

CHAPTER I

INTRODUCTION

In this chapter contains the background, research problems, research questions, research purposes, significance of the research, scope and limitation, and operational definition of key terms. The following is an explanation of the sub-chapters that have been mentioned.

A. Background of Research

Early childhood education and kindergarten is a very important education, because at this time there is period of "Golden Age". At this time the children's brain cells develop very quickly up to 80 percent (L Uce, 2017). At this age the brain is able to receive and absorb various kinds of information. This "Golden Age" will never happen again, that's why at this time giving the right stimulation is needed to make children's brain cells develop properly so that children are able to increase their knowledge. If this period is ignored or not given a stimulus, it will have an impact on the child's life in the future, so the stimulus must be given optimally (Mutiah, D. 2015). As stated by Mansur (2005, p.8) early childhood education is a form of education that focuses on laying the foundation for growth and six developments, they are: moral and religious development, physical development, intelligence/cognitive, socio-emotional, language and communication, in accordance with the uniqueness and stages of development according to age groups.

Aspects that are developed in early childhood education and kindergarten are aspects of behavior development with habituation. These aspects include

social, emotional, independent, moral values, and religion; and the development of basic skills, which include language, cognitive, artistic, and physical motor development (Ananda, R. 2017). Viewed from the aspect of language development, this aspect is intended so that children are able to express their thoughts through simple language appropriately, be able to communicate effectively and arouse interest in being able to speak. The development of these aspects is the initial foundation for the formation of children's character and knowledge which will later be very useful in the next level of education. The most important aspect that must be instilled in golden age children is the language aspect. As stated by Amir, M (2011), good language mastery is a sign that someone is broad-minded and intelligent. In today's era, language is a very important thing that must be mastered by everyone. Learning languages since childhood is a must that needs to be done by the current generation to deal with the development of the times and eras that children will come (Triyanto et al :2021). One of the most important languages to master after Bahasa is English. English is an international language that is very important to master. Realizing the importance of English in the future, learning English as early as possible must be implemented in schools. Language development is one aspect that can be developed in early childhood and kindergarten, therefore language skills must be honed and developed since the child is still in the golden age. One aspect related to the development of children's spoken language is vocabulary.

According to Holidazia, R., & Rodliyah, R. S. (2020), in learning English, students need vocabulary mastery. Vocabulary is an important

component in language. Learning English vocabulary is also very important to improve students' vocabulary skills. Students are required to learn as much vocabulary as possible in order to build good communication with others. As stated by Markus, N., Kusmiyati, K. and Sucipto, S., (2017), golden age children, especially 4-5 years old can develop vocabulary remarkably. They often repeat new and unique vocabulary even though they may not understand the meaning. In developing vocabulary, children use fast mapping, which is a process where children absorb the meaning of new words after hearing them once or twice in conversation. At the golden age, children begin to combine syllables into words, and words into sentences. One way to make learning English more interesting for children is to include it in games, or create easy-to-apply media, such as playing. As stated by Martinson and Chu (2008: 478) that "Games are effective tools for learning because they offer students a hypothetical environment in which they can explore alternative decisions without the risk of failure. Thoughts and actions are combined into purposeful behavior to accomplish a goal. Playing games teaches us how to strategize, to consider alternatives, and to think flexibly." (Akdogan : 2017). Games have better educational value than just teaching using monotonous formulas in the classroom, especially for young learners who have a greater interest in new things. One of the games that can also hone children's thinking skills is the Sudoku game. Sudoku is a logic-based puzzle. The game has a simple design and easy rules, making it one of the most popular puzzle games. As launched from the Journal of Education and Training Studies, children who play sudoku

are shown to have higher grades in school than children who don't play sudoku (Romadhona, 2021). A pleasant learning atmosphere has a high impact on children's motivation to be a determining factor for children's success in achieving better results.

The use of media that requires children to think critically and creatively is also an implementation of the curriculum currently being used, namely the independent curriculum. This curriculum requires children to solve problems on their own and makes them faster in making decisions. In connection with the importance of mastering foreign languages for golden age children and effective and innovative learning media, it is necessary to combine the right ones to create an alternative learning media to support children's learning, because golden age children have a tendency and character to like everything that is fun and hates something difficult (Safitri, A.O., Handayani, P.A., Sakinah, R.N. and Prihantini, P., 2021). The learning process in early childhood is carried out in stages through a fun approach. Golden age children have not been able to receive theoretical lessons directly, but lessons are inserted in the game using the media. The existence of media makes it easier for teachers to transfer knowledge and makes it easier for children to understand learning. Submission of materials and messages in the learning process will be easier and more effective, so that it will increase children's interest and motivation in learning. One of the easiest media to use is picture cards that contain various kinds of vocabulary.

Creating interesting media plays an active role in vocabulary development, thereby attracting children's desire to see and read written symbols such as the alphabet (Wohlwend, K.E., 2015). The media used does not have to be expensive or luxurious, the most important thing is how useful the media is in the learning process. One of the learning media is media card or flash card. As stated by Liando, N.V.F., Tatipang, D.P., Tamboto, G., Poluan, M. and Manuas, M., (2022), flash card is one of the printed learning media. Flash cards contain pictures (objects, animals, etc.) that can train students and improve their vocabulary. These cards are instructions or stimuli for students to give a good response and can be used to improve English vocabulary. This flash card media is made in an interesting and fun form to learn (Fitriana, R.O., Hadi, M.S. and Izzah, L., 2021). This is in accordance with the principles of learning in kindergarten, namely playing while learning and learning through playing. Combining flash cards with Sudoku games is an interesting innovation to develop. Children are required to think while learning takes place. However, if a teacher uses media whose application is like games, children will be more interested and tend to be diligent in learning foreign language vocabulary which is certainly very useful for enriching the vocabulary they have.

Based on other research that has been done before by Mustari (2019), and Nazaryanto (2020), the use of flash cards as a teaching media for children has a big impact on mastering English vocabulary. The development of learning media using flash cards has also been carried out by Kusuma (2018) and Mariana (2020), and it is known that the media that has been developed is

effective for learning for children. Of course, the development of learning media has been developed in various models including activity books (Rusalman 2021), busy books (Nurlaela 2018), also teaching media based on android media (Umam 2016). However, there has been no research on the development of learning media, especially flashcards, which are used like playing games. In accordance with the current learning criteria, students must be more active in learning which ultimately requires teachers to have interesting teaching media. To complement teaching media that are attractive to children, it is necessary to create new media which of course in accordance with learning criteria currently used. In this case, the researcher concluded that it is necessary to develop interesting teaching media that can be used while playing. Therefore, the researcher is interested in developing flash cards based sudoku game as a media to teach children's English vocabulary.

Based on the results of fleeting observation and interview that researcher conducted at Baitul Ilmi Bendiljati Wetan Islamic Kindergarten on April 25th, 2022 with the head of the kindergarten, it can be concluded that children still have difficulty in mastering English vocabulary. Moreover, the use of learning media is very minimal and rarely done by teachers. Teachers realize the importance of English as a language that must be mastered in today's era where everything uses English. The lack of variety of teachers in using interesting learning media so that children are less stimulated in language skills and in adding vocabulary, so it can be said that they are poor in vocabulary. The results of temporary observation conducted by researcher concluded that the

vocabulary of children in the Baitul Ilmi Islamic Kindergarten is still low due to the lack of media used by the teacher and the existing media that less attractive.

By looking at this background and the result from observation and interview, the researcher get conclusion that English vocabulary is most important to develop from early by the student. The use of media to increase learning interest for children must be considered carefully. According to some previous study that been mentioned above, flash cards is the most used media and high percentage of success to be used as an interesting learning media. The existence of learning media using flash card media based on the Sudoku game is expected to help teachers to teach children's English vocabulary. Viewing from the observation, the media used in teaching English in the kindergarten is less interested for children and not appropriate in teaching English. Therefore, researcher hope that the existence of this sudoku-based flash card media can provide learning media in Baitul Ilmi Islamic Kindergarten that can be used by teachers in learning English vocabulary and can make it easier for teachers to teach in an interesting way. Because of this, the researcher will conduct thesis research with the title "The Development of Flash Cards Based on Sudoku Game to Teach English Vocabulary Children in Baitul Ilmi Islamic Kindergarten".

B. Research Problem

Based on the background of the research above, the researcher can identify the problem faced, namely:

1. Lack of learning media to teach children's English vocabulary in Baitul Ilmi Islamic Kindergarten

C. Research Questions

Based on the formulation of the problem above, the researcher can identify the problem as follows:

1. How is the process of developing media Flash Card based on Sudoku game to teach English vocabulary of golden age children?
2. What is the specification of Flash Cards based on Sudoku game as a media to teach English vocabulary of golden age children?

D. Research Purposes

Based on the research questions above, the research purposes can be formulated as follows :

1. To develop flash card based on sudoku game to teach English vocabulary for students in Baitul Ilmi Islamic Kindergarten.
2. To explain the specifications of flash card based on sudoku game to teach English vocabulary for students in Baitul Ilmi Islamic Kindergarten.

E. Significance of the Research

The benefits of research include:

1. Theoretical Benefits

The results of this study are expected to contribute to the field of education, especially the varied learning media in Baitul Ilmi Islamic Kindergarten, so that educational media in the world education for

golden age students is widespread. In addition, the results of this study are expected to add insight for researchers and can motivate teachers to present more enjoyable learning.

2. Practical Benefits

a. For teachers

Teachers can use this Sudoku flash card media as a fun and efficient teaching material, and can motivate teachers to continue to innovate in presenting fun learning.

b. For students/children

Students can get an interesting learning experience that is easy for them to understand. Students are also motivated to study hard and increase their curiosity.

c. For school

Schools can use this Sudoku flash card media as a varied and more interesting learning media for children. In addition, schools can also improve the quality of learning so that learning is of higher quality.

d. For other researchers

As input or reference material for other researchers who will research related problems and want to develop learning media.

F. Scope and Limitation of The Research

Scope of this research is a type of research and development. Research and development is a process of developing and validating products that will be used

in education (Wina: 2013). The purpose of research and development is basically to produce creative-innovative products to improve the quality of learning and to solve learning problems (Ainin: 2013). This study aims to develop flash cards who's the use is based on sudoku game and is expected to teaching English vocabulary for Baitul Ilmi Islamic Kindergarten students.

The development of this sudoku flash card media has limitation. This flash cards are only containing English vocabulary material about body parts and stationery. The researcher focuses on developing flash cards whose use is based on the Sudoku game. This research will be conducted based on the specifications that have been formulated by the researcher. This research also uses research and development (R&D) methods which will only stop at the development stage. The researcher hope that the next researcher will conduct deeper research to find out the effectiveness of this media in learning English for golden age children.

G. Operational Definition of Key Terms

1. Flash Cards

Flashcards are cards that contain pictures in them and can be used as a support for learning media. As stated by Komachali, M. E., & Khodareza, M. (2012). Vocabulary flash cards or Word flash cards are perhaps worth mentioning at this point, even though they are not actually pictures. However, being used in a similar way as picture flash cards, they can often enrich the lesson.

2. Sudoku Game

According to Berthier, D. (2007), Sudoku is a wonderful example for AI teachers. It has simpler rules and is more accessible for student projects than games such as chess or go, but it is much more complex and exciting than the usual. Sudoku is also a wonderful testbed for the inference engine chosen to run the knowledge base of resolution rules. According to Lim et al. (2021), Sasaki (2018) stated that sudoku game is developed in the Brain Balancing System Windows Application to enhance left brain development. The participants' concentration and logical processing will be improved throughout the Sudoku game.

3. English Vocabulary for Young Learners

Vocabulary is the stock of words which are at disposal of speaker of writer. The term of vocabulary may refer to all words in the whole language, at the words or phrase used in particular varieties such as dialect, register and terminology (Lelawati, S., Dhiya, S., & Mailani, P. N. 2019). As stated by Bakhsh, S. A. (2016) Young learners are agreed to be children from five or six years old who are in the first year of elementary schooling to twelve years old of age.