

Use Of English Through Image Media To Earlychildhood Group B (5-6)

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ABSTRAK. Berdasarkan hasil pengamatan di lapangan bahwa penggunaan bahasa Inggris anak belum berkembang dengan optimal, sehingga perlu dilakukan penggunaan media gambar bahasa Inggris. Penelitian Eksperimen ini bertujuan untuk mengetahui Penggunaan Bahasa Inggris Melalui Media Gambar Kepada Kelompok B (5-6) Tahun di Tk Babussalam Pekanbaru. Subjek penelitian ini adalah guru dan anak kelompok B di TK Babussalam. Populasi penelitian ini berjumlah 30 orang anak, sedangkan sampel penelitian ini adalah anak kelompok B (5-6) tahun yang terdiri dari 12 anak. Teknik pengumpulan data menggunakan observasi, dokumentasi dan Tes Formal. Desain penelitian ini menggunakan one group pretest-posttest dengan test-t atau uji memiliki rumus $t_{hitung} > t_{tabel}$. Jika t_{hitung} lebih besar dari t_{tabel} , maka H_0 ditolak dan H_a diterima dengan bantuan program SPSS Windows versi 22. Berdasarkan hasil analisis data pada kelas eksperimen diperoleh $t_{hitung} = 69,238$ dan $t_{tabel} 2,201$, maka $t_{hitung} > t_{tabel}$ ($69,238 > 2,201$). Data tersebut menunjukkan H_0 ditolak dan H_a diterima. Untuk mengetahui seberapa besar penggunaan media gambar bahasa Inggris kepada anak kelompok B di TK Babussalam Pekanbaru digunakan rumus gain ternormalisasi dan didapat dari hasil rumus tersebut sebesar 88,76% yang termasuk dalam kategori yaitu berada pada kategori tinggi. Jadi dapat disimpulkan bahwa terdapat pengaruh penggunaan media gambar bahasa Inggris kepada anak kelompok B di TK Babussalam Pekanbaru.

Kata Kunci : Bahasa Inggris, Media Gambar, Anak Usia Dini

ABSTRACT. Based on the results of observations in the field that the use of children's English has not developed optimally, so it is necessary to use English picture media. This experimental study aims to determine the use of English through pictures to group B (5-6) years at Babussalam Kindergarten, Pekanbaru. The subjects of this study were the teachers and children of group B in Babussalam Kindergarten. The population of this study amounted to 30 children, while the sample of this study was group B children (5-6) years which consisted of 12 children. Data collection techniques used observation, documentation and formal tests. This research design uses one group pretest-posttest with t-test or the test has the formula $t_{count} > t_{table}$. If t_{count} is greater than t_{table} , then H_0 is rejected and H_a is accepted using the SPSS Windows version 22 program. The data shows that H_0 is rejected and H_a is accepted. To find out how much the use of English picture media for children in group B at Babussalam Kindergarten Pekanbaru is used the normalized gain formula and obtained from the results of the formula is 88.76% which is included in the category which is in the high category. So it can be concluded that there is an influence on the use of English picture media to group B children in Babussalam Kindergarten Pekanbaru.

Keyword : English , Picture Media, Early Childhood Education

INTRODUCTION

Early childhood education has begun to introduce foreign languages, one of which is English. The use of English is expected to make it easier for children when children have gone to school at the next level. Nowadays English should not be underestimated. Learning English in early childhood with an introduction to the basics and we as educators teach them very basic things first, such as letters of the English alphabet, numbers, various fruits, various animals, and

colors. According to Bjorklund, in Maretsya language skills are related to speech development, the more able people speak the richer their language skills, the richer language skills make children more confident to speak. (Maretsya, Y. Kurnia N, 2013)

English as a second language is given in kindergarten as a form of introduction in various ways of optimizing language stimulation (stimulation / encouragement), preparing children's readiness to continue their education to a higher level where the challenges ahead require someone to master English. (Richard, J.C. Rodgers, 2010). Language is an important thing for society. Language can create the basis for understanding, communication, and relationships in a person's daily life. Language takes the form of symbols that function to clarify, categorize, organize our thoughts. Bromley mentioned that language is a form of system that is ordered symbols to move various kinds of ideas or information consisting of visual symbols and verbal symbols. The visual symbol in question can usually be seen, read, and written. While verbal symbols are usually in the form of speech and can be listened to (Farid Helmi Setyawan, 2016). Annisa Rachmani Tyaningsih stated that mastery of English is very important and in learning English it will be more effective if teachers use media language to support teaching and learning activities, because children like visual things, the use of learning media can make the presentation of material more interesting and fun and English language learning is better equipped with pictures. (Tyaningsih, 2016)

According to Nopa Wilyanita, media is everything that channels messages and can stimulate the mind, children's abilities so that they can encourage the learning process in children. That way the use of media creatively will allow children to learn better and can improve their abilities in accordance with the goals achieved by educators. (Wilyanita, 2018). English lessons need to be applied from an early age, because with early English learning, children more easily develop English when children step on adolescence, namely when children enter elementary school, junior high school or to a higher level, the English taught by the teacher will stick to his memory. This is because English is rarely used in everyday life. Children become bored and less motivated to follow English language learning. Family background that does not support English learning, less attractive learning approach, inappropriate selection of English teaching materials at school and less warm communication between teachers and students. The use of less varied media in English learning in early childhood are things that cause low English vocabulary in early childhood. Problems in the field need to be found solutions. The author seeks to try different techniques, strategies and methods for the Use of English in Kindergarten.

Based on the initial observations of researchers at Babussalam Kindergarten Pekanbaru, it was obtained that there are symptoms of problems including many children aged 5-6 years in Babussalam Kindergarten in English language skills where children have not been developed introduction to English Through Image Media in Children, there are still children who do not know daily vocabulary, there are some children who know but are still shy in interacting and there are children who are not happy in English, find it difficult in memorizing, and pronouncing it. In the use of English in schools, teachers only use songs that combine Indonesian with English. On another occasion, according to Mrs. Dian Anggaraini (kindergarten teacher) said that in learning English at school only handed over to teachers at Babussalam Kindergarten Pekanbaru, language aspects, especially English which is an international language, need to be developed. On the same occasion, mothers using the singing method can improve the ability of children to know English from those who do not know to know. This model emphasizes the importance of understanding the structure or ideas important to a discipline, through active involvement of students in the learning process.

Based on the explanation above, it can be explained that language is a means of communication that is spoken, written or symbolized to convey one's ideas and desires based on a symbol system that has been owned as a result of processing and has developed. Language is one of the human cultures that is very high in value, because with language humans can communicate and interact with the surrounding community. Language is able to transfer desires, ideas, wills, and

emotions from one person to another. Explanation One of the learning media used by researchers is more effective, namely using visual media in the form of images.

Explanation One of the learning media used by researchers is more effective, namely using visual media in the form of images. Image media is an important and easily available visual tool because it provides a concrete depiction of the problem it portrays. Image media in the form of images accompanied by words or sentences below. The existence of the picture, then students will be able to find out the meaning of the image and try to read the words or sentences that exist (Djuanda, 2006). The use of image media is an effective learning medium because it attracts children's attention. Children can be directly attracted to something that is seen directly through the sense of sight which stimulates the performance of the child's brain to develop and convey ideas, ideas and thoughts from what he sees. With the use of these media, researchers believe that children are easier to learn and master English vocabulary. As well as in a study that discusses the influence of the development of English recognition skills in children through storytelling methods using pop up media.(S. R. H. Budiarti, 2016). Based on this, researchers use image media that is done not *fully bilingual* but by combining Indonesian and English with the aim that children more easily memorize and remember sentences or vocabulary in picture stories in English, which are adjusted based on themes, such as banana, one, *what, etc.*

Vocabulary comprehension is one component of learning English. From the observations that the author made, at the time of learning English in early childhood, especially in Group B at Babussalam Kindergarten Pekanbaru, often experienced difficulties in mastering English vocabulary. English pronunciation (*pronunciation*) is not correct and vocabulary is still minimal. In today's era of globalization, English vocabulary in Babussalam Kindergarten is still lacking. This study conducts initial evaluation and observation to determine the causes and efforts to find facts that can be used to complement existing theoretical studies and to compile appropriate action plans in the use of English through image media in group B children (5-6) years. On this occasion, the author wants to develop aspects of language, especially the English of group B children aged 5-6 years at Babusslam Kindergarten Pekanbaru, this is shown that there are 12 children in group B.

METHOD

This type of research uses quantitative research *experimental one group pretest-posttest design*. In this experimental study, the author can find out the influence and relationship that shows cause and effect. While one group pre-test-post test is also referred to as the "before and after" design, namely before treatment and after treatment. The location used by the author to be used as this research is Babussalam Kindergarten, Pekanbaru, Riau. Meanwhile, the research will be carried out from February to March 2022. The subjects in this study were child B aged 5-6 years at Babussalam Kindergarten Pekanbaru. While the object of this study is the Use of English Through Image Media to improve children's language.

This research procedure is to produce and test products using data collection techniques and tools, namely: Formal Tests, Observation, and Documentation. and using parametric inferential statistical data analysis techniques. *This parametric inferential statistic* is used to test population parameters through statistics, or test the population through sample data, *These statistics* use the *t-test formula*.(Prof. Dr. Sugiyono, 2019)

RESULT AND DISCUSSION

The discussion of the results of this study was carried out through the results of comparative analysis of experimental type research on the influencing variables, namely image media (x) and those affected, namely the ability to use English (Y). To see the changes before and after treatment of the sample. After determining the results of the pretest and posttest value research, the next step is to see the ability to use English through image media in children with the treatment that has been given. The provision of treatment in the image media method on the ability to use English of group B children of Babussalam Pekanbaru Kindergarten was carried out 4 times the treatment / treatment. English language skills in children can be seen as follows:

Child Language Development Achievement Indicators

Development	Level of Development Achievement Language For Children Age 5-6 Years.
Reveal Language	Repeating simple sentences
	Communicate orally, possess, and recognize symbols for preparation for reading, writing and arithmetic
	Mention groups of images that have the same sound
	Construct simple sentences in a complete structure
	Enriching vocabulary
	Continuing some of the Story/fairy tale that has been heard
	Demonstrate understanding of storybook concepts
Understanding Language	Understand multiple commands simultaneously
	Repeating more complex sentences
	Understand the rules in a game
	Happy and understand the reading
Comprehension	Mention symbols of known letters
	Recognize the sound of the initial letters of the names of object around them.
	Mentions groups of images that have the same initial sound/letter.
	Understand the relationship between sounds and letter shapes

Sumber: Peraturan Menteri Pendidikan Dan Kebudayaan Republik Indonesia Nomer 137 Tahun 2014 (RI, 2014)

Ahmad Jazuly said that English learning in early childhood with the introduction of the basics and we as educators teach them very basic things first, such as letters of the English alphabet, numbers, various fruits, various animals, and colors. Based on observations from the initial observations of researchers at Babussalam Kindergarten Pekanbaru, the following symptoms of the problem were obtained: 1) Many children aged 5-6 years are found in Babussalam Kindergarten in English language skills where children have not developed English recognition through image media in children; 2) There are still children who don't know

everyday vocabulary; 3) Some children know but are still shy in their interactions; 4) The child is not happy in English, finds it difficult to memorize, and pronounces it.

Benefits and Advantages of English English is a language that has begun to be introduced to pre-school children in education in Indonesia. Budiarti suggests that early childhood is a good time to start learning foreign languages, karena keluwesan anak meniru Sound as a result of the suppleness of the sound mechanism and there is no mature habit of pronunciation habits. The growth of children's vocabulary is influenced by the environment. The more vocabulary, the more likely the child understands so that the speech produced by the child is richer, it can be concluded that English is an international language which is the first foreign language in Indonesia which consists of several parts of competence such as *speaking, listening, reading* and *writing* (writing). English is used to communicate internationally so the introduction of English from an early age is the right reason considering the higher technology and the tighter competition in modern developments today is more difficult to use foreign languages.

In previous studies of English use in schools, teachers only used songs that combined Indonesian with English. This research is based on Budiarti's relevant research on the influence of storytelling methods with pop up media on the ability of English vocabulary of group B children, that there is an influence on the treatment of children can follow and repeat commands carried out by teachers through storytelling methods with pop up media on children's English skills. (S. Budiarti, n.d.) While in Riri Delfita's research, it was found that language in children can develop through playing image media in the sandbox. (Delfita, 2016) and in the relevant panelitian Kadek, found that the application of storytelling methods can improve English language skills. (Kadek.et al, 2016) On another occasion, according to Mrs. Dian Anggaraini (kindergarten teacher) said that in learning English at school only handed over to teachers at Babussalam Kindergarten Pekanbaru, language aspects, especially English which is an international language, need to be developed. On the same occasion, teachers using the singing method using the singing method can improve children's ability to recognize English from those who do not know to know. This model emphasizes the importance of understanding the structure or ideas important to a discipline, through active involvement of students in the learning process.

Use of English in Children before treatment (Pretest)

After evaluating the English skills of children through image media before being given treatment, it was found that some children had not achieved the abilities as applied. Based on the analysis of data management and the results of the presentation above, it can be seen that the results of the pretest of English language skills in group B children of Babussalam Kindergarten in the experimental class obtained a total of 591.67 with an average of 39.44% The highest final score is found in the indicator "Children can communicate orally using vocabulary in English through image media, Children can show understanding of concepts given by teachers in English through image media, Children are able to understand several commands simultaneously in the introduction of English through image media " with a total score of 24. This ability gets the highest score because almost all children are able to pronounce English correctly. The lowest score is found in the indicator "Children are able to understand the shape of letters in image media in language" with a total score of 11. This ability gets the lowest score because not all children are able to remember new English.

Use of English in children after treatment (Posttest)

After giving treatment through image media at Babussalam Kindergarten Pekanbaru, children show their creativity through English Pronunciation using image media, children also look very excited and competing when told to come forward to convey and repeat the vocabulary in the image media, not only that children also look very happy after finding their own vocabulary in the picture. Children also seem to concentrate on remembering English correctly according to the image media.

The following data exposure after treatment and observation of the final results then in the experimental class given treatment (treatment) obtained a total value of 1397.92 with an average value of 93.19. After the treatment, the average increase in children's English usage skills through image media in group B at the time of the posttest. In the experimental class, namely "Children can repeat complex vocabulary in English through image media, Children are able to mention the same vocabulary on image media in English, Children can repeat complex vocabulary in English, Children are able to mention the same vocabulary on image media in English" with a total of 48, This ability indicator gets the highest score because it is treated. Then the lowest score is found in the indicator "Children are able to understand the shape of letters in image media in language" with a total score of 36. Based on the data above, it means that the ability to use children's English with the image media method in group B children at the time of posttest has increased. This increases English language skills in children and has reached a level of ability that matches the level of abandonment very well. This proves that giving treatment to the use of image media methods can improve the ability to use English in group B children of Babussalam Kindergarten Pekanbaru.

Posttest List of Experimental Classes

Name															
In d	AF	AL	ALE	De	Far	Gbr	Inr	Hfz	Ken	Lu	Riz	Yy	Skor	Skor	Preset
													Faktual	Ideal	
1	4	4	4	4	4	4	4	4	4	4	4	4	48	48	100
2	4	4	4	4	4	4	4	4	4	4	4	3	47	48	97,92
3	4	4	4	4	4	4	4	4	4	4	4	4	48	48	100
4	3	3	4	4	4	4	4	3	3	4	3	3	42	48	87,50
5	3	4	4	4	4	4	4	4	4	4	4	3	46	48	95,83
6	3	4	4	4	4	4	4	4	4	4	4	4	44	48	91,67
7	3	4	4	4	4	3	4	4	4	4	4	3	45	48	93,75
8	4	3	4	4	4	4	4	4	4	4	4	4	47	48	97,92
9	4	3	4	4	4	4	4	3	3	4	4	4	45	48	93,75
10	4	4	4	4	4	4	4	4	4	4	4	4	48	48	100
11	4	4	4	3	3	4	4	3	4	4	3	4	44	48	91,67
12	3	3	3	3	4	4	3	3	3	4	4	4	41	48	85,42
13	3	3	3	4	3	4	3	4	3	4	4	4	42	48	87,5
14	4	4	4	4	4	4	4	4	4	4	4	4	48	48	100
15	3	3	3	3	3	3	3	3	3	3	3	3	36	48	75
16	53	54	56	57	57	58	57	55	54	59	57	54	671	720	1397,92
	83,3	90,	93.3	95.0	95.0	96.6	95.00	91.6	90.0	98.3	95.0	90.0	Rata-rata		93,19

3	0	3	0	0	7	7	0	3	0	0
BS										
BSB	B	BSB	BSB	BSB	BSB	BSB	BSB	BSB	BSB	BSB

The Effect of Image Media on English Use in Children

This experimental research was conducted to determine the significant influence before and after treatment in the use of the discovery method on the ability to recognize colors in children. Test the significance of this difference with t statistic in the experimental class obtained t count = 0.800 with sig = 0.00. Because the sig value < 0.05 means significant. Based on the research above, it is identified that through image media, the ability to use English can be used to improve English skills.

To find out how much influence the application of Image Media has on English language skills in group B children at Babussalam Kindergarten Pekanbaru

$$G = \frac{\text{skor posttest} - \text{skor pretest}}{\text{skor maksimal} - \text{skor pretest}} \times \text{Hasil N} - \text{Gain}$$

$$G = \frac{93,13 - 39,44}{100 - 39,44} \times 100$$

$$G = 88,7615$$

Based on the table above, there was an increase of 88.76% in the high category.

G = Difference between *pretest* and *posttest* scores

Posttest = Value after treatment

Pretest = Value before treatment

100% = Fixed number

Recapitulation of English Use Ability in Group B Children at Babussalam Kindergarten Pekanbaru

No	Subject	Pretest Scor Eksperiment	Post-Test Scor Eksperiment
1	Subject 1	35,00	88,33
2	Subject 2	36,67	90
3	Subject 3	41,67	93,33
4	Subject 4	40,00	95
5	Subject 5	43,33	95
6	Subject 6	45,00	96,67
7	Subject 7	41,67	95
8	Subject 8	40,00	91,67

9	Subject 9	33,33	90
10	Subject 10	45,00	98,33
11	Subject 11	41,67	95
12	Subject 12	30,00	90
Median		473,34	1.118,33
		39,44	93,19

CONCLUSION

The results of the study were obtained that through image media can improve the ability to use English in group B children of Babussalam Kindergarten Pekanbaru. This is evident from the results of the study which showed comparison data Pretest and posttest using t-test, $t_{count} = 69.238$ and $Sig. (2-tailed) = 2.201$. Because the value of $(Sig.2-tailed) = 0.000 < 0.05$, and there is an influence after using English image media in group B children of Babussalam Pekanbaru Kindergarten. Based on the analysis of data management from the results before using English image media in the experimental class (*pretest*), children's English skills obtained an average score of 39.44% and after using English image media in the experimental class (*Posttest*) an average score of 93.19% was obtained. So to find out how much influence the use of Image Media has on English skills in group B children in Babussalam Kindergarten Pekanbaru using the N-Gain test formula, results of 88.7615% were obtained. So it means that H_0 is rejected and H_a is accepted which means that in this study there is an influence of the use of English media images before and after in the experimental class.

Figures and Tables

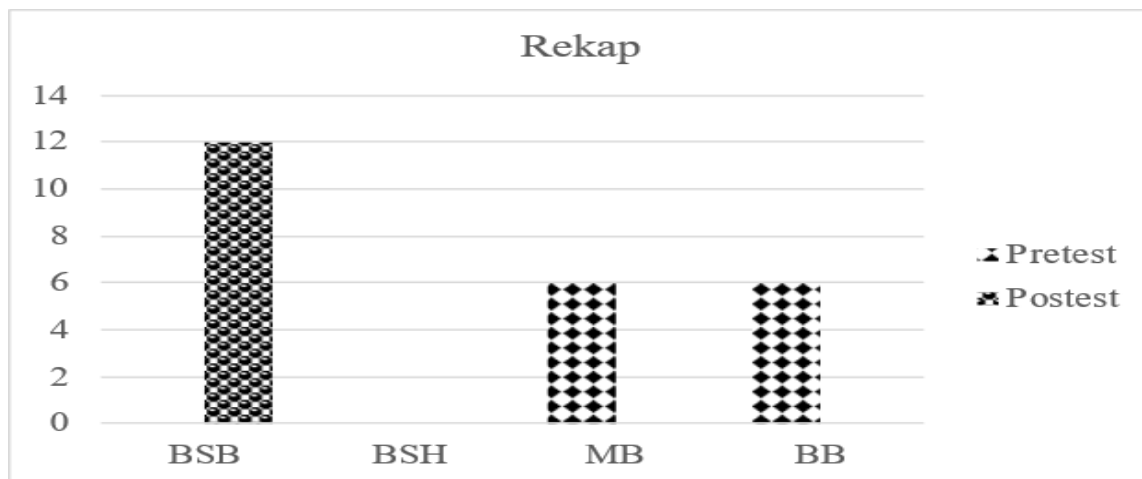


Figure 1. Diagram of your child's English usage skills

Pretest and posttest class eskperimen



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