

UTILIZATION OF PLAYWHEEL MEDIA TO INTRODUCE MULTI LANGUAGE IN EARLY CHILDREN

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Abstract. Language has an important role in improving the quality of education, especially in early childhood. The development of language skills in children aims to enable children to communicate orally with their environment. The goal of children learning multi languages from an early age is so that they can more quickly understand all the material presented. In addition, learning multi-languages from an early age can also support the multiple development of a child's brain, especially for verbal-linguistic abilities. Multi-language learning for children can use interesting learning media. The purpose of this research is to introduce multi-language in early childhood by utilizing the media of a rotating wheel. The introduction of multi-languages that will be conveyed with this rotating wheel media is the introduction of colors using three languages, namely Indonesian, Arabic and English. This type of research is descriptive qualitative research. Data collection techniques with interviews, observation and documentation. The data analysis technique in this study is qualitative data analysis in descriptive form. The results of the study show that the rotating wheel media is very effective in introducing multi-language to early childhood. Children are very happy to learn multi-languages by using the rotary wheel media because the rotary wheel media is very attractive to children, with the rotary wheel media children can learn while playing

Keywords: media, rotating wheel, multi language.

INTRODUCTION

One aspect of development in early childhood that must be developed is the development of language aspects. Language is the main means of communication. Language development skills must be stimulated from an early age so that children's abilities can develop optimally according to the child's age stage. As stated by (Apriliyana, 2020) that language development is more directed so that children are able to understand and interpret every word and are able to convey it in its entirety to others. In order to support children's foreign language skills, this foreign language can be used as the language of instruction in an educational unit. In order to face the global era, the ability to speak a foreign language in the form of English is very important, such as the opinion (Purwanti, 2019) that English is a very important language to learn because most global information sources use English. That's why the introduction of English should be pursued from an early age. From an early age, English as a foreign language (Stakaoda, 2014). In the 21st century, children are expected to be able to compete internationally, especially foreign languages, which will have an impact on children's language skills in the future (S, chang, 2021).

The development of language in humans is very important, and is taught at an early age so that they are able to pronounce vocabulary to sentences that are fluent and understood by the interlocutor (Sabaniah, et al, 2021). Language development is a process that controls the human left brain in language, and speaking which is very important for humans to have (Pagarwati & Rohman, 2020). Language is an important communication tool that must be owned, and it becomes an advantage for children if they are able to communicate fluently. If someone has difficulty communicating with the language he lacks, it will also be difficult to socialize with the

surrounding environment. Introducing English and Arabic to children from an early age has a different view because according to Penfield in the theory of brain mechanisms, early age is the right phase to be stimulated in a language other than mother tongue (first language) (Dewi M, 2020). Because at an early age the child's brain is good at receiving stimulation, therefore it is very appropriate to be given various kinds of stimulation to hone language skills and other aspects of child development (Umi, M, 2020). In addition, having a bad opinion of children who have been taught English from an early age is when children are playing, and it will be burdensome for children if given stimulation to introduce English or other foreign languages (Satrianingrum, 2021). There are pros and cons if early childhood is very appropriate for stimulation but as parents and teachers need to make strategies to develop English in children from an early age so that children do not lose playing time, and do not burden the child's brain even good if the child is given good stimulation with the right way too (Huda, 2020).

Multi-language learning can be done formally and informally. Formally one can learn about language in PAUD, while informally learning can be done in the family and social environment. Indicators of the success of a lesson can be seen when students are able to understand and respond back to the stimulus given. However, this success is considered to have not been found in multi-language learning. This is based on students having difficulty understanding the characteristics of the multi-language itself. The above difficulties can occur because English and Arabic are international languages, Indonesian is the language of communication. The ability of children to absorb vocabulary faster than adults is one of the reasons that introducing foreign languages to children is considered easier. However, the lack of knowledge of teachers and parents regarding strategies for introducing English to children has an impact on the lack of children's English skills, therefore it is necessary to strive for the best way so that children's English skills develop optimally during their best development.

English is a foreign language in Indonesia, but it is very important to teach children from an early age because English is an international language that is used all over the world to make it easier to communicate when outside Indonesia as the main communication (Oktaria, 2020). Now, many children's formal schools have applied stimulation to introduce learning to early childhood, starting from vocabulary, and fruits, as well as alphabets and numbers (Pangestuti et al, 2022). In addition, it can be taught through pictures with vocabulary or objects in English, it can also be used through animated videos that use English and Arabic. English is an international language that has been recognized by the world, and everyone visiting foreign countries uses English to communicate with domestic people, which is very important for everyone to have (Qadafi, 2020). Providing multi-language education to children from an early age on a regular basis will have an impact on the growth and development of children in communicating with the other person even though they will not be able to communicate using English and Arabic in sentences, but at least they will use vocabulary, and teach it regularly so results will be seen. Teaching English and Arabic to early childhood will be different when teaching elementary to high school children, early childhood needs to be given interesting and fun learning so that children will be able to be interested in new things. In addition, the concentration of early childhood only lasts 5-10 minutes so it needs to be combined with interesting stimulation so that children do not feel bored quickly during the teaching and learning process (Ulfa, 2020). The use of learning strategies has an important role in conveying foreign language material. As educators, we must provide the right stimulation so that children's vocabulary increases and they are able to speak well so that children have high self-confidence. Vocabulary has an important role in children's oral language learning, as contained in NICHD (Collins, 2005) which states that vocabulary is one of several important components of oral language skills (Collins, 2005). Educators are required to be able to choose effective learning strategies that can encourage the development of children's vocabulary, one of which is the media of the rotating wheel.

Based on the results of observations and interviews at RA Diponegoro 224 Adisara, the researchers found a problem with group B children that there were still many children who had difficulty knowing English and Arabic. Based on these problems the author wants to introduce English and Arabic about knowing colors by using a rotating wheel as media. The purpose of this research is to use the rotating wheel as a media to introduce multi-language in early childhood at RA Diponegoro 224 Adisara.

RESEARCH METHOD

This research uses a descriptive qualitative research type. Qualitative research seeks to detect and describe in a narrative way the activities that are attempted and the consequences of the actions that are attempted on the subject (Erickson: 1968). The effect referred to in this study is the ability to recognize colors using Indonesian, English and Arabic for students of RA Diponegoro 224 Adisara after being tested, learning activities to recognize colors using a rotating wheel media. According to the presentation (Suharsimi Arikunto, 2013) Descriptive qualitative research is an analytical procedure that is interpreted in words or sentences in order to obtain the right conclusions.

This research was conducted by the author at RA Diponegoro 224 Adisara, with research subjects RA Diponegoro 224 Adisara class B students totaling 30 children with details of 15 girls and 15 boys. The object of this study is the ability to recognize colors using Indonesian, English and Arabic for students of RA Diponegoro 224 Adisara. Data collection techniques were carried out by way of initial observation, then interviews and documentation.

The data analysis technique used in this research is descriptive. The data obtained from research results in the form of information is written in the form of a sentence description to be used as a conclusion.

RESULT AND ANALYSIS

The results were obtained after the writer carried out learning activities using the rotating wheel media for RA Diponegoro 224 Adisara students. Children who play and learn using the rotary wheel media are able to recognize colors using English and Arabic develop well, children become faster Get to know and memorize the vocabulary of color names using English and Arabic.

In the initial conditions before the research was conducted, the majority of children at RA Diponegoro 224 Adisara experienced difficulties when learning English and Arabic were held. In general, children can only recognize colors by using Indonesian and Javanese. The rotary wheel media is a round-shaped prop made of cardboard and colorful paper that looks like a wall clock that can be rotated. The colors contained in the rotating wheel media are primary colors, secondary colors and tertiary colors. This rotary wheel media is used to improve the language skills of early childhood. The language skills that will be introduced to children are introducing colors by using a rotating wheel. The language used to introduce colors uses 3 languages, namely Indonesian, English and Arabic.

The use of rotary wheel learning media is carried out during the learning process on the material to recognize the type of color whose implementation includes preliminary activities, core activities and closing activities. In the preliminary activity the teacher asks how the child is doing today, then takes attendance. After the absenteeism, the teacher reflects, asks and reminds about the learning material that was implemented the previous day, then conveys the learning objectives and the material that will be studied today. In the main activity the teacher conveys learning material about knowing colors in three languages, namely Indonesian, English and Arabic.

Then in the closing activity the teacher closes the lesson by conveying the conclusions of the material that has been studied, conveying the material that will be conveyed at the next meeting. The use of the Play Wheel Media is carried out by: (1) The teacher conditions the children to sit in a circle, (2) The teacher shows the rotating wheel media, (3) The teacher explains the purpose of learning, (4) The teacher explains how to play using the rotating wheel media, (5)) The teacher mentions the names of the colors found on the rotating wheel media, (6) The teacher names the colors using Indonesian, (7) The teacher names the colors using English, (8) The teacher names the colors colors using Arabic, (9) The teacher invites the children to spin the dial, then sees which

color the pointer stops at, and the child is told to say the name of that color. After the children played with getting to know colors by using the rotating wheel media the children were very happy and it turned out that it became easier for them to recognize color names using English and Arabic. The result is that by using a rotating wheel for children it becomes easier to recognize and memorize color names using English and Arabic.

The ability to know foreign languages, namely English and Arabic in children of RA Diponegoro 224 Adisara is known to develop and improve. The development of the ability to know English and Arabic for children at RA Diponegoro 224 Adisara is strongly influenced by the use of media. Utilization of the media used is to use a rotating wheel media which aims to develop children's language development, namely knowing colors using English and Arabic.

In qualitative analysis, it can be said that children's ability to recognize colors in English and Arabic can be developed by providing learning tools in the form of rotating wheels for children. This is because children need learning tools or media that can be used to learn while playing so that children feel happy, children are more focused and not bored in learning to count.

Based on the results of research showing that learning by using a rotary wheel media can improve children's language skills according to Vygotsky's theory (1978) children's cognitive development grows not only through actions on objects, but through help and stimulation from adults or their peers. The stimulus given was in the form of providing assistance with rotating wheel media.

In previous research by Research (Dwi Mawanti, 2014) the results of his research showed that the development of a multi-language visual dictionary (Arabic-English-Indonesian-Javanese) for early childhood education is based on local wisdom. Research (Na'imah, 2022) found that children succeeded in developing English language skills well through singing and singing learning strategies. This shows that to develop language skills for children, especially foreign languages, namely English and Arabic, the results will be maximized if they introduce English and Arabic using learning strategies, namely by using learning media. The ability to know foreign languages, namely English and Arabic in children of RA Diponegoro 224 Adisara is known to develop and improve. The development of the ability to know English and Arabic for children at RA Diponegoro 224 Adisara is strongly influenced by the use of media. Utilization of the media used is to use a rotating wheel media which aims to develop children's language development, namely knowing colors using English and Arabic. In qualitative analysis, it can be said that children's ability to recognize colors in English and Arabic can be developed by providing learning tools in the form of rotating wheels for children. This is because children need learning tools or media that can be used to learn while playing so that children feel happy, children are more focused and not bored in learning to count.

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CONCLUSION

The results of the study showed that the children who played the rotating wheel media were very happy and focused more on learning to recognize colors by using English and Arabic so that they more easily understood the material conveyed by the teacher. Children who play with the rotating wheel media develop language in recognizing colors by using English and Arabic increasing. Thus proving that by utilizing the rotating wheel media can develop children's

language skills in recognizing colors using English and Arabic, especially children at RA Diponegoro 224 Adisara.

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