

Implementation of the ATIK model in improving the mastery of new vocabulary in early childhood through flashcards

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Abstract

Vocabulary is one of the important aspects of language development in children. Good vocabulary skills will support children's ability to communicate, think, and learn. This study aims to improve mastery of new vocabulary in early childhood using Flashcard media. The reason for this study is because of the low vocabulary in early childhood, which is caused by the lack of utilizing learning media that already exist today. In this study using "Model ATIK" stands for Observe, Imitate and Work (ATIK). This research method uses the PTK method (Research, Action and Class), while this method consists of 3 stages, namely 1). Listen stage, 2). Speech stage, 3). Speech and point stage. Implementation in this activity is carried out in 3 cycles. Cycle I children are able to listen, able to pronounce new vocabulary by looking at flashcards and able to pronounce when instructed by the teacher 58.1%. Cycle II children were able to pronounce new vocabulary by looking at flashcards without being instructed by the teacher 72.2%. Cycle III children are able to pronounce new vocabulary by looking at flashcards and are able to show flashcard pictures when the teacher utters new vocabulary 88.7%.

Abstrak

Kosa kata merupakan salah satu aspek penting dalam perkembangan bahasa pada anak. Kemampuan kosa kata yang baik akan mendukung kemampuan anak dalam berkomunikasi berpikir, dan belajar. Penelitian ini bertujuan untuk meningkatkan penguasaan kosa kata baru pada anak usia dini menggunakan media Flashcard. Alasan dibuatnya penelitian ini adalah karena rendahnya kosa kata pada anak usia dini, yang disebabkan oleh kurangnya memanfaatkan media pembelajaran yang sudah ada pada saat ini. Dalam penelitian ini menggunakan "Model ATIK" adalah singkatan dari Amati, Tiru dan Kerjakan (ATIK). Metode penelitian ini menggunakan metode PTK (Penelitian, Tindakan dan Kelas), adapun dalam metode ini terdiri dari 3 tahapan yaitu 1). Tahap simak, 2). Tahap ucap, 3). Tahap ucap dan tunjuk. Pelaksanaan dalam kegiatan ini dilakukan dalam 3 siklus. Siklus I anak mampu menyimak, mampu mengucapkan kosa kata baru dengan melihat flashcard dan mampu mengucapkan ketika diperintah oleh guru 58,1%. Siklus II anak mampu mengucapkan kosa kata baru dengan melihat flashcard tanpa diperintah oleh guru 72,2%. Siklus III anak mampu mengucapkan kosa kata baru dengan melihat flashcard dan mampu menunjukkan gambar flashcard pada saat guru mengucapkan kosa kata baru 88,7%.

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1. INTRODUCTION

Early childhood is a very important and most fundamental beginning in growth and development in the early period of life. This period is a fundamental period in the child's next life until the final period of development. In Law No. 20 of 2003 concerning the National Education System Chapter 1 article 1 point 14 states that Early Childhood Education is a coaching effort shown to children from birth to the age of 6 years which is carried out through educational stimulation to help physical and spiritual growth and development so that children have readiness to learn in entering further education. Children need to be guided to be able to know the world and its contents as well as for existing skills in society by developing the ability to master new vocabulary. (Sri Watini, 2016)

According to that early childhood is a group of humans who are at the stage of growth and development of physical motor, cognitive, creativity, social emotional, language and communication in accordance with the stages of development that are being passed by the child. Early childhood development of six aspects that influence each other, one of which is the language aspect which consists of vocabulary. This is what makes this aspect must be developed by teachers. One of the most important aspects developed in early childhood is the development of language, which is greatly influenced by vocabulary . Children need to learn language for the sake of communication. By learning language vocabulary will make it easier for children to speak and interact. (Buadanani and Suryana 2021) (Akbar 2015) (Susiani, Pudjawan, and Lace 2013)

Mastery of vocabulary in early childhood is a reflection of the ability to speak At the age of 5-6 years the child's ability has increased, children can speak fluently with new vocabulary around 8000 to 9000 words The more children have a lot of vocabulary, the more children can understand the speech conveyed by teachers, parents, and friends. This is also supported by good communication between parents and children so that this has an impact on the quantity of vocabulary mastered by children. Vocabulary represents the ideas communicated by a person, if the vocabulary that a child has is limited, then the ideas he puts forward are also limited. Thus increasing new vocabulary in early childhood as a means of developing children's intellectual abilities and basic abilities as well as developing expressions, feelings, imagination and thoughts. (Liyana and Kurniawan 2019) (Pebriana, 2017) (Fadlilah 2020)

Another problem found is the lack of use of current learning media that can motivate children to learn. The media used is monotonous and does not attract children's attention and interest in learning. The media that teachers usually use is pictures on children's worksheets, so there are still many children who do not pay attention to teachers when teaching. This causes children not to understand the material taught by the teacher so that children have low vocabulary. Based on the survey above due to the lack of use of learning media at this time, for that to improve vocabulary mastery in early childhood using Flashcard media, according to the ATIK Model stands for Observe, Imitate, Do. According to Dewey in Joyce and Well (1986) defines a learning model as "a plan or pattern that we can use to design face to face teaching in the classroom or tutorial setting and to shape instructional material" meaning a model is a plan or pattern that we can use to design face-to-face or additional learning outside the classroom and to sharpen teaching material. By implementing the right learning model, it will greatly affect the quality of children's learning outcomes. Indirect learning models are often called inquiry, problem-solving, decision-making and discovery learning models. By collaborating the ELT model with the indirect learning model better known as the Inkuri model, a new model was obtained with the name of the ATIK model. (Andriyani, Masrul, from Fauziddin, 2018). (Dina Lestariningsih dan Putu Parmiti 2021) . (Watini 2020) (Muyati dan Watini 2021)(Abdul Majid, 2013)

Observe is a process of activities to see or pay attention to an object, event or event around it, observe is the basic word of observing or observation, in early childhood education observation is the most important thing in a child's life. This is because early childhood is a child who is developing curiosity about any events that occur in their environment. It is in line that early childhood makes observations through the senses through the child's real experience. Imitation activities in early childhood will become a habit and will be carried out continuously, if the environment is given a good response and even rewarded. Imitating activities or activities carried out by people around greatly affects life in early childhood. So it is hoped that this ATIK model will be a motivation for children in learning about numeracy literacy and can be applied to real life.

Flashcards are learning media in the form of pictures measuring 8x12cm or can be adjusted to the size of the class faced, these cards contain pictures (animals, objects, fruits and so on) that can be used to practice spelling and enrich vocabulary Using Flashcard media will help children remember vocabulary by repeating, of course this is very good for the development of increasing

mastery of new vocabulary in early childhood. Based on the background study, the purpose of the research to be carried out is the implementation of the ATIK model to improve the mastery of new vocabulary in early childhood. (Wahyuni 2020).

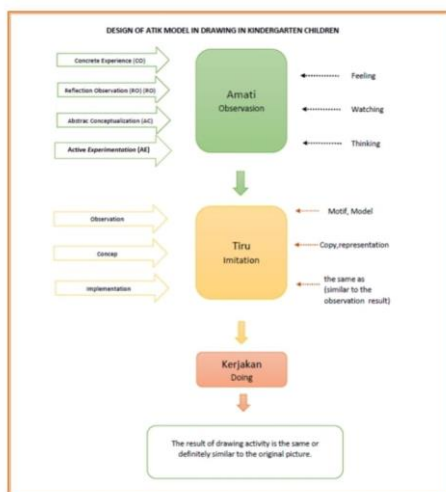


Figure 1. ATIK Model Design in learning (Watini 2020).

2. RESEARCH METHODS

The purpose of this type of research is to implement the ATIK Model, the method used is the Classroom Action Research method or can be abbreviated as PTK (Classroom Action Research). "Classroom Action Research Method is research that combines research procedures with substantive action, that is, an action carried out in the discipline of inquiry or an attempt by someone to understand improvement". Classroom follow-up research method is a research method carried out by teachers in the classroom to improve the learning process or improve the quality of learning. (Watini 2019)

The planning stage is the initial stage in classroom follow-up research, at this stage the teacher must identify the learning problems that exist in his class. Once the problem is identified, the teacher should plan the actions to be taken to correct the problem. The action stage is the stage of implementation of the plan that has been made. At this stage, the teacher must carry out the actions that have been planned as well as possible. The observation stage is the stage of collecting data about the results of the actions that have been performed. The data collected can be in the form of student learning outcomes, student activities, and student responses to actions taken. The reflection stage is the stage to analyze the data that has been collected. At this stage, the teacher must analyze whether the actions taken have not been successful, then the teacher must revise the action plan. The classroom follow-up research method is an effective method to improve the learning process in the classroom.

3. RESULTS AND DISCUSSION

This research was conducted at Rumah Rimba Abcd with 8 research informants. Description of the research results in the form of raw data obtained from the results of classroom action research at Rumah Rimba Abcd. These results are obtained after applying a contextual learning process approach in order to improve the mastery of new vocabulary. The results in the form of this data are obtained after taking actions from cycle I to cycle III. In cycle I children are able to listen and pronounce new vocabulary by looking at flashcards and are able to pronounce when the teacher commands. In the implementation of cycle I, the results of understanding vocabulary optimally after the evaluation in cycle II there was an increase in understanding new vocabulary to the maximum. In cycle II this shows an increase in the results of learning cycle I, namely children are able to pronounce new vocabulary by looking at flashcards without having to be guided by the

teacher. As for when siklus III children show a very good improvement, children are able to pronounce vocabulary very well and are able to point to flashcard pictures that he speaks.

Data that have been obtained from classroom action research carried out at Rumah Rimba Abcd, in this first cycle action obtained raw data on learning outcomes increasing new vocabulary, beginning of listening learning outcomes and being able to pronounce vocabulary by looking at flashcards and being able to pronounce when commanded by the teacher 58.1%, learning outcomes in cycle II children are able to pronounce new vocabulary by looking at flashcards without being instructed by the teacher 72.2%, In cycle III children are able to pronounce new vocabulary by looking at flashcards and are able to show pictures on flashcards when the teacher utters new vocabulary 88.7%. The description of the results obtained in performing class actions from pre-cycle to cycle III is that there is a significant increase in children learning to increase this new vocabulary.



Figure 2. The child is listening

In picture 2 above, the child is listening to new pictures and vocabulary spoken by the teacher.



Figure 3. The Child Is Imitating

In picture 3 the child is imitating new vocabulary that the teacher has taught.



Figure 4. The child is showing flashcards while being spoken

In picture 4 the child is showing flashcards and saying new vocabulary according to the flashcard picture he is holding.

Below is a diagram of learning outcomes to increase new vocabulary by implementing the ATIK model using the PTK research method from cycle I to cycle III.

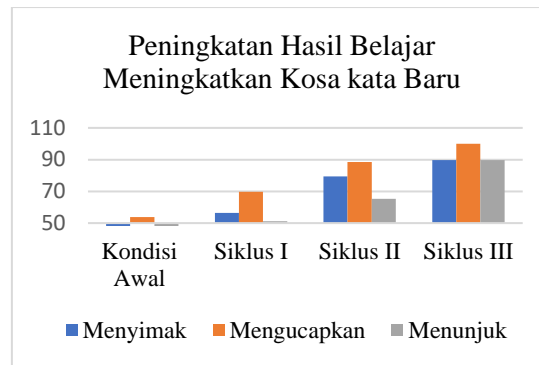


Figure 5. Graph of Learning Outcomes of Cycle I to Cycle III

4. CONCLUSION

Based on the results of the study, the conclusion is that the implementation of the ATIK model using the PTK method in learning to master new vocabulary in early childhood has been able to make most children have the ability to observe the images on flashcards, and also be able to imitate the vocabulary spoken by researchers very well, then in learning activities including mentioning vocabulary that has been mentioned by the teacher and showing pictures on flashcards very good.

The results of this study are expected to provide benefits both in utilizing existing learning media and also in supporting references to future research related to themes relevant to this research.

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