



Playing "CABE" (Searching and Whispering) to Increase Children's English Vocabulary

Venny Eria Ndraha¹

Mozes Kuriawan²

PG-PAUD, FKIP, Universitas Kristen Satya Wacana Salatiga

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ABSTRACT: This study aims to increase children English vocabulary aged 5-6 years old by playing CABE or searching and whispering. This research is classroom action research that was conducted in Marsudirini Sang Timur Kindergarten, Salatiga. The Subjects of the study were 20 B1 kindergarten children. Data was collected by teaching English vocabulary by playing CABE in some cycles which includes four stages in the form of cycles, there are (1) planning; (2) implementation; (3) observation; and (4) reflection. Research instruments used in this research was in sheets observation checklist. The results of a percentage of pre-cycle was 13 %, cycle I was 31 % in first meeting and was 66 % in the second meeting, cycle II was 75 % performed in only one meeting. There is an improvement in pre-action and any action on each meeting until it reaches 75 %.

Keywords: Early childhood, English vocabulary, "CABE" method, Learning English

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¹ Corresponding Author:
Venny Eria Ndraha
PG-PAUD, FKIP, Universitas Kristen Satya Wacana Salatiga
Jln Dipenogoro No. 52-60, Salatiga, Jawa Tengah, Indonesia
Email: 272015009@student.uksw.edu

1 INTRODUCTION

The English language is the dominant language in almost every aspect of life that is very close to early childhood (Musthafa, 2010), such as in toys labels, games, and gadgets operation. There are several aspects of English; they are reading, writing, listening, speaking, and grammar. In development, children have been equipped with the introduction of English. The way children learn and how to teach them depends on the level of child development (Nugrahani et al., 2017; Nurvitasari, 2016). The basic component of learning English is understanding vocabulary. Vocabulary is the basis for writing, reading, listening and speaking. By mastering the vocabulary, children will be able to develop the language they learn, including English.

The observations conducted at the Marsudirini Sang Timur Kindergarten in Salatiga English in the B1 group aged 5-6 years showed children often experience difficulties in mastering English vocabulary. For example, when a child asked about a land vehicle described earlier, which a train in English is "train", but after being asked again, the child answers a "motorcycle". This is related to the child's memory (Imam, 2016). They learn English not intensively, only once a week which is every Thursday. Learning English is carried out during the learning process only in the core part of learning so that the habitual use of English vocabulary (such as greetings or learning prayers in English) is not done continuously or consistently at school. The learning process tends to be monotonous, the lack of variation of learning method (only using the assignment method). In addition, there is no evaluation for English so none can assume children's improvements or inputs for the learning method that has been given by teacher to the child in the class. Learning activities is like cutting papers, matching images, sticking pictures, and writing words. When teaching and learning process, communication between teacher and child during the learning process less using English.

"CABE" or Cari Berbisik method is an alternative method of learning implementation to enrich children English vocabulary. In this method of playing "CABE", children will learn about the vocabulary and meanings of the English vocabulary. This game trains children in the ability to hear, remember and express or speak.

Language in Early Childhood

Language in a Large Dictionary of Indonesian Language states that "language means a system of sound symbols and arbitrary that used by members of a society to cooperate, interact and identify themselves" (Bawono, 2017). Language can also be interpreted as a tool for human interaction to convey messages or ideas that exist in the mind (Muflahah, 2019; Wiratno, T., & Santosa, 2003). In line with that the development of the language of children aged 5-6 years is divided into three parts, there are: understanding language, expressing language and literacy. From some of the meanings above, we concluded that language is a symbol of feelings and thoughts to convey meaning and purpose to others. Because language for early childhood is very important, each child must be given the right language according to their development.

Language development in early childhood consists of speaking, listening, reading and writing as well as language development in adults. In the early stages of language development children are expected to be able to use language as a passive understanding of language and can communicate effectively which is useful for thinking and learning well. Language development in children aged 4-6 years emphasizes the development of hearing, speaking, and early reading / reading early. The development of children's language as explained by Vygotsky that children learn languages from adults collaboratively, then internalized and consciously used as a means of thinking and

control devices (Vygotsky, 1986). In addition, this was also stated by Lenneberg (in Yamin, 2010, p. 137) that the development of the language of a child follows and is in accordance with the timetable of his inexorable biological development. A child cannot be forced or triggered as much as possible to be able to say something, if his biological ability has not possible to speak a word yet. This biological growth will also appear in the physical construction of a child's mouth. When a child is born, the physiology of his mouth is still very limited where the larynx is still high, his tongue is relatively large, the area of motion in the mouth is very narrow, and his tongue still rests on the back of his lips. According to Chomsky (in Yamin, 2010, p. 141) said that language acquisition is natural and an ongoing instinctive process and runs constantly step by step by following the genetic term in accordance with the principles and parameters contained in Universal grammar.

Language ability is one of the areas of early childhood development that is prepared to improve children's abilities and creativity according to their developmental stages. The development of language skills aims to enable children to express their thoughts through simple language appropriately, to communicate effectively and generate interest in speaking. The field of developing early childhood language includes the ability to listen, communicate verbally (speaking), have vocabulary and recognize symbols that symbolize it in preparation for reading and writing early childhood.

The most sensitive period of language in a person's life is between the ages of two and seven years. All kinds of aspects in language must be introduced to children before this sensitive period ends. In this sensitive period, it is very important to introduce the good and correct language, because this expertise is very useful for communicating with the environment (Montessori, 1991). Based on this theory, it is appropriate for English to be introduced to children as early as possible. Given that English is the first foreign language in Indonesia, the learning process must be done in stages. The choice of material that is appropriate to the age of the child and also effective for the cognitive development of the child's language and pleasant learning situations must be a major concern in the success of a learning process.

On the other hand, it needs to be understood that an early age is the age of play. Every child is a unique person and they need world of play to learn. The right approach needs to be created by an educator so that the process of learning English is more interesting and enjoyable without leaving the correct language rules. The approach used should be in line with the aim of introducing language in general. The goal is children understand the ways of speaking that are good and right, dare to express their ideas or opinions and can communicate with their environment.

The methods and techniques that are to be used should be selected and adjusted to the children abilities. The professionalism of an educator in developing and utilizing these methods and techniques is needed so that the learning process can run better. Teaching methods and processes in a communicative context include the context of social situations, culture, games, songs, and music, reading stories, artistic experiences, crafting and prioritizing physical movements is very suitable and effective methods. Furthermore, music and motion are very successful methods in the process of learning English, especially for early childhood (Matondang, 2005, p. 134). Essence music (song) is the art of composing tones or sounds in sequence, combination, and temporal relationship to produce compositions that have unity and continuity (containing rhythm). Various rhythmic tones or sounds are also called songs. Music or song is a unity that cannot be separated and can be used as a means in a learning process. Further more, movement (motion) comes from the

basic word motion. 'Motion' has meaning as a transition place (activity) that is done after there is encouragement (inner / feeling). Movement activities can arise after someone listens to a song. Using music and movement as an approach in the process of learning English and presenting it in an interesting and fun way in a process of teaching and learning activities help children to be happier and more active in learning and make it easier for children to understand a teaching material because in conducting learning activities children are invited to perform and demonstrate a movement. Therefore, motion and song is an activity that is very pleasant for children and can also be used as a motivation in the process of learning English in early childhood.

Movement is body language. Children express their feelings through movement activities after listening to songs. Children have an active relationship in responding to singing through motion and if the body can be described what is felt and understood by the child to music (singing). The activity of the movement itself is needed for early childhood in training and developing their gross motor skills. Singing for children is not only voices and songs, but at the same time brings the contents and meanings of songs, and displays songs with motion such as free movement or dance moves.

Learning English in Early Childhood

English has become an international language that is used in almost all areas of global life. English has also become the world language that dominates the communication era to connect and transfer knowledge throughout the world. This gives the assumption that mastery of English is a very important requirement for today's modern society because mastery of English makes it easier for someone to expand their association internationally. As Fromkin said, "English has been called" the lingua franca of the world (Fromkin, V., Rodman, R. & N., 1990, p. 259). The position of English in Indonesia is the first foreign language. This position is different from the second language. Mustafa in this case states that a second language is a language learned by children after their mother tongue with the characteristics of the language used in the surrounding community environment (Mustafa, 2007). Whereas, foreign languages are another country's language that is not used generally in social interactions. The position of English in Indonesia has resulted in the rarely use of English in social interactions in the community so that English is a language that is difficult to learn because English is a foreign language that is not used daily in people's lives in Indonesia. In fact, mastering English is a very important skill in the current era of information and communication. This greatly determines how we can interact globally. The current issue of globalization requires quality human resources that are capable of communicating in various foreign languages, especially English as an international language. This foreign language expertise is needed to master science, have broad associations and a good career. This made everyone from all walks of life motivated to master English. The tendency of the community to master the foreign language made them compete with each other to enter their children to learn English as one of the skills developed. This is based on the assumption that children learn foreign languages faster than adults (Santrock, n.d., p. 313). A study by Johnson and Newport, 1991 showed that immigrants from China and Korea who started living in America at the age of 3 to 7 years had better English skills than older children or adults (Santrock, n.d., p. 313). Another study that stated that the use of mastering foreign languages was earlier, stated Mustafa, that children who master foreign languages have advantages in terms of intellectual flexibility, academic, language, and social skills. In addition, children will have the readiness to enter a social context with a variety of languages and cultures (Mustafa, 2007). So that when adults become children, they will become qualified and capable human resources. Children's understanding and appreciation of language and culture

itself would also develop if children learn foreign languages early (Mustafa, 2007). The reason is that they will have greater access to foreign languages and cultures. However, teaching English in Indonesia is different from teaching English as a second language in a country where English is a medium of communication. In Indonesia, the position of English is the first foreign language that must be taught in junior and senior high school while in elementary school is one of the local content lessons which are actually not (or) not yet a compulsory subject. Although at this time English has been tried as a foreign language as a subject or later as a "medium" in bilingual education (Chamot, 1987). In fact, a bilingual learning program is currently being tested for mathematics and natural science courses in 4th and 5th-grade elementary schools. The purpose of teaching English includes all language competencies, namely listening, speaking, reading, and writing. English is also very different from the first language of children (Indonesian, Javanese, Sundanese, and other regional languages in Indonesia). This difference in linguistics is important to understand so that learning can be justified. These differences include speech, spelling, language structure, pressure and intonation, vocabulary, and the value of foreign language cultures. English is also known as a careful language (tenses), careful numbers (singular-plural), and careful people (feminine and masculine).

The study of (O'Grady, 2008) formulated 5 (five) basic characteristics of the way a child learns English, as follows: (1) Children start learning their language by listening. The hearing is their main strength in "gathering = finding or gathering material" in aspects of the language. For children, language is sound that has functions and meanings. Interaction with the environment helps him understand context and meaning; (2) Children learn languages very quickly. Only by hearing one or two times, they can capture a reference to a sound for an object or meaning. Body language and intonation of words is a huge help for children in understanding language. Similarly, even though the child's strength in learning to speak is listening, a child cannot learn languages just by listening to the radio. Children spell interaction with the environment to gather the knowledge needed; (3) Children learn a language from its function, not its form. The child does not realize how confused it is called grammar, although he will gradually learn it. In other words, children can understand a complex set of sentences that are above a simple level, after which conclude the core and purpose of the sentence; (4) Children do not need to be notified when making a mistake in the use of language. This is because children can realize and correct it themselves and need time in the process. Let the child explore the language knowledge themselves needed by the child to correct mistakes. If parents want to help, it is enough to give the right example; (5) Children imitate or imitate language to the people who are closest and most interact with them. That is where the dialect is revealed to children. In foreign language learning, children imitate the pronunciation of words, very well, when the source of the model recites the words properly. The description above explains the main characteristic in the child's learning process is listening, imitating and experiencing.

The way children learn English and how to teach them depends on the level of child development (Nurmadiyah, 2018; Sophya, 2019; Zaini, 2015). The advantages of early childhood are one that mimics, and children are often not aware of themselves and are usually ready to enjoy the activities prepared by the teacher. In providing English subject matter, it must be adjusted to the level of child development. Material scope that can be given to early childhood, among others: 1) color names; 2) one to ten numbers; 3) family; 4) animals; 5) fruits and vegetables; 6) parts of the body; 7) I am/You are; 8) There is/There are; 9) I like/I don't like; 10) simple classroom commands like stand up, sit down, open your books etc. There are several methods in providing English language teaching activities in the journal (Khairani, 2016; Nurjanah et al., 2015), among others: 1) games

and songs with action/games and songs followed by body movements; 2) total physical response activities followed by physical movements in full; 3) tasks that involves coloring, cutting and sticking/tasks that involve coloring, cutting, and sticking; 4) simple repetitive stories; and 5) simple repetitive speaking activities that are repeated reset it. The method of teaching English that has been described above is an activity that has communicative value which is packaged in three phases called “3P” (presentation, practice, and productions) in language (Khairani, 2016; Nurjanah et al., 2015) as follows: (1) Stage of material presentation (Presentation), namely The teacher introduces several vocabulary words and there must be three things clearly, namely, what they mean, when they are used, and what they say; (2) The practice stage (Practice) that the child can listen, and speak by imitating and repeating. This activity can be done individually, in pairs, in classical groups. Language practice can be done if the child already understands English that is used; (3) Stage of disclosure/use (Production) that is a child can sing English songs or tell English that has been learned to others. From the description above, it can be concluded that the method or activity carried out can be given to children. The most important thing is to be able to create a pleasant atmosphere that can be enjoyed by children so that children feel happy to learn English in their daily lives.

Mastery of English Early Childhood Vocabulary

"Vocabulary is a collection of words that are owned by a language and give meaning if we use the language" (Khairani, 2016; Nurjanah et al, 2015). Vocabulary is a set of words known to someone and owned by a language and gives meaning. From the description above, it can be concluded that vocabulary is one of the central languages and is important in language learning. Without sufficient vocab, one cannot communicate effectively in expressing ideas both verbally and in writing. The benefits of learning vocabulary and characteristics of teaching materials (vocabulary) for early childhood, as follows: (1) helping in conveying intent or communication; (2) the number of vocabulary words directly related to fluent reading; (3) assessment of a person's intelligence can be seen from the number of vocabulary possessed; and (4) supporting the development of verbal and spatial abilities (space/place). Teaching materials given to early childhood have characteristics, as follows: (1) simple grammar; (2) type and completeness of vocabulary need to be given because there are almost no language lessons outside the classroom; (3) vocabulary is limited, so it needs to be accompanied by a picture; (4) students hardly hear English around it, so repeated pronunciation exercises are needed; and (5) vocabulary used is not far away in daily life and simple for communication (Tomlinson, 2012). One component that determines the mastery of language skills is vocabulary. Using creative methods such as activities that use technology that is close to the lives of children such as mobile phones can also build students' interest in accessing teaching content (Kurniawan, M., & Tanone, 2016).

Method of Playing CABE

“Cari Berbisik” or searching and whispering stands for the word CABE. Playing CABE is one of the activities carried out by children, which involves the active role of children in learning to train the development of their English vocabulary. In this game, a secret box will be provided containing the vocabulary according to the current learning theme. The secret box contains a picture card in which there is a vocabulary so that it attracts and makes it easier for children to remember vocabulary to be played through playing CABE. The application of the method of playing CABE is to improve children's English vocabulary, as follows: (1) tools and materials prepared are secret boxes and paper (cards) containing vocabulary in English; (2) summary of secret boxes placed in front of the class show the box and the teacher explains how to play; (3)

how to play, as follow: a. The teacher greets the children and tells a little or talks about anything (this activity aims to arouse students' enthusiasm in order to attract children's interest and curiosity) b. The teacher explains the activities that will be carried out. c. The teacher prepares the media (secret box) to be used. d. Children are divided into 4 (four) groups consisting of 5 (five) children including the group leader. e. Each group will advance to the front of the class, according to the group order. f. The group that came forward, its position was lined up like a train. g. Secret box prepared by the teacher in front of the class, each group leader will search by putting his hand in the box containing a lot of English vocabulary. h. Vocabulary obtained will be whispered to group friends until their friends are the last. i. The child whose position is at the back will express vocabulary, designate pictures and convey to his classmates the English vocabulary obtained and the meaning conveyed into Indonesian. For example, “banana” means “pisang”.

Based on the searches carried out, the researchers found several research results related to the title raised. based on data analysis, hypothesis which states that by "using message learning strategies capable of improving children's English skills" this is proven and acceptable (Imam, 2016).

2 METHODS

The method used is classroom action research. This research was conducted at TK Marsudirini Sang Timur, Salatiga. The subjects in this study were 20 B1student aged 5-6 years old in in TK Marsudirini Sang Timur kindergarten, Salatiga.

The purpose of this study was to increase the English vocabulary of children aged 5-6 years through the method of playing CABA at Marsudirini Sang Timur Kindergarten Salatiga. This classroom action research is carried out by following the steps of the research procedure (İlin, G., Kutlu, Ö., & Kutluay, 2013) which includes four stages in the form of cycles, there are (1) action planning; (2) implementation of actions; (3) observation; and (4) reflection. Then for data collection techniques in this study in the form of observation and documentation.

Table 1. Aspects observed

No	Aspects
1	Understanding language: a. Communicate verbally, have the vocabulary, and recognize symbols for preparation for reading, writing, and counting b. Answer more complex question
2	Literacy a. Mention known symbols' letter b. Understand the relationship between sound and letter form

Table 2. Research Instrument

Aspect	Indicator	Item
Express language	Communicate verbally, have the vocabulary, and recognize symbols for preparation for reading, writing, and counting	Children can recognize 1-2 English vocabulary
		Children can recognize 3-5 English words

		Children can recognize 6-8 English vocabulary
		Children can recognize 9-10 English vocabulary
	Answer more complex questions	Children can mention 2 English vocabulary
		Children can mention 3 English vocabulary
		Children can mention 4 English vocabulary
		Children can mention 5 English vocabulary
Literacy	Mention symbols' letter	Children can mention the next 2 letters of English vocabulary
		Children can mention the first 3 letters of English vocabulary
		Children can mention the 4 front letters of the English vocabulary
		Children can mention the first 5 letters of English vocabulary
	Understand the relationship between sound and letter form	Children can recognize 1-2 sounds and letters in English vocabulary
		Children can recognize 3-5 sounds and letters in English vocabulary
		Children can recognize 6-8 sounds and letters in English vocabulary
		Children can recognize 9-10 sounds and letters in English vocabulary

The indicator of the success of the quality of the learning process is at least "good" with improving student behavior (e.g. aspects of motivation, learning, interest in learning, student activity, collaboration, etc.) and indicators of the success of classical learning outcomes of at least 75% of the number of students who reach the specified KKM. Data analysis of children was carried out in several stages calculating the percentage increase in English vocabulary of children through playing CABE in the following ways:

(1) Percentage of ability achievement

$(\text{score observations achieved}) / (\text{maximum score}) \times 100$

(2) Maximum score = maximum score x number of items of observation (4x4=16); (3) The percentage results are filled in the tabulation table in the column (%); (4) Comparing the results of the percentage of achievement in each child with the percentage of success in each specified cycle. Achievement status is obtained from a comparison between the maximum score of each cycle and the percentage of achievement of each child, with the following conditions: (1) S: Has reached, if the percentage of achievement \geq percentage of success, (2) B: Not reached if the percentage results \leq percentage of success.

3 RESULT AND DISCUSSION

Classroom action research was conducted at Marsudirini Sang Timur Kindergarten in Salatiga, located at Jl. Seruni 115 Salatiga. The location of the school is quite strategic, because it is close to the community, right in front of the highway and adjacent to other schools, it is an elementary school. St. Theresia Marsudirini 77. Marsudirini Sang Timur Kinddergarten has two B classes namely B1 and B2. The study was conducted in B1 class consist of 20 children, 9 men and 11 women. Before carrying out this classroom action research, the author observed the teaching learning process to determine the development of English vocabulary skills of children aged 5-6 years old.

Pre-Action Data Description

Before conducting the research, the researcher did an observation twice and conducted English learning to find out the mastery of English in children in group B1, on October 11, 2018. The research was conducted with the opening of learning by inviting children to sing with the "baby shark" movement. The songs are sung together twice because all children already know the song and the movements. After singing a song, the researcher submitted several vocabulary words in Indonesian to the children, for example, "grandma, grandfather, daddy, mama" and asked for their English. Only five children can answer because the vocabulary is often heard by children. Vocabulary submitted, can only be answered by 5 children from 20 children in group B1. The following is a graph of the initial reflection results that are used as pre-cycle data. From the results of the data, it is known that the child's ability to learn English language skills reaches 13%. From the data above, it can be said that the status of achievement for 20 children has not been achieved because it is still below 75%. Children did not focus on the process of learning English because researchers have not used methods and teaching aids or learning media. The next step, researchers need to discuss with the class teacher about the steps that need to be taken for further learning. Based on the results of the discussion, the researcher made several plans to take the next steps to improve the quality of English learning and increase English vocabulary. The researcher agreed to implement the first cycle of the first meeting on October 18, 2018.

Table 3. Assessment of the Pre-Cycle of Children's English Vocabulary Capabilities

No	Initial	Pre Action	
		Percentage of Achievement	Achievement Status
1	Yo	75%	S
2	Ag	25%	B
3	Al	0%	B
4	At	0%	B
5	Ax	0%	B
6	An	0%	B
7	Be	0%	B
8	Ne	62,5%	B
9	Cl	62,5%	B
10	Ib	37,5%	B
11	Fi	0%	B
12	Ze	0%	B
13	Le	0%	B
14	Ka	0%	B
15	Ti	0%	B
16	Ri	0%	B
17	Be	0%	B

18	Ce	0%	B
19	Fi	0%	B
20	No	0%	B
Average		13%	

The results showed that the ability of children to learn English language skills reaches 13%. From the data above, it can be said that the status of achievement for 20 children has not been achieved because it is still below 75%.

Cycle I Actions

The stages in this study are planning, implementation, evaluation, and reflection. The action planning stage in the first cycle of the first meeting begins by making a learning plan. The researcher created an activity that has been carried out as follows: (1) Prepare a Daily Learning Program Plan (RPPH) which becomes a reference for writers in carrying out the teaching and learning process or conducting research; (2) Preparing learning media that will be used to support the learning process by playing CUBE uses a secret box containing 10 vocabulary words, pictures of fruits, and watching videos about fruit using a laptop. Learning is carried out in accordance with the chosen theme; fruit names in English; (3) Compiling an observation sheet about the activities of children's English vocabulary through playing CUBE which contains aspects of assessment includes children having vocabulary, answering questions that more complex, mentioning letter symbols that are known to understand the relationship between sound and letter form; and (4) Prepare a field note sheet that will be used to record each data or event that is not listed in the observation sheet, so the writer can obtain data objectively. The first meeting of the first cycle was held on Thursday, October 18, 2018, with a fruit theme. Before carrying out the game "CUBE", the author prepares all the tools and materials that will be used, to support the activity of playing "CUBE" in increasing children's English vocabulary.

The teacher explained and gave some vocabulary to be used in the game and prepared the media (secret box) and the image. Children were divided into 4 groups, consisting of 5 children including the group leader. Each group will advance to the front of the class, according to the group order. The group that came forward make position was lined up like a train. Media that has been prepared by the teacher in front of the class, each group leader will search by putting his hand in the box containing 10 English vocabulary words to be taught. Vocabulary obtained, will be whispered to his friend who is the most back. The child whose position is at the back, his job is to express vocabulary, point to pictures and convey to his friends, the English vocabulary obtained and its meaning in Indonesian.

In carrying out the game "CUBE" researchers are involved as facilitators so that researchers can control class conditions. The activity of playing "CUBE" that has been done at the first and second meetings has been obtained data related to the English vocabulary of children with category S (already reached) and B (not yet reached). The results of English vocabulary skills in kindergarten children B1 through playing "CUBE" at Marsudirini Sang Timur Kindergarten Salatiga in the first meeting are listed in the table below:

Table 4. Results of Children with Percentage of Success of First Meeting Cycle I

No	Initial	Cycle I Actions The first meeting	
		Percentage of Achievement	Achievement Status
1	Yo	0%	B
2	Ag	50%	B
3	Al	43,75%	B
4	At	25%	B
5	Ax	18,75%	B
6	An	43,75%	B
7	Be	50%	B
8	Ne	43,75%	B
9	Cl	68,75%	B
10	Ib	43,75%	B
11	Fi	43,75%	B
12	Ze	0%	B
13	Le	43,75%	B
14	Ka	37,5%	B
15	Ti	25%	B
16	Ri	25%	B
17	Be	25%	B
18	Ce	0%	B
19	Fi	18,75%	B
20	No	12,5%	B
Average		31%	

Based on the results of the first cycle of the first meeting of the percentage increase in children's English vocabulary, from the data, on the learning process and increasing mastery of children's English vocabulary, the results were 31%. From the table above shows that there has not been an increase from each child, because it has not reached the achievement target of 75%.

The second meeting in the first cycle was held on Thursday, October 25, 2018. Before carrying out the activities of playing CUBE, the researchers first prepared all the tools and materials that would be used to support the implementation of the activities of playing CUBE. At the second meeting of the first cycle, the media used was still using secret images and boxes. The media used as a link for the implementation of the second CUBE play, which still uses the same theme; fruit. Results of English vocabulary skills in kindergarten children B1 through playing CUBE in Marsudirini Sang Timur Kindergarten Salatiga at the second meeting are listed in the table below:

Table 5. Results of Children with Percentage of Success of Meeting II Cycle I

No	Initial	Cycle I Actions Second Meeting	
		Percentage of Achievement	Achievement Status
1	Yo	75%	S
2	Ag	75%	S
3	Al	75%	S
4	At	25%	B
5	Ax	50%	B
6	An	75%	S
7	Be	43,75%	B
8	Ne	100%	S
9	Cl	100%	S
10	Ib	100%	S

11	Fi	75%	S
12	Ze	43,75%	B
13	Le	75%	S
14	Ka	50%	B
15	Ti	100%	S
16	Ri	75%	S
17	Be	0%	B
18	Ce	50%	B
19	Fi	50%	B
20	No	75%	S
Average		66%	

Based on the results of the second cycle of action in the second meeting, the percentage increase in children's English vocabulary, from the data, the learning process and the increase in children's English vocabulary mastery had an increase from the first cycle of the first meeting, resulting in 66% of the second meeting. The data above shows that there has not been an increase from each child, because it has not reached the achievement target of 75%.

Reflection in this study is evaluation or assessment in learning in action in cycle I. Based on observations and analysis in cycle I, there were several problems encountered in learning cycle I, including the following: (1) Increased English vocabulary of children in one class not evenly distributed, because there are still children who have higher ability scores and those with low ability scores (2) There are vocabulary that is easy for children to remember and there is a vocabulary that is difficult for children to remember (3) The media used is less varied, so the child's curiosity less enthusiastic in playing CUBE activities (4) While playing CUBE there are still children who tend to play together with friends, for example when each group leader comes forward to take vocabulary, the other child goes to another group and interrupts friends in other groups. The implementation of the first cycle of action is known that there are many shortcomings, so it is necessary to improve actions so that there can be a significant increase in children's vocabulary skills in English in the cycle II.

Cycle II Actions

The implementation of the action in cycle II was carried out in only one meeting and the researcher prepared in advance the Daily Learning Program Plan (RPPH) as a reference in carrying out the teaching-learning process or activities of children's English vocabulary skills through the method of playing "CUBE". The researcher also carried out other activities at the stage of the implementation of the second cycle of action, namely planning improvements to some of the problems encountered during the implementation of the cycle I actions. The stages in this action research are the stages of planning, implementation, evaluation, and reflection. Improvements were made in this second cycle, including researchers trying to make a new rule in playing the game "CUBE", maximizing action that is more interacting with children, giving motivation and enthusiasm or strengthening, spurring the spirit and attention of children, researchers also change a media interesting in supporting the game "CUBE" by changing the appearance of the outer box and the image that will be used.

The results of the English vocabulary skills of children aged 5-6 years in group B1 through the method of playing "CUBE" in the second cycle meeting are listed in the table below:

Table 6. Results of Children with Percentage of Success in Cycle II

No	Initial	Cycle II Actions	
		Percentage of Achievement	Achievement Status
1	Yo	93,75%	S
2	Ag	100%	S
3	Al	93,75%	S
4	At	75%	S
5	Ax	75%	S
6	An	93,75%	S
7	Be	0%	B
8	Ne	100%	S
9	Cl	100%	S
10	Ib	100%	S
11	Fi	75%	S
12	Ze	56,25%	B
13	Le	93,75%	S
14	Ka	93,75%	S
15	Ti	75%	S
16	Ri	68,75%	B
17	Be	0%	B
18	Ce	56,25%	B
19	Fi	50%	B
20	No	100%	S
Average		75%	

Based on the data above, the results of the assessment in the second cycle action children reached 75%. This proved that in this study it was stated that it succeeded in increasing children's English vocabulary because it was able to reach the achievement target of 75%. From the results of this study, it can be concluded that the English vocabulary abilities of children aged 5-6 years old in Marsudirini Sang Timur Kindergarten can be increased through the method of playing CABA.

The results of the evaluation of all activities about increasing the English vocabulary of children aged 5-6 years old in group B1 through the method of playing CABA have had very satisfying results which is 75%. All children participated in CABA playing activities very well, enthusiastically and enthusiastically from beginning to end. When the improvements made in cycle II can be seen that the improvement of children's English vocabulary skills through the method of playing CABA has increased very significantly and has reached the level of success expected and determined, which is increase from 66% to 75%. The results of observations on the action of cycle II, about increasing the English vocabulary skills of children aged 5-6 years in group B1 through the method of playing CABA have shown that the results of children who entered the criteria have reached 75%, so the activity of increasing English vocabulary skills children through the method of playing CABA are stopped. In line with research (Kurniawan & Tanone, 2016), vocabulary learning is important learning to develop children's language skills. Especially in introducing vocabulary, there are various methods that are suitable for the purpose of attracting the attention of students to engage with various methods and media to support them by playing CABA.

4 CONCLUSION

The results show that the method of playing CABE increase the English vocabulary of children aged 5-6 years old in Marsudirini Sang Timur Kindergarten Salatiga. This method is applied by searching, whispering and expressing the English vocabulary and its meaning in Indonesian. The average percentage increase in English vocabulary from pre-cycle to cycle II. Before the action obtained, the results show 13%. The first cycle of the first meeting 31%, the second cycle of the second meeting 66%, and the second cycle reached 75 %.

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