

Implementation of Kamishibai Media as Vocabulary Learning for Kindergarten Children

Yenny Farida Gulo*, Hisam Abdul Malik, Wahyuni Nadar
Early childhood Teacher Education, STKIP Kusuma Negara, Indonesia
*yennyfaridagulo90@gmail.com

Abstract

The aim of this research is to contribute to the development of effective learning methods for early childhood, especially in developing the vocabulary skills of children aged 3-4 years in the KB group. In this research, the method is descriptive qualitative. The research subjects were school principals, family planning group teachers and play group students. Data collection methods are observation, interviews and documentation. Data validity checking techniques use triangulation checking and adequacy of references. Data analysis techniques use data reduction steps, data presentation, data interpretation and drawing conclusions. The results of this research show that learning vocabulary through kamishibai media can stimulate children to be interested in learning new vocabulary with new media, helping them to be more confident and have greater curiosity to be more enthusiastic about learning new vocabulary. This research concludes that learning vocabulary through kamishibai media in the KB group at PT Kindergarten is interesting and can make children enthusiastic about learning new vocabulary.

Keywords: Children's vocabulary skills, Kamishibai media, Storytelling.

1 INTRODUCTION

Vocabulary makes it easier for children to express their ideas and opinions so that communication and socialization can be established with their environment. Vocabulary development for children is a means of communication in the form of oral, written, symbols, gestures and body movements that have a meaning and are arranged systematically in expressing an idea or ideas (Mardison, 2017). In developing vocabulary for early childhood, achievement indicators are needed that are appropriate to the child's development stages (Firdaus & Muryanti, 2020; Wati, 2019).

Understanding Vocabulary is as follows: 1) Language components which contain information about the meaning and use of words in language (Rodiyah, 2013), 2) The richness of words owned by a speaker, writer or a language, vocabulary (Marlianingsih, 2016), 3) A list of words arranged like a dictionary, but with brief explanations (Rodiyah, 2013). The following types of vocabulary are proposed by experts, namely: 1) Abstract words are words that have a reference in the form of a concept or according to Soedjito, in Vocabulary Learning what is meant by abstract words are words that symbolize a concept, abstract words can be interpreted as words that do not have a reference in the form of an object that can be seen, touched, heard, felt or touched. For example: craft, prosperity and progress, 2) Concrete words are words that have a reference in the form of an object that can be absorbed by the five senses (seen, touched, felt, heard or smelled) words that are a designation for an object. For example: House refers to objects that can be seen and touched, while the word wind refers to objects that can be felt, the word sound refers to objects that can be heard and the word smell refers to objects that can be smelled.

Bruner (in Khoiriyah & Murni, 2021; Yuliyanti, 2017) stated that children learn from concrete to abstract through three stages, namely enactive, iconic, and symbolic. In the enactive stage, children interact with objects in the form of objects, people and events. From these interactions, children learn names and record characteristics of objects and events. That is why children aged 2-4 years will ask a lot, "What is that?", "What is this?", it is very important to introduce the names of objects so that children begin to make connections between objects and the symbols of object names.

Based on the results of an interview with the KB PT teacher aged 3-4 years, namely Mrs. I, it can be seen that the learning implemented in KB PT currently is learning based on an independent curriculum with certain themes according to the child's age. Even though this curriculum has only been implemented this school year, PT Kindergarten educators are very enthusiastic in preparing optimal learning so that learning stimulation can be carried out well. However, there are some students who have not been able to take part in this learning due to limited communication constraints, but the material can be delivered through google classroom and via wa for children to repeat at home.

Kamishibai can be used as a tool to explore various aspects such as: problem solving when children play, creativity according to children's imagination, concentration, science, language, art, logical thinking, engineering and technology (McGowan, 2010; 2015). Children are more creative with the principle of using kamishibai teaching materials because children are free ask questions, learn new vocabulary according to the child's imagination (Casadei, 2022; Vermeir & Kelchtermans, 2020). Kamishibai can stimulate children's imaginations to learn and explore according to their own wishes without requiring the involvement of older people. When children use the kamishibai thinking method, early childhood is certainly very diverse in exploring to create new vocabulary. With Kamishibai children will listen to stories with enthusiasm, children are free to ask questions about new words they hear, develop vocabulary into one simple sentence (Afriani, Karma, & Khair, 2023). The role of teachers and parents at home is very necessary as facilitators, who will bring up children's vocabulary in speaking. Kamishibai media is suitable to be applied in the learning process, this is caused by several factors, namely as follows. First, Kamishibai media is suitable for application in the learning process and can make children aged 3-4 years motivated and interested in learning. Kamishibai media is interesting when learning so that it motivates children to participate in learning in class

2 RESEARCH METHODS

The research activities carried out used qualitative methods to find out the implementation of Kamishibai as vocabulary learning at the age of 3-4 years in PT Cengkareng Timur Kindergarten.

According to Moleong (2014), defining qualitative research as research that is intended to understand phenomena about what is experienced by research subjects, for example perpetrators, perceptions. Motivation, Action and so on in a holistic and descriptive way in the form of words and language in a specific natural context and with the benefits of various scientific methods.

This research was conducted at PT Cengkareng Timur Kindergarten. PT Kindergarten was chosen as the research location because the PT Kindergarten location is where researchers teach every day. This means knowing how PT Kindergarten educators stimulate KB group kindergarten children in vocabulary learning. Currently PT Kindergarten is known as a 3 language school (Indonesian, Mandarin, English).

3 RESULT AND DISCUSSION

Kamishibai can be used as a tool to explore various aspects such as: problem solving when children play, creativity according to children's imagination, concentration, science,

language, art, logical thinking, engineering and technology. Children are more creative with the principle of using kamishibai teaching materials because children are free ask questions, learn new vocabulary according to the child's imagination.

Kamishibai can stimulate children's imaginations to learn and explore according to their own wishes without requiring the involvement of older people. When children use the kamishibai thinking method, early childhood is certainly very diverse in exploring to create new vocabulary.

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4 CONCLUSION

Based on the results of data analysis and discussion, the author obtained conclusions that can be drawn from the research entitled Implementation of Kamishibai as Media in Kindergarten Vocabulary Learning (Qualitative research on children in the KB group for the 2023-2024 school year at PT Cengkareng Timur Kindergarten, West Jakarta) as follows, this new school year is the first year for KB group children to enter school, of course they need time to adapt to the new environment and also to their teachers. Of course, it takes effort and cooperation between teachers and parents so that children are comfortable at school. The teachers are also close to their students. Of course, in the beginning, not all the learning has been carried out because we see whether the class situation is conducive in the sense that the children no longer cry when their parents leave them. However, As an educator, we continue to strive to ensure that learning at the beginning of this school year continues well, is meaningful, interesting and enjoyable so that children's development remains optimally stimulated. The speaking ability of children aged 3-4 years has different levels, some have already put words together into sentences, some still have difficulty expressing them, they still speak 1 and 2 words and haven't connected them into one simple sentence. Of course, as an educator, patiently understand children and teach them to speak. vocabulary until the child speaks clearly while we show concrete objects in the form of toys or pictures. A child's speaking ability is greatly influenced by the vocabulary that the child has, therefore if a child already has a lot of vocabulary, the child can automatically connect it into simple sentences that people can understand. Children who have a lot of vocabulary are more confident than children who don't have a lot of it. his vocabulary.

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