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THE EFFECT OF USING COMPUTER LEARNING PROGRAMS ON THE MASTERY OF SUNDANESE VOCABULARY EARLY CHILDREN

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Abstract

This study was motivated by the problem of the lack of mastery of the Sundanese vocabulary of group B children at TK Kartika X-I. These problems require a medium that can motivate and develop the ability to master Sundanese vocabulary in early childhood. One alternative is through a computer learning program (software). The purpose of this study is to determine whether there is an influence or improvement after using a computer learning program for color vocabulary, numbers, and objects. This research uses a quasi-experimental method, the research subjects are children of group B1 (experimental) and children of group B2 (control) at Kartika X-1 Bandung Kindergarten in the 2013/2014 academic year. The data that will be obtained are the results of observation, interviews, documentation, and tests. Researchers conducted pretests and posttests on both groups which will be compared to increase the mastery of Sundanese vocabulary. The results showed an effect of the Sundanese language learning program on the mastery of Sundanese vocabulary in the experimental group. The experimental group got an average of 77.4% while the control group amounted to 61.40%.

INTRODUCTION

In the modern era, many parents are motivated to teach children foreign languages from an early age (Na'imah, 2022). This has led to a crisis in the use of local languages in regions in Indonesia (Utama, 2020, p. 20). Early childhood is an individual where development is very rapid in various aspects to provision for their abilities in the (Wahidah & Latipah, 2021, p. 43). One aspect that is developed is children's language development (Munawaroh et al., 2022, p. 4058).

Early childhood has an age range from birth to six years, at this time children's learning is carried out through play activities; this time is also a sensitive period to receive stimulation and respond to the stimulation provided (Fauzia et al., 2020, p. 21; Lestari & Prima, 2022, p.

459). One of the stimulations that can be implemented is in language learning. Language is the feature that most distinguishes humans from other living things (Rahmi & Syukur, 2023, p. 132). This paper will more specifically discuss how the development of children's Sundanese language.

Sundanese is a language that is identical to the way of language and the selection of appropriate language for each person. To have the characteristics of language identity in children, Sundanese must be the basic mother tongue for early childhood. Given that we are citizens of West Java, especially in the city of Bandung. Strengthened by Santrock's opinion (Dhieni, 1997, p. 17; Indriati, 2015) that although every human culture has various variations in language, there are some common characteristics regarding the function of language as a tool for communication and the existence of creative individual creativity. But seen along with the times in the region of West Java, especially the city of Bandung, the use of the Sundanese language has now begun to erode little by little.

Per regional regulation no.16 of 2003 and strengthened by the Governor's Decree no.24 of 2006 concerning general competence and the basics of the Sundanese language that Sundanese language must be promoted again so that it continues to develop and maintain its culture. Because Sundanese is a reflection of the identity of a culture that we must protect and maintain. As early as possible children should be taught Sundanese so that Sundanese culture is maintained. One way to maintain and maintain it is by introducing Sundanese to children.

The problem in the field related to the use of Sundanese is the lack of mastery of Sundanese vocabulary. Starting from the fluency of children to the level of mastery of minimal vocabulary. As well as many children who do not understand Sundanese, some children do not mention Sundanese words. Mostly in mentioning Sundanese vocal letters such as eu and e. Therefore, early childhood, especially kindergarten children, must be guided by teachers and familiarized with being able to speak and say Sundanese words properly and correctly.

The problems that arise in children's vocabulary mastery are based on (1) the habit or use of mother tongue or the first language of early childhood, (2) the assumption that Sundanese is a difficult language that has a diversity of castes in the community, (3) language is influenced by the surrounding environment, be it the environment in the family or the environment in the community, (4) lack of stimulus from teachers or parents, so that children are less interested in using Sundanese.

Research findings by the British Audio-Visual Association on audio-visual media found various findings on the average information obtained by humans through their senses is greater through the sense of sight (visual) as much as 75%. Through the sense of hearing (auditory) as much as 13%. While through the senses of touch and touch 6% as well as through the senses of smell and tongue 6% (Eliyawati & Badru Zaman, 2005, p. 107).

Based on these problems, this paper will examine one of the efforts that can develop Sundanese in kindergarten to optimize and apply Sundanese to learning in kindergarten, namely with learning media. The learning media that can be used is the use of audio-visual media from computer programs. The author wants to examine research on the development of Sundanese vocabulary mastery using a computer learning program with the title "The Effect of Using Computer Learning Programs on Mastery of Sundanese Vocabulary in Early Childhood".

METHOD

This study used a quantitative approach with a quasi-experimental research method. This is done to see the effect of a computer learning program on the mastery of Sundanese vocabulary in early childhood. The design that will be used is Nonequivalent control group design, namely in this study both the experimental group and the control group are not randomly selected. Data is obtained from pretest and posttest results.

RESULT AND DISCUSSION

Result

The results of the research data will be presented through three profiles of Sundanese vocabulary mastery in early childhood 1) objective conditions of Sundanese vocabulary mastery in the control and experimental groups before the application of computer learning programs, 2) objective conditions of Sundanese vocabulary mastery in early childhood in the control and experimental classes after the application of computer learning programs. 3) the effect of computer learning programs on the improvement of children's Sundanese vocabulary mastery ability at Kartika X-I Kindergarten. This research was conducted on the control and experimental groups at the time of the pretest, the results can be seen as follows.

Table 1. Data of Pretest Calculation Results
Vocabulary Mastery of Group B Children
At Kartika Kindergarten Experiment Class and Control Class

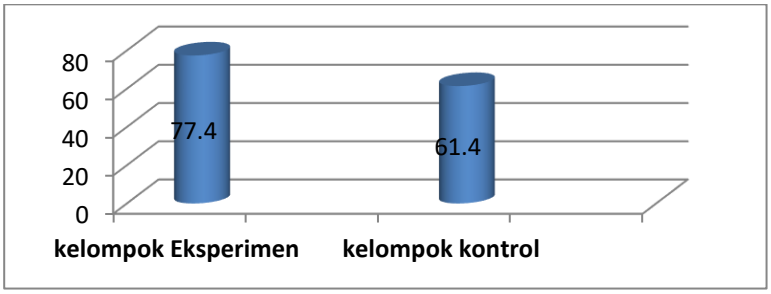
Calculation	Experiment	Control
N	20	20
Total scor	1007	1072
Average	50,35	53,6
Highest scor	73	73
Lowest scor	33	33
Standard deviation	129,87	132,12

The study was conducted on an experimental group and a control group. The computer learning program was applied to the experimental group but the control group did not use the same treatment. The results are as follows.

Table 2. Data on the Calculation of Final Test Results
Vocabulary Mastery of Group B at Kartika Kindergarten
Experimental Class and Control Class

Calculation	Experiment	Control
N	20	20
Total scor	1548	1228
Average	77,4	61,4
Highest scor	87	77
Lowest scor	69	44
Standard deviation	236,76	174,79

The comparison between the experimental group that was treated with a computer learning program and the control group that was not given the same treatment, then it can be seen that the computer learning program has an effect on the mastery of Sundanese vocabulary in the experimental group. This study is not only to see the effect of the program applied to the experimental group but also to see the average comparison between the treated group and the untreated control group. Then it can be seen in the following graph:



Graph 1. Comparison between Experimental Group and Control Group

DISCUSSION

Early childhood language development is very supportive for language development in later years. According to (Tarigan, 1985, 1986, p. 1), early childhood language skills cover four aspects that must be developed in kindergarten, namely listening skills, speaking skills, reading skills, and writing skills. Meanwhile, language skills consist of two characteristics. This is in line with Bromley (Dhieni, 1997, p. 19) who states that language skills are receptive (understood, received) and expressive (expressed). Examples of receptive language are listening and reading information, while examples of expressive language are speaking and writing information to communicate with others. Therefore, in this study, researchers used the nature of receptive language where children can listen or listen to information. In addition, researchers also use the nature of expressive language where children can speak and communicate the information obtained to others.

(Tarigan, 1985) Learning a first language is one of the comprehensive developments for a child to become a full member of a society. (Rice & Dolgin, 2005) in santrock also reveals that children acquire language through a broad social context and their mastery of their mother tongue is obtained without being clearly taught. In the process of children's language learning, the most dominant and instrumental thing is parents but support and involvement from close caregivers or teachers are still needed (Santrock & Lansford, 2002, p. 182). As we know, the environment is one of the factors that can improve word mastery or increase children's vocabulary.

In language development there is an attachment between language and biology. As expressed by language expert Noam Chomsky in (Santrock & Lansford, 2002, p. 180) believes that humans are biologically bound to learn language at a certain time and in a certain way. According to Noam Chomsky children are born into the world with a language acquisition device, LAD. LAD is an innate grammatical ability that underlies all human language. Not a few children are taught language from a very young or small age. Even we adults need an early introduction to language to acquire good language skills (Adamson et al., 1992).

According to (Dhieni, 1997), preschool children will increase their vocabulary and grammar. By the age of 3 years, children are expected to have 900-1000 words, while by the

age of 6 years, children's vocabulary will increase to 2600 different words. As children grow older, their vocabulary should increase. Increased vocabulary in human language development is obtained through the learning process. Vocabulary is usually obtained through communication between humans both with peers and adults and the surrounding environment. As expressed by (Tarigan, 1985, p. 2) that the quantity of a person's language skills clearly depends on the quantity and quality of the vocabulary he has. The richer the vocabulary we have, the more likely we are to be skilled in language.

Early childhood vocabulary development starts from the basic city first. Basic vocabulary is words that do not change easily or have very little chance of being adopted by other languages. (Taringan, 1989, p. 4)explains that this basic vocabulary includes.

a. Kinship terms; for example father, mother, younger siblings, older siblings, grandmother, grandfather, uncle, aunt, son-in-law, in-laws.
b. Names of body parts; for example: head, hair, eyes, ears, nose, mouth, teeth, tongue, cheeks, neck, chin, shoulders, fingers, chest, belly waist, thighs, feet, calves, soles, pungs, blood, breath.
c. Pronouns, (self, pointer); e.g.: I, you, he, she, we, us, them, this, that, here, there, and there.
d. Primary number words; for example: one, two, three, four, five, six seven, eight, nine, ten, twenty, eleven, twelve, one hundred, two hundred, one thousand, two thousand, one million, two million.
e. Core verbs; e.g. eat, drink, sleep, wake, speak, see, hear, bite, walk, work, fetch, catch, run.
f. Principal state words; e.g. happy, sad, hungry, full, thirsty, sick, healthy, clean, dirty, far, near, fast, slow, big, small, many, few, bright, dark, day, night, diligent, lazy, rich, poor, young, old, alive and dead.
g. Universal objects; for example: earth, water, fire, air, sky, moon, stars, sun, animals, plants, and animals.

When children speak, it begins with building words. Each individual has a different ability to string words together. However, in the pronunciation of words, there are some dead letters such as z,w,d,s and combinations of dead letters st; str, dr and ft that children have difficulty learning to pronounce certain sounds and sound combinations. In order to help children pronounce words correctly, they can be helped by listening to radio and television (Hurlock, 2010, p. 113). Likewise, in the pronunciation of Sundanese, many children are less fluent in pronouncing the vowels eu,e, for example, such as "bereum", "hideung" etc. This is what must be learned and taught to children. So that children's Sundanese language development can develop well.

According to Laura Dyer in her book Improving Children's Speech, there is a fact from the United States Department of Commerce that 90% of school-age children can use computers at school or at home. According to the US Department of Commerce, several companies have begun marketing computer products for young children, such as children's keyboards that are similar to regular keyboards so that children can have their own keys to press or play.

Several studies have shown that storybooks in CD-ROM or Interactive CD format for children can help improve a number of literacy skills, including oral skills, mastery, and motivation to read (Dyer, 2009, p. 60). In Indonesia itself, computer technology for preschool institutions is now starting to enter. However, only a few preschool institutions have introduced computer technology to children. Yet the development of appropriate computer programs can be a fun way to support a variety of children's concepts and aspects of language

and cognitive development such as letter recognition, shape recognition, number recognition, basic counting skills, new vocabulary, concepts about color and pre-reading and writing skills.

As we know that computers are audio-visual media. Audio-visual media combines visual media with auditory media, for example, such as educational television, educational videos, and sound slide programs (Eliyawati & Badru Zaman, 2005, p. 107). Judging from the combination of visual media and audio media, the educational message to be conveyed to the object will be more optimal. Indirectly this audio-visual media can replace the role of the teacher but within certain limits. In its implementation, the role of the teacher here can be replaced by the media. The teacher can turn into a facilitator who guides children in understanding the message to be conveyed.

In using educational media, especially in audio-visual media or computers, one should pay attention to the characteristics of various educational media. This is a basic ability that one needs to have in media selection. The right choice for early childhood learning in using computer media is to include elements of play in aspects of child development. Games in the computer or in a program can be designed according to the characteristics of children and children's needs.

Through games on the computer, it will be easier to introduce the material or information that the teacher will convey to the child. Husnan (1986, p. 83) explained that games on the computer are the best way for children. Children's learning activities that use computers can make children happier. Because there are animated moving images so that they can stimulate the visualization and auditory aspects of children.

Computer games can also be a driving force for educational progress. Computer games are not only very diverse but also have an intellectual level and the level of difficulty is determined by the quality of thinking of each individual. This means that computer games are available for people of different ages, abilities and interests. Games can organize problems that require concentration, hand-eye coordination, speed of response and competition. Games can also determine logical decisions based on mathematical thinking and reasoning (Husnan, 1986, p. 86).

According to Husnan (1986, p. 93) there are experiences that will be gained by children who learn computers early:

- Children will learn and know what a computer
- Children will go directly to the center of their desires or the media center that children like so that it will increase their knowledge and interest in the use of computers. The hands-on experiences children have with computers will deepen their knowledge of how computers work and make them realize the importance of computers.

This study took two 2 groups, namely the experimental group and the control group. Where each group has the same number of samples and the same characteristics. But what distinguishes is treatment or treatment. The group that was treated using the computer learning program "Kaulinan Budak Dina Komputer" was the experimental group. While the group that was not given similar treatment was the control group and the learning used conventional methods.

At the time of treatment, it was clear that children were more motivated and interested in learning in the computer laboratory. The children paid attention, listened and listened to what the teacher instructed before doing the computer learning program. In both groups there are elements that have been fulfilled. Both experimental and control groups. Both get the same

learning. However, the only difference is the method. Moreover, it can be said that the difference lies in traditional and modern. (Zaman et al., 2008, p. 45) In learning, the most important elements are the elements of equipment or hardware (hardware) and the elements of the message it carries (massage/software).

The results showed that the control group and the experimental group showed an increase at the time of the posttest. The average control group is 61.4 and the experimental group is 77.4 If it is seen carefully that the experimental group shows a significant increase compared to the increase in the control group. This means that groups that use computer learning programs have a higher increase than groups that do not use computer learning programs.

From the exposure of these findings, it can be concluded that the acquisition of knowledge of a person gets the most information obtained by the sense of sight and the sense of hearing. The relationship between computer learning programs and children's language acquisition is very supportive and stimulates the development of children's Sundanese vocabulary. The point is that computer learning has many benefits for the development of children's developmental aspects. In educational activities, especially in teaching and learning activities in Early Childhood Education institutions, it will be more beneficial to achieve the process of educational goals.

In contrast to Tarigan (1988, p. 86) that language is a medium that can be used by the child to obtain cultural, moral, religious, and other values from society. Children can obtain these values if they are able to speak well, so that the culture that is close to the environment around the child can be well received.

CONCLUSION

After researchers conducted research on the effect of computer learning programs on children's mastery of Sundanese vocabulary at TK B Kartika X-I, this study can be concluded as follows: The initial condition of Sundanese vocabulary mastery of the experimental and control groups were both in the low category. The average of the experimental group is 50.35 and the control group is 53.40. After the researchers conducted treatment with a computer learning program, it was proven that the group that was given the computer learning program treatment increased their mastery of Sundanese vocabulary compared to the untreated group. The average score of the experimental group was 77.40 while the control group was 61.40. This means that there is a significant influence between computer learning programs on the mastery of Sundanese vocabulary in Kartika X-I Kindergarten, Bandung.

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