at PAUD Al-Assrye, Bogor, experienced an increase in body part vocabulary knowledge of 40%, from the initial 26,7% to 70%. It was done using learning media in the form of cartoon posters. Using the Silent Way method during this activity, students better understand the material that will be delivered; the material is studied repeatedly until the child understands it and is supported by the learning media. In the teaching and learning process, two very important elements are teaching methods and learning media. Arsyad (2017) state that two aspects are interrelated.

The limitation of this community service activity results is that it needs to prepare a documenter to make the documentation results more optimal. For the next community service activity, it is hoped that there will be a separate documenter in carrying out this activity.

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