



IMPROVING CHILDREN'S ENGLISH ABILITY IN INTRODUCTION OF ADL VOCABULARY THROUGH PICTURE MEDIA AT KINDERGARTEN OF PKK PARANG 1 BULAKDAWUNG, KEDIRI REGENCY

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Article info	ABSTRACT
<p>Corresponding Author:</p> <p>Yoyok Febrijanto yovokfeb@gmail.com STIKES RS Baptis Kediri</p>	<p>This community service is based on the results of observations and research experiences during the implementation of learning to recognize vocabulary in the language development of children who are less able to understand the teacher's explanation, not all children can imitate vocabulary and mention it correctly. The purpose of this community service is to improve English language skills in recognizing ADL vocabulary with picture media using the Class Action approach in children at Kindergarten of PKK Parang 1, Bulakdawung, Kediri Regency, totaling 12 children. The results show that children's English skills in independence, and accuracy in children, most of the children have reached the Developing According to Expectations (<i>Berkembang Sesuai Harapan</i>) stage with the following details: for the independence aspect 79.17%, and for the accuracy aspect 72.92%. While the average percentage of all three reached 76.04%. Thus, it can be concluded that the hypothesis of action to improve children's language skills in the activity of recognizing ADL Vocabulary with picture media in children aged 5-6 years at Kindergarten of PKK Parang I, Bulakdawung, Kediri Regency can be accepted.</p>
	<p>Keywords: <i>Language Skill, ADL Vocabulary, Picture Media</i></p>
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INTRODUCTION

Child education is an effort to provide guidance to children from birth to school age. This guidance is carried out by providing stimulation to help physical and spiritual growth and development so that children are ready to enter further education. The scope of development according to the child's age includes aspects of religious and moral values, physical-motor, cognitive, language, social-emotional, and art as stated in the Child Development Achievement Level Standards (STPPA) in Permendikbud No. 137 of 2014. According to Siti Fatimah (2015) Language is a form of communication, whether oral, written, or sign based on a symbol system. Language consists of words used by society

(vocabulary) and rules for varying and combining these words (grammar and syntax). All human languages have a few common characteristics (Waxman & Lidz, 2006). These characteristics include unlimited generativity and organizational rules. Infinite generativity is the ability to produce an unlimited number of meaningful sentences using an unlimited set of words and rules.

Language is a symbol for communicating with others. According to Nurbiana Dhieni, et al. (2020:1.6) The rule system in language consists of phonology, morphology, syntax, semantics, and pragmatics. Phonology is the study of language sounds. Morphology is the rule for combining morphemes (a series of small sounds). Syntax includes how words are combined to form phrases and sentences. Semantics refers to the meaning of words and sentences. Pragmatics is the ability to engage in conversation that is in accordance with intent and desire.

According to Anang Santoso et al. (2020:1.4) Language has the characteristics of spoken sounds (oral) in the form of symbols, language has a system, language is meaningful, language has meaning, language has a function. Language has beautiful, humane, productive, dynamic, varied, conventional, and arbitrary properties.

The characteristics of language include systematic, arbitrary, flexible, diverse, and complex. Bromley in Nurbiana Dhieni, et al. (2020) mentions four aspects of language, namely listening, speaking, reading, and writing. Language may not be a prerequisite for broad thinking skills, but language helps thinking skills because both develop together. Language skills are learned and acquired by children naturally to adapt to their environment. As a socialization tool, language is a way of responding to others. Children receive and express language in various ways.

Language development in children includes the ability to understand receptive language, express language including foreign languages (English). Reading ability plays a very important role in supporting children's success in all fields. Educators must have a scientific basis for the art of teaching "the scientific basis of the art of teaching" which means that community service implementers must be creative in providing activities that interest children to learn.

From this statement, community service implementers conducted observations at Kindergarten of PKK Parang 1 Bulakdawung, Kediri Regency, namely that language development in activities to recognize English words needs to be improved. From the results of observations, there are interesting things that children's interest in learning to recognize activity daily living vocabulary (ADL Vocabulary) in English in the hilly environment is still lacking. Children in the study group are less able to respond to explanations; not all children can imitate and mention vocabulary correctly. Children's motivation to imitate pronouncing vocabulary is still lacking. Therefore, we feel that this is important to be raised as the title of the community service implementation for the community to get the right form of stimulus and method so that children's language development, especially in the introduction of daily activity vocabulary in the hilly/mountainous environment, can develop as expected. The interest of the community service implementation to study further with the title "Improving Children's English Skills in ADL Vocabulary Introduction Activities Through Picture Media at Kindergarten of PKK Parang 1 Bulakdawung, Kediri Regency"

METHOD

The method used in this activity is implemented in the form of Class Action intervention through increasing vocabulary of daily activities in the hilly/mountainous environment using picture media for early childhood. The planned work procedure to support the work method that will be implemented through community service activities in the form of a cycle consists of four components, namely planning, implementation, observation, and reflection. Below is an explanation of each component.

1. Planning:

Planning is the first step in every activity. Create a Learning Plan that is used as a guideline for implementing learning activities. Next, prepare an observation sheet on children's language development in recognizing vocabulary. Then provide learning media and tools for documentation.

2. Action:

Action is carried out based on the Learning Design activities that have been made previously. In its implementation, it is flexible and open to changes during the teaching and learning process according to the activities listed in the Learning Design. community service implementers observe children's activities in participating in vocabulary learning.

3. Observation:

Observation is carried out using observation sheets that have been made by community service implementers. Observations are made during the learning process by observing how children's abilities are in recognizing vocabulary.

4. Reflection:

Reflection is a means of evaluating activities that have been carried out. In conducting reflection, community service implementers are assisted by collaborator to reflect on why an incident occurred and why it happened. Through reflection, researchers can determine what has been achieved, what has not been achieved, and what needs to be improved in the next learning. Reflection is carried out through analysis and synthesis as well as induction and deduction.

RESULT AND DISCUSSION

Finding

1. Planning Stage

Planning is a preparation that must be prepared before implementing the action. This action was carried out on May 5, 2025. At the planning stage, the community service implementer determines the theme, sub-theme of learning and plans the learning. In addition, the researcher also determines indicators of success, preparing learning media to determine the initial condition of the ability to recognize ADL Vocabulary. The learning media prepared is picture media. The community service implementer prepares a cellphone as a tool to document children's learning activities. This is done by means of observation, especially in the language aspect, then the community service implementer proves it by observing children through learning and playing activities and imitating ADL Vocabulary. The PKM implementer prepares an observation sheet as an assessment instrument for children's English language skills in the activity of recognizing ADL Vocabulary.

2. Implementation Stage

The implementation of the action was carried out on May 17, 2025. The community service activities were carried out in accordance with learning as usual. However, in this activity there was an activity of imitating simple ADL Vocabulary words. Learning was carried out from 08.00 WIB to 10.00 WIB. The initial activity before entering is that the children wash their hands, the community service implementer greets, prays, reads Pancasila, sings the song "I love Jesus", then plays a game of making heart-shaped origami. After playing, the community service implementer invites them to sing again.

To start the theme, the community service implementer gives an appreciation of the various ADL Vocabulary. The community service implementer gives the children the opportunity to observe the pictures that have been prepared in front of the class. Then the community service implementer talks about its function.

One of the core activities is imitating and mentioning the ADL Vocabulary picture. The community service implementer shows the picture and asks who can answer and some of the children have answered correctly. The community service implementer observes the development of children's language skills in the imitation activity according to the observation instrument, namely independence and accuracy. After the children have finished imitating the ADL Vocabulary with picture media, the community service implementer approaches the children who are having difficulty and helps them individually. After the learning is complete, the children take a break.

At the end of the learning, the community service implementer asks again about the activities that the children did today. Repeating what the children did by asking and answering questions about the theme and activities that day.





Figure 1: Community Service Implementation

3. Observation Stage

Children's language skills can be known when children practice imitating and naming pictures in English independently. The results of these language skills can be seen from the data table obtained as follows.

Table 1 Activity Observation Data

Students	Independence				Accuracy			
	1	2	3	4	1	2	3	4
Student 1		√				√		
Student 2		√				√		
Student 3			√			√		
Student 4			√				√	
Student 5				√				√
Student 6				√				√
Student 7		√				√		
Student 8				√			√	
Student 9				√				√
Student 10				√				√
Student 11			√				√	
Student 12			√			√		
Total	0	3	4	5	0	5	3	4

Description:

- 1: Not Yet Developing (*Belum Berkembang*)
- 2: Starting to Develop (*Mulai Berkembang*)
- 3: Developing According to Expectations (*Berkembang Sesuai Harapan*)
- 4: Developing Very Well (*Berkembang Sangat Baik*)

Analysis of language ability assessment data in the ADL Vocabulary recognition activity as follows:

1. Independent Aspect:

$$X = \frac{(5 \times 4) + (4 \times 3) + (3 \times 2) + (0 \times 1)}{12 \times 4} \times 100\%$$

$$X = \frac{20 + 12 + 6}{48} \times 100\% = 79,16\%$$

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2. Accuracy Aspect:

$$X = \frac{(4 \times 4) + (3 \times 3) + (5 \times 2) + (0 \times 1)}{12 \times 4} \times 100\%$$

$$X = \frac{16 + 9 + 10}{48} \times 100\% = 72,92\%$$

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The percentage of the data results obtained are as follows:

$$X = \frac{\sum X_i}{N}$$

$$X = \frac{79,16\% + 72,92\%}{2}$$

$$X = 76,04\%$$

From the table above, it can be explained that the language skills of children at Kindergarten of PKK Parang I Bulakdawung, Kediri Regency are as follows: in terms of independence, and accuracy, most children have reached the Developing According to Expectations (*Berkembang Sesuai Harapan*) stage with the following details: for the independence aspect 79.17%, and for the accuracy aspect 72.92%. While the average percentage of the three reached 76.04%.

4. Reflection Stage

The results of observations of community service implementers in the field show that the success indicators have been achieved. This is known from the results of language skills in the activity of recognizing ADL Vocabulary which is 76.04% so that there is basic English language ability. Lack of language skills is indicated by the lack of ability to mention vocabulary based on pictures. Based on the community service implementers regarding the

problems in the group of children related to the lack of children's English skills to make further improvements as follows: 1) Explanation of the steps in mentioning and imitating ADL Vocabulary is clarified so that children understand better. Children are asked to participate in demonstrating how to mention vocabulary. 2) The variety of activities in the core activities will be varied so that teachers have plenty of time to accompany children who have difficulty in mentioning vocabulary; and 3) Giving rewards to children in the form of star stickers/similar as learning motivation.

Discussion

Based on the results of the implementation of community service carried out on groups of children carried out during 1 meeting, it shows that children's language skills in the activity of recognizing ADL Vocabulary developed as expected. The results of observations of language development obtained through actions achieved the predetermined success indicators and provided rewards in the form of picture stickers. In the independence and creativity indicators, it is included in the category of Developing Very Well (*Berkembang Sangat Baik*). This can be explained that in the independence aspect indicator, children are able to imitate words spoken by themselves without being assisted by community service implementers. In terms of accuracy, children can mention the sound of words just by showing pictures. Thus, this completion criterion has been achieved, so that no further improvements are needed in further learning. Bromley (1992) in the book by Nurbiana Dhieni, et al. (2020; 1.14) mentions four aspects of language, namely listening, speaking, reading and writing. The activity of imitating and mentioning letters with sand media can improve children's language skills in the activity of recognizing ADL Vocabulary. Thus, it can be concluded that the hypothesis of the action to improve children's language skills in the activity of recognizing ADL Vocabulary with picture media in children aged 5-6 years at Kindergarten of PKK Parang I Bulakdawung, Kediri Regency can be accepted.

CONCLUSION

Language skills in children at Kindergarten of PKK Parang I Bulakdawung, Kediri Regency are as follows: in terms of independence, and accuracy, most children reach the Developing According to Expectations (*Berkembang Sesuai Harapan*) stage with the following details: for the independence aspect 79.17%, and for the accuracy aspect 72.92%. While the average percentage of all three reached 76.04%. Thus, it can be concluded that the hypothesis of action to improve children's language skills in the activity of recognizing ADL Vocabulary with picture media in children aged 5-6 years at PKK Parang I Bulakdawung Kindergarten, Kediri Regency can be accepted.

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