ICEE-2

Application of the Emilia Reggio Approach (Rea) Assisted by Flash Card Media to Improve the Mastery of Indonesian Vocabulary in Children Ages 5 to 6 Years

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Abstract. This study aims to improve the mastery of Indonesian vocabulary in early childhood 5-6 years in TK Kartina Garut Regency. The focus of his research is on the application of the Reggio Emilia Approach (REA) assisted by flash card media to improve the mastery of Indonesian vocabulary in early childhood 5-6 years. This research is in the form of Classroom Action Research (CAR) with the aim of improving or increasing vocabulary mastery in early childhood. The analysis shows that this media is useful to be used as an introduction to the mastery of Indonesian children's vocabulary. The percentage increase in mastery of Indonesian vocabulary before action / pre-cycle was 49.44%, cycle I 61.94%, cycle II 77.22%, and cycle III 86.94%. Increased mastery of Indonesian vocabulary through flash card, namely mastery of Indonesian vocabulary in group B children in TK Kartina. The child can mimic some Indonesian vocabulary, mention the name of the object shown, and show some of the pictures requested. Teachers are more creative in conveying learning because by using flasch cards they are more motivated to increase all scope of development by using attractive media according to the teacher's creation.

Keywords: *Application of REA, Flash Card, Vocabulary Mastery*

INTRODUCTION - Basically from birth humans have been naturally bound to learn languages at certain times and in certain ways. According to Subyakto and Nababan (1992: 124) language is all forms of communication when a person's thoughts and feelings are symbolized in order to convey meaning to others. This shows that without language, communication can not be done properly and social interaction will never occur. Without language, no one will be able to express themselves in conveying messages to others.

Chomsky as quoted by Subyakto and Nababan (1992: 76) states that every child from birth has been equipped with a set of equipment that allows him to obtain a language. This set of equipment is called the Language Acquisition Device (LAD). With this LAD, a child is certain to have the natural ability to speak.

When a new child is born, he already knows the language that is the language of a mother. At the time of entering kindergarten children have acquired around 3000 words (Hurlock, 1997). While research conducted by Dardjowidjojo (2000), at the age of 4 years the child mastered around 1792 words, and became 2932 at the age of 5 years. Early childhood also often confuses forms in different languages. That is because Indonesian children are generally bilingual, especially when they are socializing in their own environment.

According to above statement, problems in delivering service in language introduction in early childhood still encounter several obstacles. From observations and interviews conducted

with children aged 5-6 years at Kartina Kindergarden, Garut Regency, there are problems with the introduction of language aspects, namely the children's low ability to master vocabulary. Based on interviews with class teachers the children's ability to master vocabulary is still very low. At the Kartina Kindergarden , Garut Regency there are some children who have difficulty obtaining vocabulary. The children's initial ability isdren is that they recognize several words and their pronunciation. In the curriculum the child must master the vocabulary pertaining to parts of the body both orally or in writing but the child is only able to master a few vocabulary such as feet, eyes, nose, hands and ears. In addition to a limited body member vocabulary, children also experience limited vocabulary on objects that are often encountered by children.

This condition is influenced by factors in children who are rarely invited to communicate in the family environment. Environmental factors in schools are also very influential. The lack of learning media which specifically stimulates aspects of language development, is a contributing factor. In other words, the teacher have difficulty in facilitating aspects of language development in children which ultimately can affect the level of vocabulary mastery that is required by the children.

One solution to the above problems is the application of The Reggio Emelia Approach (REA) to improve the mastery of Indonesian vocabulary in children. This model was developed by adopting a model developed by Gordon (1961) through a group of people in industrial organizations to develop group creativity. Groups of people are trained to work together to function as problem solvers or product developers. Gordon adapted syntectics for use in learning in schools for children, and the contents of his material have been widely publicized.

The process is developed from an assumption about the psychology of creativity. First, by bringing the creativity process can increase the creative abilities of both individuals and groups. The second assumption, that the emotional component is more important than intellectual, irrational is more important than rational (Gordon, 1961 in Bruce et al, 1983). Creativity is the development of new mental patterns, exploring and expanding ideas, but not the steps of decision making (Bruce, 1983). There are many rational and intellectual problem solving but with the addition of irrational we can expect the possibility of raising fresh (new) ideas. The third assumption, that the irrational and emotional elements must be underlined in order to provide opportunities for success in problem solving. Reggio Emelia's approach is designed to enhance individual and group creativity. Sharing experiences can build a sense of togetherness among children. Children learn to follow the ideas of their class members, then react to the ideas and problem solving of their class. This

learning model has the potential to contribute to the togetherness process.

The procedure assists in the equal creation in a simple way for the development of children's creativity, because they can play fully and fast, even though participatory level is low. Cognitive development models, including elements (1) general creative capacity, 2) creativity capacity in subject domain, 3) achievement in subject domain, and 4) group cohesion and productivity.

In Reggio's approach, the teacher is seen as a fellow student and collaborator with the child and not just the instructor. Teachers are encouraged to facilitate children's learning by planning activities and lessons based on children's interests, asking questions to better understand, and actively engaging in activities with children, instead of sitting back and observing children's learning. "As a partner for children, the teacher is in a learning situation" (Hewett, 2001). Reggio Emelio's learning model is able to provide services and guidance to young children who are ready to enter formal school for: 1). Understand others (themes or others) socially and express themselves through language. 2). Understand and can follow simple learning through language. 3). Develop phonological experience and alphabet knowledge. 4). Add a vocabulary of meaningful basic words. 5). The basic concepts are additions to numeracy / mathematics such as addition, number values, cohesiveness, grouping,

installation arrangement, shape and size. 6). Familiarize themselves with daily routines such as: singing national songs, lessons, breaks, and so on. Including, interactions in the classroom such as greetings to teachers, raising hands when asking or answering, accepting turn in activities, group work and others at school.

In this research the object of research is a vocabulary of 30 vocabulary objects and the main objective of this study is to improve the mastery of Indonesian vocabulary for early childhood in which the child is said to master if the child can show, mention, write and interpret the Indonesian vocabulary as objects research properly, correctly and precisely. The research question that will be answered in this study is how the application of the Reggio Emilia Approach (REA) is assisted by flash cards to improve the mastery of Indonesian vocabulary in early childhood 5-6 years.

METHOD

This research is in the form of Classroom Action Research (CAR). PTK is action research conducted in class with the aim of improving or improving the quality of learning practices (Arikunto et al., 2008: 58). The goals of PTK (Arikunto et al., 2008: 61) are to improve the quality of processes and learning outcomes, overcome learning problems, improve professionalism, and foster academic culture.

CAR consists of a series of four activities

carried out in an iterative cycle. Four main activities that exist in each cycle are planning, action, observation, and reflection. The implementation of this research includes three cycles. This research was conducted in Kartina Kindergarden, Garut Regency, West Java Province in the second semester of the 2018/2019 school year.

RESULTS AND DISCUSSION

Kartina Kindergarten was established with the primary mission to serve children from underprivileged families such as families whose parents are mostly laborers, free lancer, vegetable sellers, and cake sellers. There are 8 managers and educators in TK Kartina, namely 2 school principals and 6 teachers. The number of children in the research class, namely class B1 is 20 children consisting of 12 girls and 8 boys with 1 high school graduate teacher. Total land area of 600 M. with a building area of 6 x 20 M consisting of 1 principal's room, 5 study rooms consisting of B1 room, B2 room, B3 room, B4 room, and B5 room, 1 kitchen room, and 1 bathroom child. There is a play area outside the classroom consisting of swings, and seesaw.

The results of research on the application of the reggio emilia approach (rea) uisng flash cards to improve the mastery of Indonesian vocabulary at 5-6 years of age, can be seen in the following table:

| Aspect	Pre-cycle	Cycle I	Cycle II	Cycle III
Method	Q & A	Q & A	Q & A, Assignments	Q & A, Assignments
Media	Does Not Use Picture Cards	Picture Cards	Picture Cards	Picture Cards
Themes	Animal	Animal	Fruits	Field Trip
The most easily remembered vocabulary	Cow, Lamb	Lamb, Cow, Chicken, Bird, Horse	Jeruk, Apel, Tomat, stoberi Orange, Apples, Tomatoe, Strawberry	Beach, Mountain
The most difficult vocabulary to say	Butterfly, Bat,	Gurita, Octopus		Rock Climbing
Process	Learning, apperception, question and	Introduction, apperception, introduction to	Introduction, apperception, introduction to	Introduction, apperception, Q & A previous

ICEE-2 Aspect	Pre-cycle	Cycle I	Cycle II	Cycle III
	answer, closing	media, Q & A, core, review, Closing	media, Q & A, core, review, Closing	Indonesia vocabulary Indonesia, core activity with flash card, assignment, review, closing
Observation Observation	Many Indonesian children's vocabulary is unknown, many do not understand its meaning. The average percentage of Indonesian vocabulary mastery of children is 49.44%	Some children have difficulty imitating, saying Indonesian vocabulary, many children do not pay attention to the researcher while learning, children ask for assignment. Average percentage of Indonesian vocabulary mastery rata-rata kosakata bahasa Indonesia is 61,94%	Less children have difficulty imitating, saying Indonesian vocabulary by changing the theme children are more attentive, one child was bored and ask for a toy. Average percentage of Indonesian vocabulary mastery is 77,22%	Children are more enthusiastic when playing game. Average percentage of Indonesian vocabulary mastery is 86,94%
Analysis and reflection	Children are not accustomed at home or school so that many children are not familiar with Indonesian vocabulary and their meanings	Some children have difficulty imitating and saying Indonesian vocabulary , this is overcomed by repitition, children are bored with the same theme, children ask for assignment, there is an increase in the mastery of	There are still some children who experience boredom and ask to play games in the learning process of Indonesian vocabulary in class, there is an increase in the mastery of Indonesian vocabulary but not yet	Boredom is overcome by playing games, an increase in the mastery of Indonesian vocabulary as determined by the researcher

ICEE-2

Aspect	Pre-cycle	Cycle I	Cycle II	Cycle III
		Indonesian vocabulary but not yet maximally	maximally	

Based on the table above it can be seen that the mastery of Indonesian vocabulary of children prior to the action to the third cycle shows an increase. This is also supported and in accordance with the opinion of Scott and Ytreberg (2004: 109) which states that in teaching foreign languages (Indonesian) for early childhood can be easier and provide stimuli by using objects. One of the objects that can be used is by flash cards that can be in the form of pictures or pieces from magazines, or photos. In addition, this is also supported by the opinion of Suyanto (2008: 109) that training for vocabulary enrichment is highly recommended by using flash cards so that children can easily add vocabulary and remember them while looking at the pictures. In addition, the learning of Indonesian vocabulary can increase influenced by supporting activities, namely giving tasks and games, and singing.

Improvement of the Children's Mastery of Indonesian Vocabulary Using Flash Cards
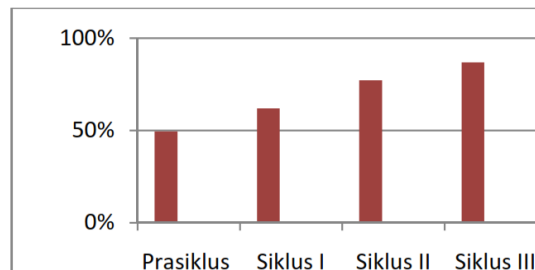
Information:

Pre-cycle: Mastery of Indonesian vocabulary of children in class B 49.44% Cycle I: Mastery of Indonesian vocabulary of children in class B 61.94% Cycle II: Mastery of Indonesian vocabulary of children in class B 77.22% Cycle III: Mastery of Indonesian vocabulary of children in class B 86.94%

There is a percentage of improvements in each cycle, as indicated by research conducted by Aminah (2017) which states that the use of flash cards can improve the vocabulary mastery of Class B Children in Kindergarten Aisyiyah Pantirejo Sragen 2016/2017 Academic Year.

Thus the research conducted by this researcher is relevant to the research conducted by Aminah that this research has succeeded in improving the mastery of Indonesian children's vocabulary. The conclusion of this research is that in improving the children's Indonesian

vocabulary, it is necessary to use flash cards as an intermediary for conveying attractive messages to be received by children and supporting activities should be provided for maximum results in the form of assignments, singing, and games.

CONCLUSION

From the overall discussion of this study it can be concluded that to improve the mastery of Indonesian language vocabulary of group B children in TK Kartina Garut Regency, West Java Province can be done through flash cards. This media is useful as an introduction to mastering children's Indonesian language vocabulary. The percentage increase in mastery of Indonesian language vocabulary before action/pre-cycle was 49.44%, cycle I became 61.94%, cycle II was 77.22%, and cycle III amounted to 86.94%.

Increased mastery of Indonesian langugae vocabulary using flash cards is the mastery of Indonesian vocabulary in group B children in TK Kartina. The child can mimic some Indonesian vocabulary, mention the name of the object shown, and show some of the pictures requested. Teachers are more creative in teaching because by using flash cards teachers is more motivated to improve all areas of development by using attractive media created by the teachers.

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