

Young Learners Vocabulary Understanding at Great Kids English Course in Duri

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Abstract

Abstract. Early childhood education is one of the determining factors in taking education to the next level. At this time, children begin to receive education, namely the beginning of academic skills such as reading, writing and arithmetic. One of the children's academic knowledge both at school and in society is language skills, both Indonesian as the national language and regional languages as well as foreign languages such as English. Even though English has been taught since elementary school, there are still some of us who cannot communicate well in this language. Even though English is not the mother tongue, it has become the language of international communication. That's why I chose this method to master English vocabulary using cards. This method is an effective learning method for early childhood, because with the help of picture objects, they can easily understand and remember English vocabulary. An effective way to use flash cards is to improve the listening, writing, memorizing and pronunciation skills included in the training or course. This stage is a test (pre-test) for early childhood at the beginning of learning, which measures mastery or knowledge of English vocabulary. Meanwhile, an assessment (post-test) is carried out at the end of each session to measure the child's ability and absorption.

1. INTRODUCTION

Vocabulary mastery in children aged 5-6 years is one of the important language skills in the child's developmental stage. At this age, children usually have good speech skills and are able to express their wishes and thoughts verbally. Vocabulary mastery in children aged 5-6 years is related to their ability to understand and use words correctly in the right context. This is important because good and fluent language skills will help children communicate with others, express themselves, and understand the information provided in their surroundings.

At this stage, children will begin to expand their vocabulary by learning new words through experience, reading, and interacting with others. Children will also begin to understand the meaning of more complex words and be able to use longer and more complex sentences to express themselves. However, it is important to remember that every child has different language abilities, and a child's vocabulary mastery can be influenced by various factors such as the social environment, parenting style, and health conditions. Therefore, attention and support from parents and the surrounding environment is very important in helping children develop their language skills.

According to Fauziati (2010) vocabulary is the center of language and is very important for language learners. Without sufficient vocabulary, one cannot communicate effectively and cannot express their ideas well in oral or written form. Having a limited vocabulary is also a barrier for someone learning a foreign language. Vocabulary is the main element in language skills, because vocabulary has a very important role with regard to communication, but learning a language is not synonymous with learning vocabulary. That is, to have language proficiency it is not enough to just memorize vocabulary. This means that language learners cannot know the language through a dictionary (Effendi 2005)

Learning in Great kid focuses on the pattern of using worksheets and uses several learning media to attract children's attention while studying. So that children are interested in learning and asking and answering what the teacher asks. This is because if you only focus on LKS, it does not give children the opportunity to convey their opinions or ideas through their language skills so that they make children less skilled in speaking and less able to bring children to dare to convey opinions.

Based on this, the researcher intends to find out the description of AHE children's vocabulary mastery. So that it helps improve speaking skills and increase AHE children's vocabulary mastery through appropriate media. Some of the media used in AHE such as media images that encourage students and can generate interest in the lesson (Hafid, 2002: 4)

According to Hasan (in Lestari, 2012: 8) flashcards are a game card that is done by showing pictures to children one by one quickly to trigger the child's right brain to be able to receive the information in front of them, and is very effective for helping children learn to read. by remembering pictures and shapes, and increasing vocabulary at the earliest possible age.

2. METHOD

Quantitative research methods for understanding early childhood vocabulary
Quantitative research methods that can be used to understand vocabulary mastery in early childhood are survey studies or cross-sectional surveys. This method involves collecting data from a representative sample of the population of children aged 5-6 years using a survey instrument such as a questionnaire or vocabulary test.

In this study, researchers can make vocabulary lists suitable for children aged 5-6 years and develop structured and systematic survey instruments, such as vocabulary quizzes that contain words that children of that age can recognize. Then, the survey instrument can be tested to ensure its validity and reliability.

After the survey instrument is ready, the researcher can collect data from a sample of early childhood through interviews or filling out questionnaires by parents or teachers. The data collected can be analyzed using statistical techniques such as frequency analysis, descriptive analysis, or inferential statistical tests to determine vocabulary mastery in early childhood.

In conducting quantitative research on early childhood vocabulary comprehension, researchers must pay attention to several important factors, such as ensuring the validity of survey instruments, identifying representative samples, and paying attention to research ethics in involving young children as research subjects.

3. RESULT AND DISCUSSION

The result of "Early Vocabulary Development: A Comparison of Two Measures" is a study conducted by Karen E. Pollock and M. Jeanne Wilcox from the University of Texas at Austin. This study compared two methods of measuring vocabulary development in early childhood. The first method is to use a pre-arranged word list, while the second method is to use an imitation response test. This research was conducted by taking a sample of children aged 18 to 35 months and then measuring their vocabulary using both methods. The results of the research were then analyzed and compared to find out the advantages and disadvantages of the two methods.

This journal discusses a comparison of two methods of measuring vocabulary development in early childhood. This study aims to determine the advantages and disadvantages of both methods. The results of the study show that both methods can provide valuable information in measuring children's vocabulary development, but the use of these two methods needs to be adapted to different conditions and research objectives.

The research from "The Contribution of Early Communication Quality to Low-Income Children's Language Success" is a research journal created by Dana Suskind, Kimberly Noble, and John Dick from the University of Chicago, and published in 2016 in Pediatrics. This study discusses the contribution of early communication quality to language success in low-income children.

This research was conducted by taking a sample of children aged 2-4 years from low-income families. The quality of children's early communication is measured through observing interactions between children and adults in the home environment. Then, the children's language skills were measured using vocabulary and word comprehension tests.

The results showed that the quality of early communication greatly contributed to the language success of low-income children. This shows the important role of adults in improving children's language skills in the early days of life. This research can be the basis for developing intervention programs that are more effective in improving the language skills of low-income children.



Figure 1

As explained in a study and practiced with students in class, it turns out that the results that come out vary and on average are dominated by children who have middle and upper-middle families and middle-class families because of the education factor itself, which is part of the family also in helping children in the teaching and learning process. at school and at home.

The results of research conducted by Dana Suskind, Kimberly Noble, and John Dick show *"The importance of the quality of communication in early childhood in improving children's language skills, especially in low-income children."*

It feels like it will be very influential, but that can't be used as a standard because children themselves can learn from anywhere as long as they are given their own platform for children to learn more like if parents are not qualified enough to teach B.English but the child can be given platforms such as Youtube, and other social media for the child to learn more.

4. CONCLUSIONS

Every child has his own way of learning English differently and with varied ways of teaching, but basically all of this must be supported by things that are easy for children to digest and easy for children to understand. That way, children will be happy to learn and understand about what is he studying. The purpose of this writing is to find out how much children can be affected from any side and it is easy to be given enough material so that every child can learn and understand the material well.

5. REFERENCES

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