*E-Chief Journal (Early Childhood and Family Parenting Journal)*
*ISSN: 2808-2664 E-ISSN: 2808-2656*
*Vol.1 No.2 2021 Halaman:43-49*

# DEVELOP LANGUAGE SKILL USING CERMAT CARD FOR CHILDREN GROUP A

**Risma Nor Annisa[1], Asniwati[2]**
Universitas Lambung Mangkurat[12]
Email: rismanorannisa23@gmail.com[1], asniwati@ulm.ac.id[2]

**Abstract**
*The research interest in RA children can bring up new ideas that can improve children's ability to express sentences and enrich vocabulary that becomes a reference in speaking on language skill. The purpose of this study was to describe teacher activities, children's activities and the result of developing language skill in repeating simple sentences and enriching vocabulary. This study uses a qualitative approach with the type of classroom action research carried out in three meetings. The research subjects were ten children, there are five boys and five girls. The result showed that the teacher activities were carried out very well. Children's activities increased with the very active category and the result of the development of children's language skill obtained the Very Good Developing category (BSB). It is hoped that the result of this study can be used as a reference to develop children's abilities in aspect of language development.*
***Keywords: Language, Repeating Simple Sentences and Enhancing Vocabulary, Method of Speaking, Articulation, Model and Make a Match.***

## INTRODUCTION

Early childhood education (PAUD) is the level of education before basic education. Early childhood education is a path aimed at children from birth to the age of six to stimulate, guide and nurture children in providing learning activities that will produce abilities and skills in children. Madyawati (2016: 2) this education can help the growth and development of children by providing stimulus so that children have the readiness to enter further education on a path that has been carried out as a whole with the stages of development that are passed by early childhood.

The purpose of early childhood education is one form of implementation to developing various potential of children in adapting and developing children's creativity in understanding learning activities that will produce abilities and skills for the development of children's ages (Sujiono, 2013:48). It can be concluded that early childhood education has a direction to help the growth and development of children so that children have the readiness to enter the stages of development, namely basic education so that they can form quality children according to the stages of development.

Development is a change that occurs in a child. because child development occurs directly from the state of growth and development of children from an early age to achieve goal in a receptive form that is important as a whole. For this reason, children need to be given an education that is by their development so that children can blend in by enriching their playing environment.

The language development is the ability of spoken language in children in the form of the ability to understand spoken language that is heard or in "receiving language". Language development is very supportive of the success of learning in children (Otto, 2015: 23). Therefore, language becomes part of the growth of children's basic abilities in basic communication by signaling the child's thoughts and feelings to convey goals to others. This includes writing, speech, symbolic language, facial expressions, gestures, mime, and art. Because speaking is

a form of language delivery that requires the ability to express everything the goals/intentions they want to convey (Soetjiningsih, 2012:121). Purwanti, R., & Suhaimi (2020) found that language development is important for children.

Susanto (2011:81) that the function of language for children is as a tool to develop the child's ability to adapt and the child's basic ability to express and feel as well as views and thoughts in developing language skills. This means that the function of language skills for kindergarten children is as a tool to communicate with children in developing the ability to adapt and express something in children as a form of expressing children's feelings and thoughts to others.

Analyzing language development is very important to carry out because this aspect of language consists of a system of rules such as morphology, syntax, semantics, phonology, lexical and pragmatics so that we can find out what changes occur in the rule system at a certain age.

However, the reality was found from the result of interviews and observations with the homeroom teacher of group A of RA. Nurul Husna Banjarmasin in the 2020/2021 academic year. Information was obtained that in group A children the development of children's language skills was still low and some children were still lacking in repeating simple sentences and vocabulary. This can be seen in the level of language development achievement of 10 children, 2 children with the low ability or not able to mention vocabulary at all, namely by getting 20% (BB). 4 children or about low ability or capable but still assisted by the teacher, who get 40% (MB) and 4 children or around who are highly capable or able to pronounce vocabulary correctly without the help of the teacher, who get 40% (BSH). Of the 10 children, no child got 0% (BSB) in repeating simple sentences and enriching their vocabulary.

The cause of this problem is due to the lack of opportunities for children to express something during learning, causing children to be passive in speaking, and learning is done to make it less attractive to children so that children have difficulty remembering or repeating simple sentences.

If this problem is left unchecked and no solution is sought then this development will not develop which will have an impact on the child's ability to express vocabulary or affect the child when adapting to his environment so that the child causes the child to be less enthusiastic in learning.

Based on the result of Marisa's research (2015) that language development disorders often occur in the implementation of learning in the classroom, children usually show problematic behavior with their environment when interacting with their friends with their limited ability to speak or in the ability to communicate with their peers. This causes the child to be insecure.

Developing children's language skill, the teacher can provide appropriate guidance to improve the child's learning system optimally. Because in this aspect of language it is very necessary to have a learning system while playing or playing while learning to make children able to capture learning easily because by learning while playing, they can express various feelings that they want to express to their peers by adapting to their surroundings. For this reason, various games can be applied to develop language skills in children, namely by inviting children to communicate or talk so that these children can convey the ideas or desires they convey appropriately. To overcome the problems that occur, it is possible to carry out appropriate learning methods and models as well as learning activities so that their development can be optimal. The researcher uses the Card Cermat (conversation method with articulation learning model and Make a Match) in developing language skills in repeating simple sentences and enriching vocabulary. The Cermat Card is taken from the abbreviation (Method of Conversation, Articulation and Make a Match model). In the abbreviation of the careful card, a card

contains various variations such as pictures or writing in the form of words.

The Cermat acard is a teaching aid that attracts children's attention and increases children's activity so that it can make it easier for children to have a vocabulary in developing children's language skills.

The conversing method is the main goal so that children can speak orally in daily conversation. so that the ability to think children get the opportunity to express their ideas and opinions.

According to Shoimin (2014) the articulation learning model is a learning model that focuses on the child's ability to be able to act as a "message recipient" as well as a "messenger".

The Make a Match model is a child's ability to solve problems through paired cards which are the answers or material questions on the card.

The reason for the researcher in choosing the model and method is to be able to provide examples/how to speak to students in clear language in delivery through conversing and be able to translate other people's conversations through this method. While the articulation model is suitable to be used to facilitate children's ability to use words and express words clearly when talking or communicating with others. For the implementation of the Make a Match model, it must be supported by the activity of children to move to find partners with cards that match the answers or questions on the card, with this model being able to improve in solving children's problems when learning to look for cards.

In this learning, children are also required to be active in groups or learning. In learning in schools no model can be used as a whole because each model will have certain advantages and disadvantages that will determine whether the model is good to use or not. The selection of learning models has procedures in its selection to be able to achieve the basic competencies to be achieved.

The purpose of this study was to describe teacher activities, children's activities and the result of developing language skills in repeating simple sentences and enriching vocabulary using careful cards (conversing, articulation and make a match model).

## METHOD

The type of data used in this study is qualitative data with the type of classroom action research carried out in 3 meetings to improve the value of classroom learning practices. The implementation stage of this CAR starts from the planning, action and reflection stages, this stage is to improve the quality of the learning process that will be implemented to solve problems in the research to be carried out.

The research was conducted in RA. Nurul Husna Banjarmasin group A consisted of 10 children from 5 boys and 5 girls, this research was conducted in the 2020/2021 school year. The steps of the learning model are: (1) The teacher conveys the competence to be achieved (Conversation) (2) Begins the teacher asks questions that can stimulate the child to have a conversation (Conversation, Articulation) (3) If the teacher finds the child those who have not been able to pronounce sentences properly should improve wisely and those who are passive are given encouragement/motivation (articulation) (4) The teacher prepares several cards containing several concepts or topics that are suitable for the review session, one part of the question card and the other part of the answer card ( Make A Match) (5) The teacher assigns each student to find a pair that has a card that matches the card (answer question) (Conversation, Make A Match) (6) Each student who can match the card before the limit is given points (Make A Match) ) (7) The teacher repeats or re-explains the material if the child does not understand it (Conversation, Articulation) (8) The teacher can evaluate the activity (Conversation) .

The data in this study were taken using the result of observations of teacher

*E-Chief Journal (Early Childhood and Family Parenting Journal)*
*ISSN: 2808-2664 E-ISSN: 2808-2656*
*Vol.1 No.2 2021 Halaman:43-49*

activities in the classroom, activities resulting from children's activities and children's performance in the development of children's language skills.

The stage of success in teacher activities is stated to be implemented if it reaches a score of 27-32 with a very good category. Children's activities in learning activities are said to be successful if they reach 82% in the very active category and the result of the development of children's language skills are declared successful if the individual gets 4 stars and 80% classical in the BSB category (Very Good Development).

## RESULT AND DISCUSSION

Based on the data, it shows that the learning process uses careful cards (Conversation, Articulation and Make a Match model) in the RA group. Nurul Husna Banjarmasin held 3 meetings.

### Result

Every meeting of teacher activity, children's activities and the result of children's language development achievements tend to increase. The following increases in teacher activity can be seen in the table below.

Table 1. Teacher Activity Recapitulation

| Meeting | Score | Category |
|---|---|---|
| 1 | 23 | Good |
| 2 | 27 | Very Good |
| 3 | 32 | Very Good |

Based on table 1, teacher activity at each meeting always increases. In the first meeting the teacher got 23 in the good category. the meeting of 2 teachers got 27 very good categories. meeting 3 teachers get 32 with very good category.

Table 2. Recapitulation of Children's Activities

| Meeting | Score | Category |
|---|---|---|
| 1 | 40% | Less Active |
| 2 | 60% | Active |
| 3 | 90% | Very Active |

Based on table 2, children's activity classically at meeting 1 is 40% in the less active category, increasing at meeting 2, namely 60% in the active category and increasing again at meeting 3, which is 90% in the very active category.

Table 3. Recapitulation of Children's Ability Achievement

| Meeting | Score | Criteria |
|---|---|---|
| 1 | 30% | Start Growing |
| 2 | 50% | Start Growing |
| 3 | 90% | Very Well Developed |

From table 3, the result of the achievement of the development of children's language skills classically at meeting 1 obtained 30% of the criteria for starting to develop, at meeting 2 it had increased to 50% of the criteria for starting to develop, and at meeting 3 it had increased again, 90% of the criteria for developing very well had succeeded. achieve success indicators. The trend of increasing teacher activities, children's activities and the result of the development of children's language skills can be seen in the graph below:

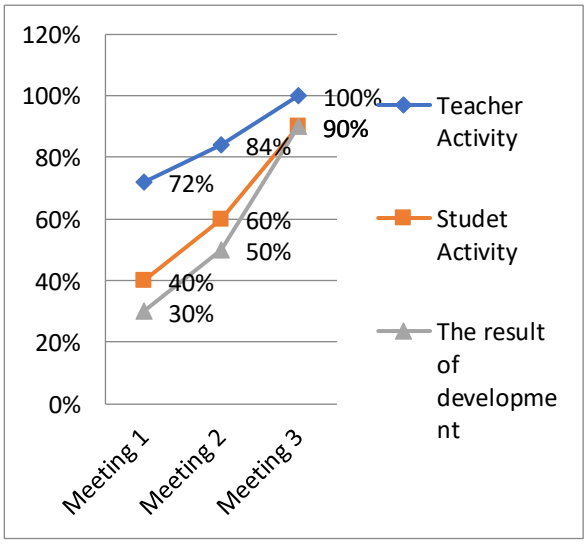


Figure 1. The Result of Increasing Teacher Activities, Children's Activities and Development Children

Based on the graph above, all aspect studied, namely teacher activities, children's activities and children's language development achievements tend to increase because teachers try to improve the quality

of learning at each meeting. For aspect of children's activities also increased, this is because the activities carried out by teachers during learning can make students more active in the learning process. With the increase in teacher activities and children's activities at each meeting in learning activities, the result of the child's development are growing or increasing.

This is from research conducted in 3 meetings, the teacher's activities, children's activities and the result of children's language development achievements always increase every time they meet.

**Discussion**

Judging from the observations of teacher activities at each meeting, they always make improvements to make learning effective for children. This is because teachers always try to make improvements to the learning process in children, to get success in learning that will be carried out to their students in a class (Hamalik, 2013: 135). This is also in line with the opinion of Suriansyah, et al (2014:4) that the presence of the teacher is very important as a part that determines the implementation of a lesson plan in the classroom. Because the teacher's ability to implement learning strategies and models is very important to help the role of children in participating in learning activities in class and can help children to more easily understand the subject matter that will be given or taught to early childhood.

The teacher needs to have the ability to manage learning activities. Because it is the teacher who can plan and consider learning strategies that cannot be separated from the strategies or learning models set by the teacher in evaluating children's learning outcomes in achieving goals according to the developmental stages they teach (Rifma, 2016:25).

The success of the learning process by using a combination of the Conversation method, Articulation learning model and Make a Match. This is when carrying out the readiness of the learning activity process based on the direction, assistance, guidance and input from the teacher so that the learning process is carried out there is a significant increase in every teacher activity.

In the learning process, teachers need to provide success in every learning process carried out to their students.

In line with Ananda's opinion (2019:6) that learning is a teaching and learning process between teachers and students. This learning is given by teachers to students in the form of various learning methods that make children active in capturing knowledge in the learning process that will be given by the teacher. This action is clearly illustrated by the seriousness of the teacher when presenting learning by using a combination of conversing methods, Articulation learning models and Make a Match. It is also based on the beliefs and behaviour of teachers when carrying out learning so that in each learning process there is a significant increase in teacher activity.

The nature of early childhood learning is by the child's view that they like to play. This is in line with Wahyudi's opinion (2015) that early childhood learning is different from the way adults and older children learn, because early childhood learning is learning while playing or playing while learning by using game media, such as arranging objects, listening to music. stories, role playing and so on.

Learning knowledge given to children through learning while playing starts from the potential of children that must be mastered in achieving the knowledge possessed in children. Because learning outcomes in early childhood can determine the direction of development in learning knowledge as well as in children's skills and creativity that can be used to adapt themselves to children's growth and development (Mursid, 2015).

The importance of playing in learning is due to the experience of a teacher. That learning while playing activities can develop their knowledge directly and attract their attention and more easily help children to understand the subject

matter given. In other words, it is through playing those children can learn many things. Because playing is the most effective way of learning to use for early childhood as a source of children's learning both outdoors and indoors.

Children's activities can determine the form of children's learning in changing behaviour in learning activities. Therefore, in determining learning strategies for children, it must be considered first so that the activities that will be developed for children will be able to develop these activities optimally. so that it can help children to more easily understand the subject matter that is implemented or taught directly.

In the active learning process of children carrying out various kinds of activities, both physically and mentally, the teacher who helps play an important role in children's involvement in learning through play (Suriansyah & Aslamiah, 2011: 64-65).

One thing that is known about the character of early childhood is that they have high curiosity so that every child always tries new things they want to know, with those children can find answers to the problems they want to know and solve (Fadillah, 2017:11).

Success in improving children's learning outcomes must also be able to complement the learning needs of children individually because in increasing the result of children's learning knowledge it is necessary to pay attention to the stages of child development because each child's way of learning with others has a different way of learning. Every child has their unique way of learning. The result of this study are also supported by the result of research by Agustini, N.L.E., Agung, A.A.G., & Suarni, N.K, 2014; Rahuni (2014) about developing aspect of children's language skills.

## CONCLUSION

Based on the teacher's activities, children's activities and the result of language ability development achievements using the conversational, articulation method and the Make a Match model in repeating simple sentences and enriching the vocabulary of the RA group. Nurul Husna Banjarmasin on teacher activities was carried out very well. Children's activities in carrying out learning have increased by achieving the very active criteria and the result of ability development have increased to achieve success indicators by obtaining BSB. The combination of learning models used can be used as input in developing the quality of learning, especially in the development of AUD language so that learning activities in class become fun and make children active in developing children's language skills.

## REFERENCES

Ananda Rusyadi. 2019. *Perencanaan Pembelajaran.* Medan: Lembaga Peduli Pengembangan Pendidikan Indonesia (LPPPI)

Agustini, N. L. E., Agung, A. A. G., & Suarni, N. K. 2014. Pengaruh Model Pembelajaran Artikulasi Berbantuan Media Kartu Gambar Untuk Meningkatkan Kemampuan Bahasa Anak Kelompok A TK Kumara Sari Denpasar. *Jurnal Pendidikan Anak Usia Dini Undiksha*, *2*(1).

Suriansyah, A., Aslamiah., Sulaiman, S., & Noorhafizah, 2014. *Strategi Pembelajaran.* Jakarta: PT Raja Grafindo persada

Fadillah, M. 2017. *Bermain & Permainan Anak Usia Dini.* Jakarta: Prenadamedia Group

Hamalik, Oemar. 2013. *Proses Belajar Mengajar*. Jakarta: Bumi Aksara

Madyawati, Lilis. 2016. *Strategi Pengembangan Bahasa Pada Anak.* Jakarta: Kencana

Marisa, R. 2015. Permasalahan Perkembangan Bahasa dan Komunikasi Anak. *JPsd (Jurnal Pendidikan Sekolah Dasar)*, *1*(2), 47-55.

Mursid. 2015. *Pengembangan Pembelajaran PAUD. Bandung.* PT Remaja Rosdakarya

Otto, Beverly. 2015. *Perkembangan Bahasa Pada Anak Usia Dini*. Jakarta: Prenamedia Group

Purwanti, R., & Suhaimi. (2020). Model GELPITAS (gerak & lagu, picture & picture, talking stick) untuk meningkatkan perkembangan bahasa Inggris anak taman kanak-kanak. *JPPM (Jurnal Pendidikan dan Pemberdayaan Masyarakat)* , 124-134.

Rahyuni, S. A. P., Agung, A. A. G., & Suarni, N. K. 2014. Penerapan Model Pembelajaran Make A Match Berbantuan Media Kartu Bergambar untuk Meningkatkan Perkembangan Bahasa Anak Kelompok B Tk Ganesha Denpasar. *Jurnal Pendidikan Anak Usia Dini Undiksha, 2*(1)

Rifma. 2016. Optimalisasi Pembinaan Kompetensi Pedagogik Guru. Jakarta: Kencana

Shoimin, Aris. 2014. 68 *Model Pembelajaran Inovatif Dalam Kurikulum 2013*. Yogyakarta: Ar-Ruzz Media

Soetjiningsih, Christiana H. 2012. *Perkembangan Anak Sejak Pembuahan Sampai Dengan Kanak-Kanak Akhir*. Jakarta: Prenadamedia Group

Sujiono, Y. N. 2013. *Konsep Dasar Pendidikan Anak Usia Dini*. Jakarta: PT Indeks

Suriansyah, A & Aslamiah. 2011. *Strategi Pembelajaran Anak Usia Dini*. Banjarmasin: COMDES

Susanto, A. 2011. *Perkembangan Anak Usia Dini Pengantar Dalam Berbagai Aspeknya*. Jakarta: Prenamedia Group

Wahyudi, M. D. 2015. Implementasi authentic assessment di PAUD. *1(1). rumahjurnal.net*