

THE EFFECTIVENESS OF TALKING STICK MODEL ASSISTED ENGLISH SONG, LIQUID CRYSTAL DISPLAY (LCD) AND PERSONAL COMPUTER (PC) AS MEDIA TO INCREASE ENGLISH VOCABULARY AT CHILDREN

Khairati Olfah

Universitas Doktor Nugroho Magetan

Email: khairatiolfah@gmail.com

Abstract

Early childhood is a sensitive period of physical and psychological maturity of children to be ready to respond to stimulation provided by the environment, one of which is the development of English in order to be able to compete in the global world when they grow up. However, in reality, abstract learning makes children less interested in English so that children's ability in the development aspect of English is still low. The purpose of the study was to describe children's abilities from the results of English development, through talking stick model assisted English song, liquid crystal display (LCD) and personal computer (PC) as media. This study uses a qualitative approach with a type of research, namely Class Action Research (CAR) in four meetings. Data collection was carried out by observing children's activities in the classroom and the results of children's abilities in English language development. The results of the study showed that children's abilities improved with excellent developmental outcomes (BSB) individually and classically.

Keywords: Talking Stick Model, English Song, Liquid Crystal Display (LCD), Personal Computer (PC)

INTRODUCTION

Early childhood is a sensitive period to develop six aspects of child development such as cognitive, affective, psychomotor, language, social-emotional and spiritual (Wahyudin and Agustin, 2012). Suyadi and Ulfah (2013) each child has a different sensitive period; the task of a teacher is to observe every aspect of the child's development related to the sensitive period and can predict the emergence of sensitive periods of the child's interest at that time. (dismissive) Development produces new abilities that take place from a simple stage of activity to a higher stage, the development moves gradually but surely through a form/stage and to the next form/stage that is increasing e.g. language development.

Several theories of developmental psychology are relevant to language recognition, including foreign languages. One of them is about the theory of first

language/mother tongue development that a child acquires at the age of two and functions to make changes in the aspect of cognitive development. Because language is a tool for children to open up opportunities to do things and organize information through the use of words. Therefore, children are often found talking to themselves when playing. Gusrayani (2014) English is an international language that is widely used and taught. The results of Purwanti, R.'s study (2020) found that early childhood is the first laying of the foundation for developing one of children's developments, such as language skills, especially in English.

Early childhood language development is one of the children's developments that in its implementation cannot be separated from all activities such as music, mathematics and science (Susanto, 2015). Purwanti, R., & Suhaimi, S. (2020) stated that the importance of introducing English to early childhood.



Zahra, S. A. A., Purwanti, R., & Suriansyah, A. (2025) stated that the importance of English in today's era of globalization, so mastery of English must be possessed by children.

From this description, the importance of improving children's English skills is carried out through various actions given by teachers. So that any activities and experiences from children must provide opportunities to develop children's language development, for example English skills. Because English is an important international language, it is important to learn. A country that masters English, it can be said that it has entered the era of globalization. This is the reason why English is taught from an early age to children with concrete and interesting activities.

Teachers must be creative and innovative to design activities so that children can be interested (Susanto, 2017). Learning will be noticeable if the teacher uses the lecture method, for example, the teacher will convey about the nature of dogs and cats that are always hostile, the message becomes ineffective if it is not presented attractively. In the delivery of story material, teachers must convey in an interesting learning way, for example through the medium of pictures. Then the results will be better than through the lecture method.

However, in reality, it is not easy to teach English to children at an early age. This also happened to children in group B. In general, most language skills (English) are still low, in terms of vocabulary, 8 out of the 2 children are shy. Therefore, it is necessary to determine a solution to solve these problems. One method or model of learning that is talking stick model assisted english song, liquid crystal display (LCD) and personal computer (PC) as media.

This is in line with findings that found that the talking stick splitting model is able to improve students' skills (Anggreani, C., & Purwanti, R., 2024;

Nisa, I. K., Suriansyah, A., & Purwanti, R., 2025; Simangunsong, D. I. R., & Purwanti, R., 2024; Suriansyah, A., & Purwanti, R., 2023).

The learning model can be done with media-assisted actions such as English songs. Kasmadi (2013) learning media is a tool that functions to facilitate the delivery of learning messages, meaning that learning materials are easier to convey by teachers because children can focus more on deepening knowledge through media. This is in line with studies that found that children's interest in learning English using media is increasing (Purwanti, R., & Huljannah, M., 2021; Zahra, S. A. A., Purwanti, R., & Suriansyah, A. (2025).

Suyadi (2015) The criteria in making an English song are simple, short, easy to remember melodies, rhythm encourages children to respond cheerfully with simple movements, song lyrics use simple language and in accordance with the level of development of the child's language (Indonesian and English), the theme or material of the song describes the child's daily life that is cheerful, plain and loose.

The results of the study found that the importance of learning innovation, for example with song media (Purwanti, R., 2021; Ramadhani, T. A., & Purwanti, R., 2024). Mulyasa (2012) creative self-expression in children is still simple by demonstrating typical movements to describe singing, playing musical instruments.

Thus, the pattern of implementation of model songs or English songs in early childhood learning to improve English language skills rests on children's activities and learning that are able to make a more concrete contribution to the use of the model song in aspects of children's language development, especially English which is more meaningful by considering various aspects of music such as tempo, rhythm,



expression, and harmony, the lyric map used in the song

With the help of English songs, you can create fun learning. With songs, learning to be cheerful and passionate so that children's development can be stimulated more optimally because in principle, the task of the PAUD institution is to develop all aspects in students, including physical, motor, social, emotional, intellectual, language and art, as well as morals and religion (Fadillah, 2014). In line with the study Purwanti, R., Suriansyah, A., Aslamiah, A., & Dalle, J. (2018) showed that through a talking stick model, media and can improve children's ability to recognize language aspect (English).

From the description mentioned above, it gives an idea that activities that cannot be separated from early childhood are carefree activities such as singing English songs. It is very good to have fun singing while clapping and also dancing, so that every child's learning will be able to stimulate development, especially in language and interacting with their environment. The songs here are to help children understand the material, so singing must be adapted to early childhood (Fadillah, 2014). In order for English song singing activities to run optimally, teachers can carry out activities with the help of additional media such as personal computers (PC) and Liquid crystal displays (LCD). The use of this LCD is as a substitute for a whiteboard and operating a personal computer or PC while delivering English song material.

The results of the study found that LCD and PC media can support learning (Putri, M. A. F., Larasati, S. A., Amalia, N., Furmaisuri, R., & Yolanda, K., 2025; Daughters F, D. M., 2025; Septiani, S., & Hidayati, W., 2025). With talking stick model assisted english song, liquid crystal display (LCD) and personal computer (PC) as media can help teachers in conveying learning so that children are interested in

English. The use of media has the purpose of providing motivation to children, besides that the media will also stimulate them to remember what they have learned in addition to providing learning stimulation by using learning media to be interesting and fun.

Budiman, H. (2016) stated that media is interpreted as a human extension that allows it to affect other people who do not have direct contact with it, learning media is as a conveyor of messages from several channel sources to message recipients. The use of media should be an inseparable part of learning activities because it better describes efforts to make children learn with the help of learning media, so that misinterpretations of learning materials can be minimized and even avoided and can reduce differences in information for children wherever they learn.

Learning resources include messages, people, materials, engineering tools and the environment. The use of computer technology is very important in today's era. Fitriana, F., Harapan, E., & Rohana, R. (2022) The development of science and technology is increasingly encouraging reform efforts in the use of technological results in the learning process, which requires teachers to be able to use the tools provided by schools, such as personal computers and Liquid computer-assisted LCD. The purpose of this study is to improve children's English skills through talking stick model assisted english song, liquid crystal display (LCD) and personal computer (PC).

METHOD

This study uses a qualitative approach with a type of research, namely Class Action Research (CAR) in four meetings. Each meeting consists of planning, implementation of actions, observation and reflection. Data collection was carried out by observing children's activities and the results of children's



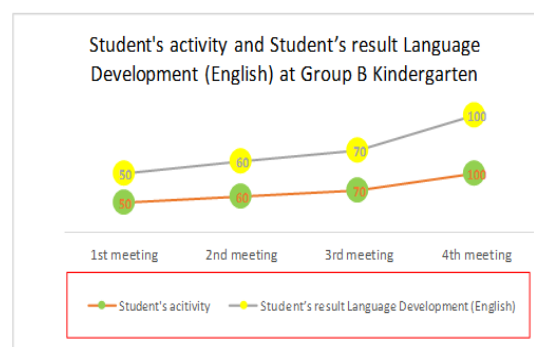
abilities in English language development. The subjects of the study were 10 children in group B in Kindergarten. Data collection procedures through observation of children's activities in the classroom during language learning (English) and documentation of language development skills results (English).

The analysis of children's activities was carried out by observing children's activities during the activation process with the assessment of indicators such as the child paying attention to the pictures shown by the teacher, the child answering questions about the pictures shown, the child completing tasks (arranging pictures in order) in group collaboration, the child sang accompanied by movements and the child concluded.

So that the success indicator in this study is declared successful if the indicator of children's activity in activities that are familiar with the language aspect (English) is said to be successful if each child gets a minimum active criterion or achieves a minimum score of ≥ 17 with a minimum overall percentage of $\geq 76\%$. Then the results of the child's ability in language development (English) are said to be successful if the child at least gets the Development Category as expected. Then the classic success reached $\geq 76\%$ classified as Very Good Development (BSB).

RESULTS AND DISCUSSION

Based on observations made by the researchers at the 1st, 2nd, 3rd and 4th meetings of children's activities in language development skills (English) through talking stick model assisted english song, liquid crystal display (LCD) and personal computer (PC). The following is a graph of the results of children's activities and the results of language development skills (English) in meetings 1, 2, 3 and 4.



Graph 1. Graph 1, 2, 3 and 4 meetings (children's activities and results of language development ability (English))

Based on the graph above, it can be concluded that there has been an increase in each meeting so that children's activities and children's abilities in language development (English) in classroom learning activities have reached success indicators, which are 100% or very well developed. Judging from each meeting, there was a significant improvement through talking stick model assisted english song, liquid crystal display (LCD) and personal computer (PC) in group B Kindergarten.

Judging from the purpose of this study, the purpose of this study is to describe children's activities in language development (English) through the use of Pictas (Picture and picture model, Talking Stick model). The findings of this study found that the results of the activities of a child carried out at meetings 1, 2, 3 and 4 reached $\geq 76\%$ or in the very active category with a percentage of 100%. This happened because of the combination of talking stick model assisted english song, liquid crystal display (LCD) and personal computer (PC) which made concrete learning for anak-anak.

In line with the opinion of Sujiyono (2012) stating that a child can learn as best as possible when needs are met and they feel psychologically safe and comfortable, therefore getting to know children closely to make them feel safe and comfortable is important.



Teachers who are creative in introducing English to children make most children not feel difficult with English because the teacher's maximum understanding of the model and method or medium that must be used so that the introduction of English in children is achieved. By going through talking stick model assisted english song, liquid crystal display (LCD) and personal computer (PC) can make activities more concrete and make children interested when activities take place. This theory is supported by the results of Chunxuan, S (2009) research found that songs create a fun atmosphere for children or fun learning.

By motivating children not to be shy in answering questions from teachers, motivating children to be confident in answering because the attentive and loving motivation of the teacher makes them not hesitate in doing something. When viewed from the characteristics of early childhood that are unique, active and energetic, namely children are happy and happy to do activities such as singing with movements. Such activities will create a pleasant classroom atmosphere. Other characteristics of children are a strong curiosity and enthusiasm for many things, a spirit of exploration and adventure and short attention so that through the images of the media activities will be more concrete and interesting, children will be interested in asking further questions about the pictures shown by the teacher, children become more focused in activities to introduce the language (English) aspect with the media. Since children have the characteristic of being eager to learn a lot from the experience i.e. through singing, children can freely express all their expressions so that children are excited in language development activities (English). Children increasingly show interest in other friends, from collaborative activities (sorting pictures), the child gets in touch with other friends so that children begin to show work with others.

The findings of this study then found that the results of children's language development (English) in children always increased from 1, 2, 3 and 4 meetings, which classically reached $\geq 76\%$ in the highly developed category (BSB) with a percentage of $\approx 100\%$. Because children's activities are carried out concretely to improve the results of children's language development skills (English). Director General of Early Childhood Education (2015) regarding the level of achievement of child development in the category of Very Good Development (BSB), namely if the child has been able to do it independently and has been able to help his friends who have not achieved the ability with the expected indicators, the category of Developing based on Expectations) if the child can do it independently and consistently without having to be reminded or exemplified by the teacher, the category of Start Developing (MB) is if the child who does it still has to reminded or assisted by the teacher and the Undeveloped (BB) category if the child does it must be with guidance or exemplified by the teacher.

So based on the findings above, in this study, the use of talking stick model assisted english song, liquid crystal display (LCD) and personal computer (PC) can improve children's language development (English), especially children's activities in learning activities in the classroom so that the results of language development (English) children also increase or are in the category of developing very well, this can be seen from the findings of 10 children who get highest score because they can do it independently and have been able to help their friends who have not yet achieved the ability with the indicator

Therefore, by using talking stick model assisted english song, liquid crystal display (LCD) and personal computer (PC), the results of children's language development skills (English) can be increased, because with concrete learning



children become interested and create a fun learning atmosphere.

The results of this study are in line with the opinion of Sujiono (2012) who states that early childhood learning through active learning, the method used is to ask questions to children and let them think or ask questions to themselves, so that the learning results obtained are the construction of children. Because children can build and create their knowledge, children need to be directly involved in the learning process. Children's learning experiences are gained more by playing, experimenting with real objects and through real experiences. Children have the opportunity to create and manipulate objects or ideas.

It can be concluded that basically, children can create their knowledge, so it is very important to involve children directly in the learning process to recognize aspects of language (English). Activities are carried out through children's experiences by playing (singing with movements) and through real experiences (pictures). This is because children are active learners. The child will absorb all the information that comes to him either intentionally given by the people around the child or that comes to the child by accident.

In addition to the theory outlined above, this research is also supported by research that has been conducted by several related people through a combination of drawing and drawing models, the talking stick model. Zubaidah (2015) found that the talking stick model can improve aspects of language development in early childhood. Furthermore, children in early childhood education. Songs play an important role in early childhood development as a second language. The children love to sing, and the songs create a fun atmosphere in getting to know the English language. Songs can be taught to children with large or small student numbers. With songs that

the child's ability to recognize English can develop, the child becomes interested, the classroom becomes a positive learning environment in which children develop academically, socially, and emotionally, sharing the joy of creativity all the foundations for early childhood growth and development as well as through song activities become more concrete.

According to Muti'ah (2010) movement is a means of expression and diverts fear, sadness, anger, pleasure. Movement becomes a very creative thing when combined with music that children interpret in their way. In this way, he can recognize himself and realize that certain "moods" and feelings can be released through expressive movements. Music or songs can provide feelings of satisfaction and comfort and can be therapy, music/songs encourage children to get the opportunity to express themselves, in addition to providing opportunities for children to release controlled emotions or emit emotions that are unacceptable to the environment. It can be concluded that from the explanation and graph above, it shows the relationship between activities in carrying out activities through talking stick model assisted english song, liquid crystal display (LCD) and personal computer (PC) as media in group B of kindergarten children, children's activities are increasingly active in participating in language development (English) and are also growing. So, it is increasingly clear that the application of talking stick model assisted english song, liquid crystal display (LCD) and personal computer (PC) as media in group B of kindergarten children can develop the results of children's abilities in language development (English).

CONCLUSION

It can be concluded that through talking stick model assisted english song, liquid crystal display (LCD) and personal computer (PC) as media can improve



language development (English) of kindergarten children in group B, which is in the category of very active or very well developed. Learning in the classroom becomes more concrete, a fun learning atmosphere so that children get real experiences and can improve children's development, especially language (English).

REFERENCES

- Albaladejo, S. A., Coyle, Y., & de Larios, J. R. (2018). Songs, stories, and vocabulary acquisition in preschool learners of English as a foreign language. *System*, 76, 116-128.
- Anggreani, C., & Purwanti, R. (2024). Inovasi Pembelajaran Dalam Mengembangkan Kemampuan Sains Anak. *Jurnal Inovasi, Kreatifitas Anak Usia Dini (JIKAD)*, 4(1), 21-30.
- Budiman, H. (2016). Penggunaan media visual dalam proses pembelajaran. *Al-Tadzkiyyah: Jurnal Pendidikan Islam*, 7(2), 171-182.
- Dirjen PAUD, (2015). *Penilaian Pembelajaran Pendidikan Anak Usia Dini*. Direktorat Pembinaan Pendidikan Anak Usia Dini. Kemendikbud.
- Fadillah, M.(2014). *Desain Pembelajaran PAUD*. Rosdakarya.Bandung
- Fitriana, F., Harapan, E., & Rohana, R. (2022). Pengaruh penggunaan ICT dan motivasi belajar terhadap hasil belajar siswa. *JRTI (Jurnal Riset Tindakan Indonesia)*, 7(3), 479-494.
- Gulo, N. E., & Yuniar, D. (2012). Peningkatan Pembelajaran Pengenalan Bahasa Inggris Melalui Bernyanyi Pada Anak Usia 5-6 Tahun. *Jurnal Pendidikan dan Pembelajaran Khatulistiwa*, 4(3).
- Gusrayani, D. (2014). *Teaching English to Young Learners (Sebuah Telaah Konsep Mengajar Bahasa Inggris Kepada Anak-anak)*. Bandung: UPI Press.
- Hammerby, H. (1982). *Synthesis in Second Language Teaching*. Blane: Second Language.
- Millington, N. T. (2011). Using songs effectively to teach English to young learners. *Language Education in Asia*, 2(1), 134-141.
- Muthiah, D. (2010). *Psikologi Bermain Anak Usia Dini*. Jakarta: Kencana.
- Nisa, I. K., Suriansyah, A., & Purwanti, R. (2025). Inovasi Pembelajaran dalam Meningkatkan Aktivitas, Berfikir Kritis dan Kerja Sama Menggunakan Model Protama. *Didaktik: Jurnal Ilmiah PGSD STKIP Subang*, 11(03), 280-315.
- Purwanti, R. (2020). Pembelajaran bahasa Inggris untuk anak usia dini melalui metode gerak dan lagu. *Jurnal Ilmiah Potensia*, 5(2), 91-105.
- Purwanti, R. (2021). Song And Motion As Method In Introducing Vocabulary In English (Number And Colour) At Early Childhood. *Journal of Applied Linguistics and Literature*, 6(1), 1-10.
- Purwanti, R., & Huljannah, M. (2021). Improving Children's Cognitive Using The Talking Stick Model And Flanelboard Media In Group B TK PERTIWI. *E-Chief Journal*, 1(2), 35-42.
- Purwanti, R., & Suhaimi, S. (2020). Model GELPITAS (gerak & lagu, picture & picture, talking stick) untuk meningkatkan perkembangan bahasa Inggris anak taman kanak-kanak. *JPPM (Jurnal Pendidikan Dan Pemberdayaan Masyarakat)*, 7(2), 124-134.
- Purwanti, R., Suriansyah, A., Aslamiah, A., & Dalle, J. (2018). Introducing language aspect (english) to early childhood through the combination of picture and picture model, talking stick model, flashcard media, and movement and song method in b1 group at matahariku bilingual kindergarten landasan ulin tengah banjarbaru, indonesia. *European Journal of Education Studies*.



- Putri, M. A. F., Larasati, S. A., Amalia, N., Furmaisuri, R., & Yolanda, K. (2025). Analisis Kelayakan LCD Proyektor Sebagai Media Pembelajaran di SD Negeri 165 Palembang: *Penelitian. Jurnal Pengabdian Masyarakat dan Riset Pendidikan*, 3(4), 2447-2453.
- Ramadhani, T. A., & Purwanti, R. (2024). Learning innovation in introducing number symbol (English) for children. *E-CHIEF Journal*, 4(1), 20-29.
- Septiani, S., & Hidayati, W. (2025). Analisis Penggunaan Teknologi pada Proses Pembelajaran di TK Aisyiyah Bustanul Athfal Jatibarang. *DIAJAR: Jurnal Pendidikan dan Pembelajaran*, 4(2), 308-319.
- Shen, C. (2009). Using English songs: An enjoyable and effective approach to ELT. *English language teaching*, 2(1), 88-94.
- Simangunsong, D. I. R., & Purwanti, R. (2024). Meningkatkan Aktivitas Dan Keterampilan Kerja Sama Siswa Menggunakan Model Pembelajaran Problem Based Learning (Pbl), Visual Auditory Kinestetik (Vak), Dan Talking Stick Pada Muatan Ips Sekolah Dasar. *Didaktik: Jurnal Ilmiah PGSD STKIP Subang*, 10(04), 341-357.
- Sujiyono, Y.N. (2012). *Konsep Dasar Pendidikan Anak Usia Dini*. Jakarta: PT. Indeks.
- Suriansyah, A., & Purwanti, R. (2023). Meningkatkan Aktivitas dan Hasil Belajar IPA Menggunakan Kombinasi Model Problem Based Learning (PBL), Somatic Auditory Visualisation Intellectually (SAVI), dan Talking Stick dengan Metode Bernyanyi di Sekolah Dasar. *el-Ibtidaiy: Journal of Primary Education*, 6(2), 248-261.
- Susanto, Ahmad. (2017). *Pendidikan Anak Usia Dini (Konsep dan Teori)*. Jakarta: PT. Bumi Aksara.
- Suyadi & Ulfah M. (2013). *Konsep Dasar PAUD*. Bandung: PT Remaja Rosdakarya.
- Wahyudin, U dan Agustin M. (2012). *Penilaian Perkembangan Anak Usia Dini*. Bandung: PT Refika Aditama.
- Zahra, S. A. A., Purwanti, R., & Suriansyah, A. (2025). Meningkatkan Aktivitas Dan Hasil Belajar Pada Muatan Lokal (Bahasa Inggris) Dengan Model Pangkal Dan Media Flashcard. *Jurnal Teknologi Pendidikan Dan Pembelajaran* | E-ISSN: 3026-6629, 2(4), 1009-1015.
- Zubaidah, E. (2004). Perkembangan bahasa anak usia dini dan teknik pengembangan di sekolah. *Cakrawala Pendidikan*, (3), 87931.