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WORD CARD MEDIA ON IMPROVING THE ABILITY OF EARLY CHILDHOOD ENGLISH VOCABULARY

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ABSTRACT

This research aims to determine the improvement of the ability to recognize English vocabulary through word card media in group B children at RA Nurussama Sidodadi. The methodology used in this research is experimental methods, namely quasi-design. Then, the population in this study was group B students at RA Nurussama Sidodadi in the academic year 2022/2023, with 22 students from 2 classes. The sample was taken by using a cluster random sampling technique, totaling 12 students consisting of two groups, namely the experimental group and the control group, each group consisting of 6 students. In collecting data, the researcher used an observation test as the instrument to determine the ability to recognize students' English vocabulary. Thus, to analyze the data using an Independent t-test. Data distribution is considered normal. It is evidenced by the calculation of normality test statistics using Kolmogorov-Smirnov, which shows a p-value> 0.05 or 0.144> 0.05 in the experimental group and 0.112> 0.05 in the control group. Then based on the calculation of the homogeneity test, the data variance is homogeneous. It was found that the p-value> 0.05 (0.344> 0.05). Meanwhile, based on the results of statistical calculations with the Independent t-test test, the t-count value is greater than the t-table (2.815> 2.101). It can be concluded that word card media is very good for improving the ability to recognize English vocabulary in early childhood.

INTRODUCTION

Early childhood is the most fundamental early period in the entire span of growth and development of human life. This period is characterized by various crucial periods that are fundamental in the child's life.

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One of the crucial periods of early childhood is the golden age.

There are some concepts and facts found to explain the golden period in early childhood, where all children's potential develops most rapidly. Some of the concepts juxtaposed for early childhood are the exploration period, identification/imitation period, sensitive period, and play period (Johor et al, 2020).

On the other hand, as we know that preschool age is a crucial age to develop children's potential. In preschool children, English language skills are emphasized by introducing simple vocabulary with good media so that the stimuli given can be recorded in the child's memory well. Early childhood memory is necessary memory. Early childhood reasoning is still relatively simple and also responsive to the shape of objects and colors. Therefore, introducing vocabulary to infancy, should not demand children's reasoning word by word, but rather children's memorization reasoning for the vocabulary, with a variety of images that will easily seep into their memory.

The ability of children in preschool to recognize English vocabulary cannot be done in a short time. There needs to be a process and learning through interesting and fun play tools. One of the keys to successful vocabulary recognition learning through play is using learning media to increase children's learning motivation. Thus, to introduce vocabulary in early childhood, one method that can be implemented is to use word card media.

Word cards are one of the most effective playing methods to develop vocabulary recognition skills because early childhood is still at the pre-operational stage, where children learn through concrete objects. With word card media, children get knowledge of how to read easily and efficiently, because, with word card games, children will get new information in their minds. By using word cards, children will be more interested in learning vocabulary, because children will feel the learning atmosphere as if it is a play activity, so children will be easier to learn.

Moreover, this method can help children to understand and remember the vocabulary. The teacher can use word cards to explain not only verbally but visually as well what kind of information he/she is interested in. This combination of auditory and visual information follows the principles of dual resources and redundancy advantage (Wickens et al, 2004 in Barendregt et al, 2008) and can make it easier for children to understand explanations. Not only that but also the word cards serve as memory aids. According to Gelfgren (2012, p. 1) cited in Yasbiati (2017), children learn in different ways, and the majority use visual ways. Word cards can be used for any subject, for example practicing basic language (vocabulary and grammar). Word cards are easy to

use, advantageous for teachers, and can be used at any grade level.

Researchers used the word card media because it can improve children's ability to recognize vocabulary in English. Moreover, teachers can use word cards to make sure that children do not feel bored while they are learning, especially the English language. In other words, the word card media is used to attract children's interest in recognizing the vocabulary taught.

METHOD

The method used is an experiment that is part of a quantitative method with a Quasi-Experimental. Quasi-Experimental Research is a type of research method that has a control group, and the experimental group is not randomly selected.

The research pattern used in this research is a non-equivalent control group design. Researchers use a non-equivalent control group design because there is a pre-test and post-test so that the results of the treatment can be known more accurately, because it compares the situation before being treated and after being treated (Suryabrata, 2014).

This design selection involves two groups that are given different treatments, namely the experimental and control group. The experimental group was given a pre-test, treatment using word card media, and post-test. While the control group was only given a pre-test and post-test without any word card media treatment to improve early childhood English vocabulary skills. The following research design is shown in Table 1.1.

Group	Pretest	Treatment	Posttest
Experimental	O_1	X (Word card)	O_2
Control	O_3	-	O_4

Table 1.1 Research Design Non-equivalent control group design

Description:

O1 = experimental group pre-test

O2 = experimental group post-test

O3 = control group pre-test

O4 = control group post-test

X = treatment of the experimental group with word card media

The population of this research was all group B students at RA Nurussama

Sidodadi, Belitang District, East Ogan Komering Ulu Regency, South Sumatera in the academic year 2022/2023 totaling 22 children, and the sample of 12 children who were taken using cluster random sampling technique. Then, for data collection, the researcher conducted observation and documentation and analyzed the data using the Independent t-test with the help of SPSS 25.

RESULT AND DISCUSSIONS

Result

Student Pre-test and Post-test Results in the Experimental Group

Descriptive statistics of the pre-test of experimental group students can be seen in Table 1.2 below.

Statistics		
Pretest_eksperimental		
N	Valid	6
	Missing	0
Mean		33.17
Median		33.50
Mode		32[a]
Std. Deviation		3.189
Variance		10.167
Range		9
Minimum		28
Maximum		37
Sum		199
a. Multiple modes exist. The smallest value is shown		

Table 1.2 Results of Experimental Pre-test Descriptive Statistics

Based on Table 1.2 above, it can be shown that the highest score is 37 and the lowest score is 28, then the average value is 33.17, the middle value is 33.50, and the value that often appears is 32. With a standard deviation of 3.189, a variation of 10.167, a range of 9, and a total of 199. Then, the researcher interpreted the student scores in Table 1.3 below:

Interval Score	Criteria	Post-test	
		Frequency	Percentage
≥ 45,5 – 56	BSB	0	0%
≥ 35 – 45,5	BSH	1	16.67%
24,5 – 35	MB	5	83.33%
14 – 24,5	BB	0	0%
Total		6	100%

Table 1.3 Criteria for Pre-test Ability to Recognize English Vocabulary of Experimental Group Students

Based on Table 1.3 above, it can be seen that there are no students in the BSB criteria (0%), 1 student gets BSH criteria (16.67%), 5 students in MB criteria (83.33%), and no students in BB criteria (0%). The score criteria above can be shown in diagram 1.1 below.

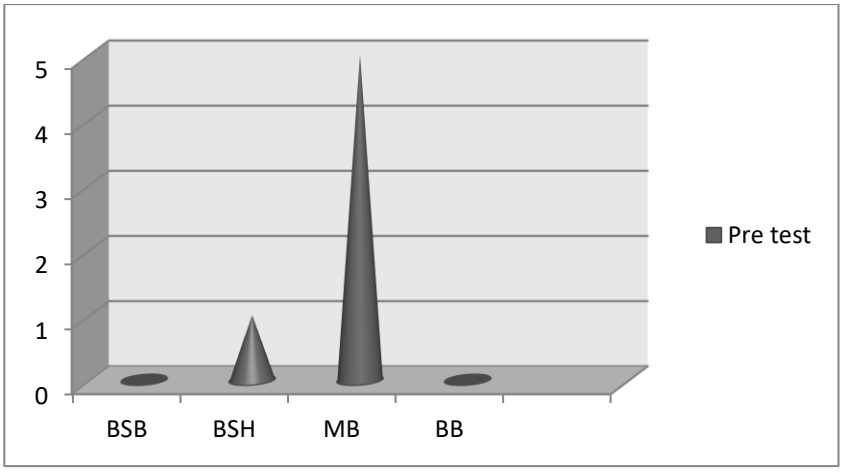

Diagram 1.1 Diagram of Student Pre-Test Score in Experimental Group

Pretest_Eksperimental					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	28	1	16.7	16.7	16.7
	32	2	33.3	33.3	50.0
	35	2	33.3	33.3	83.3
	37	1	16.7	16.7	100.0
	Total	6	100.0	100.0	

Table 1.4 Frequency of Student Pre-Test Scores in the Experimental Group

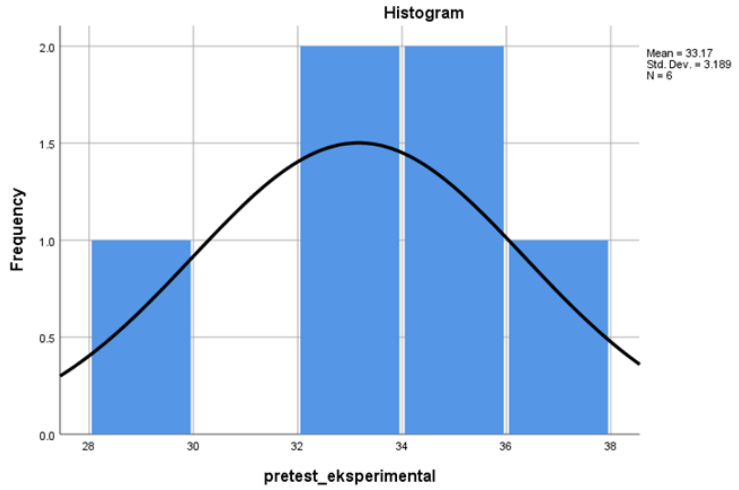

Figure 1.1 Histogram of Student Pre-Test Scores in the Experimental Group

Then, the descriptive statistics of the post-test of experimental group students can be seen in Table 1.5 below.

Statistics		
Posttest_eksperimen		
N	Valid	6
	Missing	0
Mean		54.33
Median		55.00
Mode		55[a]
Std. Deviation		2.251
Variance		5.067
Range		6
Minimum		50
Maximum		56
Sum		326
a. Multiple modes exist. The smallest value is shown		

Table 1.5 Experiment Post-test Descriptive Statistics Results

Based on Table 1.5 above, it can be seen that the highest score is 56 and the lowest score is 50, then the average value is 54.33, the middle value is 55.00, and the value that often appears is 55. With a standard deviation of 2.251, a variation of 5.067, a range of 6, and a total of 326. Then, the researcher interpreted the students' scores in Table 1.6 below.

Interval Score	Criteria	Post-test	
		Frequency	Percentage
≥ 45,5 – 56	BSB	6	100%
≥ 35 – 45,5	BSH	0	0%
24,5 – 35	MB	0	0%
14 – 24,5	BB	0	0%
Total		6	100%

Table 1.6 Post-test Criteria of English Vocabulary Recognition Ability of Experimental Group Students

Based on Table 1.6 above, it can be seen that all students are in the BSB criteria (100%), no students get BSH criteria (0%), no students in MB criteria (0%), and no students in BB criteria (0%). The score criteria above can be shown in diagram 1.2 below.

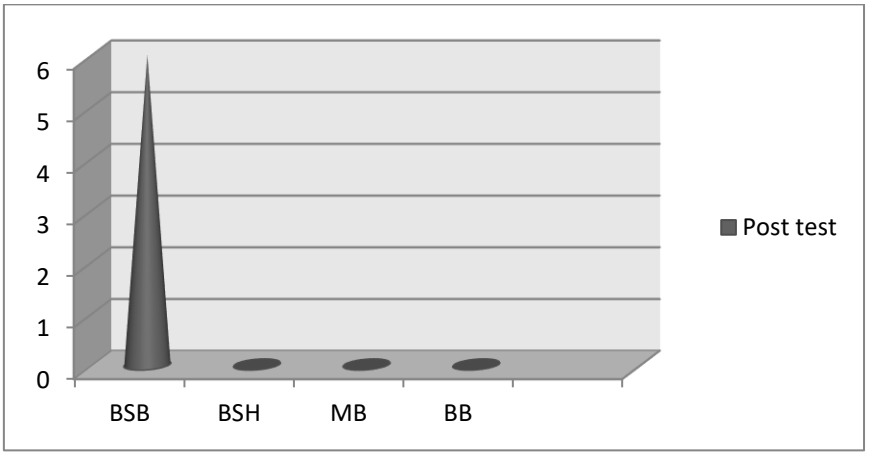

Diagram 1.2 Diagram of Student Post-Test Scores in the Experimental Group

Posttest_Eksperimen					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	50	1	16.7	16.7	16.7
	54	1	16.7	16.7	33.3
	55	2	33.3	33.3	66.7
	56	2	33.3	33.3	100.0
	Total	6	100.0	100.0	

Table 1.7 Frequency of Student Post-Test Scores in the Experimental Group

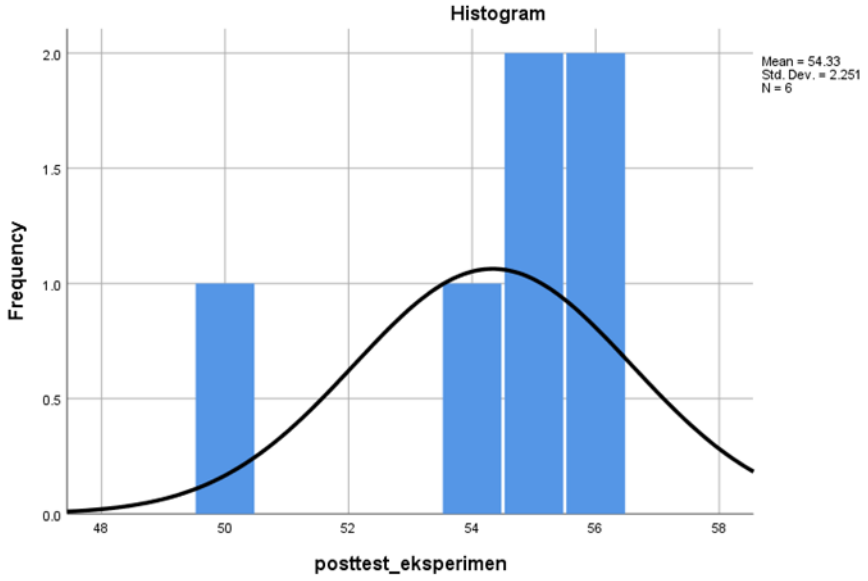

Figure 1.2 Histogram of Student Post-Test Scores in the Experimental Group

Students' Pre-test and Post-test Results in the Control Group

Descriptive statistics of the control group students' pre-test can be seen in Table 1.8 below.

Statistics		
Pretest_kontrol		
N	Valid	6
	Missing	0
Mean		32.50
Median		33.50
Mode		28[a]
Std. Deviation		3.834
Variance		14.700
Range		9
Minimum		28
Maximum		37
Sum		195
a. Multiple modes exist. The smallest value is shown		

Table 1.8 Descriptive Statistical Results of Control Pre-test

Based on Table 1.8 above, it can be seen that the highest score is 37 and the lowest score is 28, then the average value is 32.50, the middle value is 33.50 and the value that

often appears is 28. With a standard deviation of 3.834, a variation of 14.700, a range of 9, and a total of 195. Then, the researcher interpreted the students' scores in Table 1.9 below.

Interval Score	Criteria	Post-test	
		Frequency	Percentage
≥ 45,5 – 56	BSB	0	0%
≥ 35 – 45,5	BSH	1	16.67%
24,5 – 35	MB	5	83.33%
14 – 24,5	BB	0	0%
Total		6	100%

Table 1.9 Control Group Students' English Vocabulary Recognition Ability Pre-test Criteria

Based on Table 1.9 above, it can be seen that there are no students in the BSB criteria (0%), 1 student gets BSH criteria (16.67%), 5 students in MB criteria (83.33%), and no students in BB criteria (0%). The score criteria above can be shown in diagram 1.3 below.

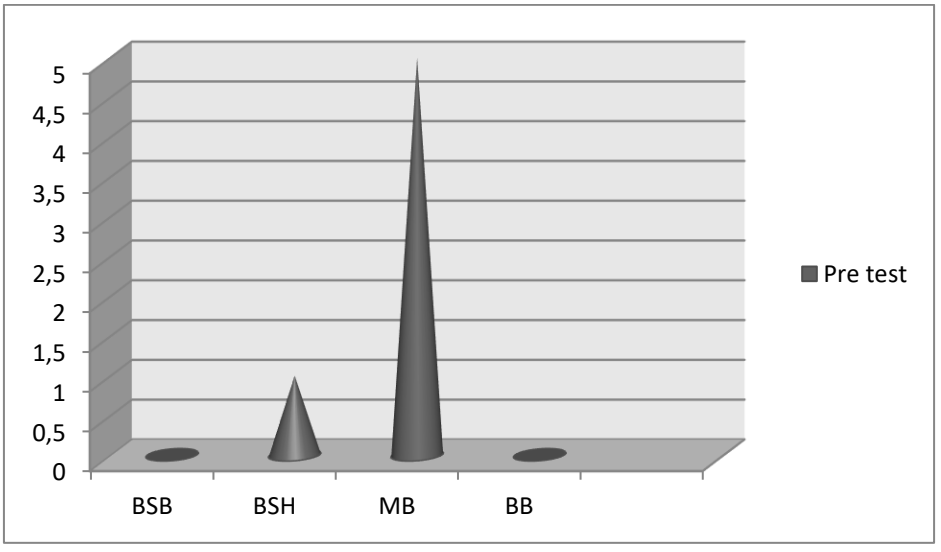

Diagram 1.3 Diagram of Student Pre-Test Score in Control Group

Pretest_Kontrol					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	28	2	33.3	33.3	33.3
	32	1	16.7	16.7	50.0

	35	2	33.3	33.3	83.3
	37	1	16.7	16.7	100.0
	Total	6	100.0	100.0	

Table 1.10 Frequency of Student Pre-Test Scores in the Control Group

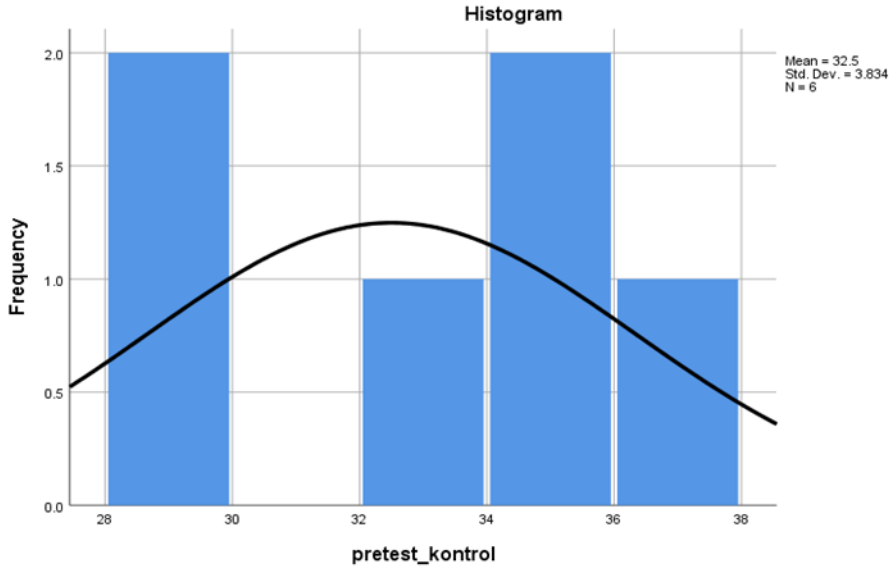

Figure 1.3 Histogram of Student Pre-Test Scores in the Control Group

Then, the descriptive statistics of the post-test of the control group students can be seen in Table 1.11 below.

Statistics		
Posttest_kontrol		
N	Valid	6
	Missing	0
Mean		49.67
Median		49.00
Mode		48[a]
Std. Deviation		3.445
Variance		11.867
Range		10
Minimum		46
Maximum		56
Sum		298
a. Multiple modes exist. The smallest value is shown		

Table 1.11 Descriptive Statistical Results of Control Post-test

Based on Table 1.11 above, it can be seen that the highest score is 56 and the lowest score is 46, then the average value is 49.67, the middle value is 49.00, and the value that often appears is 48. With a standard deviation of 3.445, and a variation of 11.867, the range is 10, and the total number is 298. Then, the researcher interpreted the students' scores in Table 1.12 below:

Interval Score	Criteria	Post-test	
		Frequency	Percentage
≥ 45,5 – 56	BSB	6	100%
≥ 35 – 45,5	BSH	0	0%
24,5 – 35	MB	0	0%
14 – 24,5	BB	0	0%
Total		6	100%

Table 1.12 Post-test Criteria of English Vocabulary Recognition Ability of Control Group Students

Based on Table 1.12 above, all students are in BSB criteria (100%), no students get BSH criteria (0%), no students in MB criteria (0%), and no students in BB criteria (0%). The score criteria above can be shown in diagram 1.4 below.

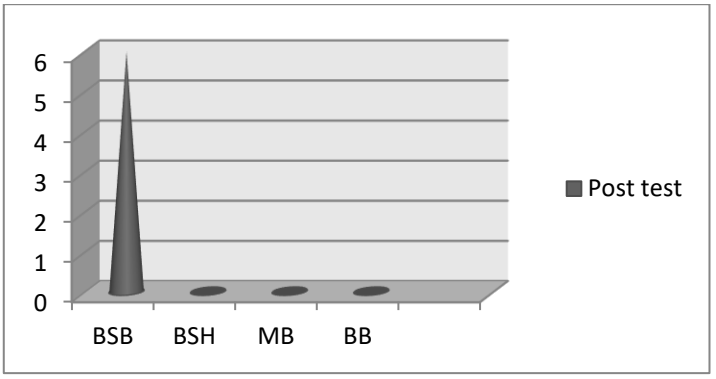

Diagram 1.4 Diagram of Student Post-Test Scores in the Control Group

Posttest_kontrol					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	46	1	16.7	16.7	16.7
	48	2	33.3	33.3	50.0
	50	2	33.3	33.3	83.3
	56	1	16.7	16.7	100.0
	Total	6	100.0	100.0	

Table 1.13 Frequency of Student Post-Test Scores in the Control Group

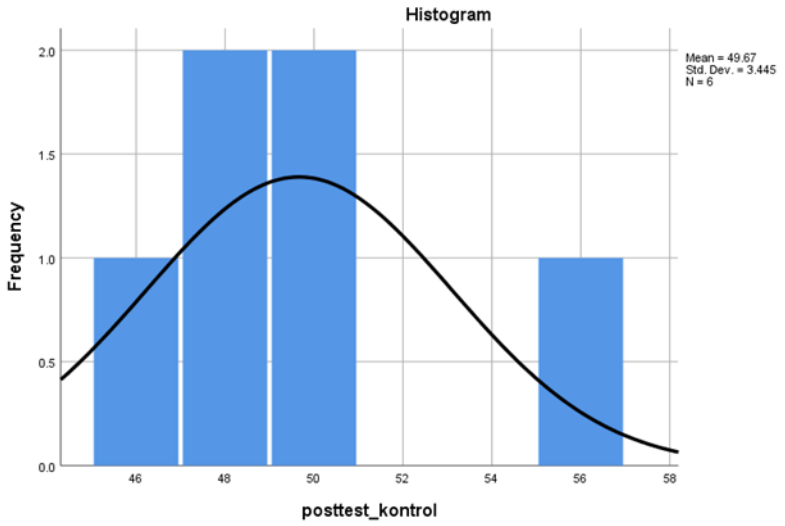

Figure 1.4 Histogram of Student Post-Test Scores in the Control Group

Statistical Analysis

Statistical Descriptive Test Results

Descriptive Statistics

	N	Range	Minimum	Maximum	Sum	Mean		Std. Deviation	Variance	Skewness		Kurtosis	
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Statistic	Statistic	Std. Error	Statistic	Std. Error
posttest_eksperimen	6	6	50	56	326	54.33	.919	2.251	5.067	-1.882	.845	3.797	1.741
posttest_kontrol	6	10	46	56	298	49.67	1.406	3.445	11.867	1.435	.845	2.723	1.741
Valid N (listwise)	6												

Table 1.14 Descriptive statistics of post-test of experimental and control groups

Based on the results of the descriptive statistics above, it was found that each of the students (N) in the experimental and control post-test was 6. And the range in the experimental group was 6, while in the control group was 10. Then, the lowest score in the experimental group's post-test results was 50, while in the control group was 46. The highest score in the experimental and control groups was 56. Then, the total number of scores in the experimental group was 326, and in the control group was 298. An average score of 54.33 in the experimental group and 49.67 in the control group. Then, the standard deviation in the experimental group is 2.251, and in the control group is 3.445. The variation in the experimental group is 5,067 and 11,867 in the control group. Skewness and Kurtosis in the experimental group are -1.882 and 3.797, then in the control group 1.435 and 2.723, which means both are normally distributed.

Normality Test Results

One-Sample Kolmogorov-Smirnov Test			
		posttest_eksperimen	posttest_kontrol
N		6	6
Normal Parameters[a,b]	Mean	54.33	49.67
	Std. Deviation	2.251	3.445
Most Extreme Differences	Absolute	.283	.295
	Positive	.230	.295
	Negative	-.283	-.148
Test Statistic		.283	.295
Asymp. Sig. (2-tailed)		.144[c]	.112[c]
a. Test distribution is Normal.			
b. Calculated from data.			
c. Lilliefors Significance Correction.			

Table 1.15 Normality Test

In this case, the sample can be said to be normal if the p-value> 0.05. To test normality, researchers used Kolmogorov-Smirnov. From Table 1.15 above, researchers get the results of the p-value in the experimental group is 0.144, and the control group is 0.112. Both are greater than 0.05 (0.144> 0.05 and 0.112> 0.05), so it can be said that the samples of each group are normally distributed.

Homogeneity Test Results

Test of Homogeneity of Variances					
		Levene Statistic	df1	df2	Sig.
Skor	Based on Mean	.988	1	10	.344
	Based on Median	1.194	1	10	.300
	Based on the Median and with adjusted df	1.194	1	9.523	.301
	Based on trimmed mean	1.043	1	10	.331

Table 1.16 Homogeneity Test

In this case, the sample can be said to be homogeneous if the sig value> 0.05. To test normality, researchers used Levene Statistics. From Table 1.16 above, researchers get the results of the sig value is 0.344, which is greater than 0.05 (0.344> 0.05). So it can be said that

the data variance of each group is homogeneous.

Independent T-Test Hypothesis Test

Independent Samples Test										
		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Skor	Equal variances assumed	.988	.344	2.815	10	.018	5.000	1.776	1.042	8.958
	Equal variances not assumed			2.815	8.223	.022	5.000	1.776	.923	9.077

Based on the Independent Samples Test output table in the Equal variances assumed section, it is known that the Sig value. (2-tailed) of 0.018 <0.05, then as the basis for decision-making in the independent sample t-test, it can be concluded that H0 is rejected and Ha is accepted. Then, from the output table above, it is known that the Mean Difference value is 5.000. This value shows the difference between the average ability to recognize the English vocabulary of students in the experimental group and the average ability to recognize the English vocabulary of students in the control group or 54.33-49.67 = 5,000, and the difference is 1,042 to 8,958 (95% Confidence Interval of the Difference Lower Upper).

Furthermore, the table also shows that the t-count value is 2.815. Meanwhile, the result of the t-count is compared with the t-table (df = n_1+n_2-2; df = 6+6-2; df = 12-2; df = 10; t-table = 2.228), so the t-table value is 2.228, and the t-count result is 2.815, which is 2.815 > 2.228; t-count is greater than t-table. Therefore, Ha is accepted and H0 is rejected. Thus it can be concluded that there is a significant difference between students who are given the treatment of word card media and students who are not given the treatment of word card media in improving the ability to recognize English vocabulary of early childhood group B at RA Nurussama Sidodadi.

Discussions

Based on the research findings above, the researcher found that students who

were given the word card media treatment experienced an increase in the ability to recognize English vocabulary than students who were not given the word card media treatment because students who gave the word card media treatment were very happy and not bored and easier to understand and understand English vocabulary.

After the treatment and post-test, there was a significant difference between the experimental group and the control group, which is the experimental group's post-test score was higher. The increase in students who were given word card media treatment was higher than the increase in students who were not given word card media treatment. It can be seen from the average (mean) pre-test value of the experimental group is 32.83, and in the post-test is 54.33, while the average (mean) pre-test value of the control group is 32.67, and in the post-test is 49.67. It means that the biggest increase occurred in the experimental group.

While the t-count result is obtained more than the t-table (2.815 > 2.228) then Ho is rejected and Ha is accepted. It can be interpreted that word card media is excellent for improving the ability to recognize English vocabulary in early childhood group B at RA Nurussama Sidodadi. Therefore, the null hypothesis is rejected and the research hypothesis is accepted.

CONCLUSIONS

Based on the research conducted at RA Nurussama Sidodadi group B, the researcher concluded that the ability to recognize the English vocabulary of early childhood group B at RA Nurussama Sidodadi continues to increase and develop. It can be seen from student scores. The percentage of student scores increased from 16.67% BSH and 83.33% MB to 100% BSB. It shows an increase in the ability to recognize early childhood English vocabulary.

Furthermore, the effect of word card media on early childhood group B at RA Nurussama Sidodadi makes the ability to recognize children's English vocabulary develop and increase. It can be seen from student scores. The achievement of the experimental group reached 54.33 as the average (mean) of their post-test score, while the first time, the average (mean) of their pre-test score was 32.83. In the control group, the mean of their post-test score was 49.67. These results indicate an increase in the ability to recognize early childhood English vocabulary is optimal with the word card media.

Thus the analysis results show a t-count value of 2.815 while the t-table value is 2.228. Therefore the t-count obtained is higher than the t-table. It indicates that Ho is rejected Ha is accepted. That is, there is a significant difference between students who are taught using word card media and students who are taught conventionally the ability to recognize English vocabulary in early childhood group B at RA Nurussama Sidodadi, Belitang District, East Ogan Komering Ulu Regency, South Sumatera in 2022/2023. Then, it is hoped that this will be useful for teachers who teach young children who are still teaching conventionally to be able to use word cards as a great learning medium for learning English vocabulary.

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