

## UTILIZING WAYANG PUPPETS TO IMPROVE EARLY CHILDREN'S VOCABULARY MASTERY IN THE PUSPA HARAPAN PLAYGROUP SAWAJOHO VILLAGE

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**Abstract.** Early childhood is the most appropriate time to develop vocabulary in children's language. The process of acquiring a child's language begins with the ability to hear, then imitate the sounds heard from their environment. In this kind of process, the child will not be able to speak and speak if the child is not given the opportunity to express what he has heard. One of the media that can help children master vocabulary is to use wayang puppets as teaching aids when telling stories in front of children so that children's vocabulary increases. This study uses a qualitative approach with the type of research that is field research. Sources of data in this study: primary data sources include teachers and students of the Puspa Harapan Playgroup in Sawahjoho Village and secondary data sources of books and journals related to this research. Data collection techniques used observation, interviews and documentation. Data analysis uses an interactive model, namely by reducing data, presenting data then verifying and drawing conclusions Based on the results of the research conducted, the use of wayang puppets to improve vocabulary mastery of early childhood in the Puspa Harapan Playgroup in Sawahjoho Village has gone well according to the procedures in the planning stage. The implementation of the use of wayang puppet media will attract the attention of students so that students can concentrate more on increasing their vocabulary. The supporting factors in the use of wayang puppets in learning vocabulary mastery in the Puspa Harapan Playgroup in Sawahjoho Village include: supporting facilities for wayang puppet media, interesting material, student activity in the learning process, and there is a sense of competition between students to be able to. The inhibiting factors include: there are some children who still stammer, and there are some children who are still embarrassed because they cannot read, and there are some children who still do not focus on learning puppet media.

**Keywords:** Utilization, Wayang Puppets, Vocabulary

## INTRODUCTION

Early childhood is the most appropriate time to develop vocabulary in children's language. Language is essential for every individual in society, in order to be successful in society children need to develop a wide range of language skills (Abimanyu, 2018). Not only do they need to acquire spoken language, children must also be able to use language effectively in various situations and conditions. There is no single standard of communication skills that teachers must teach and children must achieve, it is even important for teachers to know that children will need broad language skills to ensure their effectiveness in communicating in various situations and conditions in their lives (Abimanyu, 2018).

The process of acquiring a child's language begins with the ability to hear, then imitate the sounds heard from their environment. In this kind of process, the child will not be able to speak and speak if the child is not given the opportunity to express what he has heard. Therefore families must provide opportunities for children to learn to speak and speak through experiences that have been heard, seen and others. He expressed it back through spoken language. This is the most powerful capital for learning language to increase vocabulary in early childhood. Another environment that can affect language development in children is the playing environment, both from neighbors and from schools, both of which play a very large role. Because the environment greatly influences language development in children, the child's environment should be an environment that can generate interest in communicating (Walujo & Listyowati, 2017).

Facts found during observation at KB Puspa Harapan villagesawajoho subdistrict Warasem there is an interesting case forstudied, namely children who are less able to master vocabulary, it can be seenwhen the teacher asks the color, the name of the animal, the name of the object and the numbersimple. Some children do not understand what is being asked and what is not pay attention to the teaching material delivered by the teacher, there are still difficultiesto express their feelings with words and there are still children who can pronounce vocabulary but don't know the meaning. For example whenthe child was asked the color of the rose, there were those who answered red, white, but there are also children who answer not color, but there are children who doreplied "that's my flower, ma'am". Actually in school already usemethod of singing but in singing the teacher is only limited to entertainingchildren, when children are bored in the teaching and learning process without explaining wordsand meaning in children about the song (Moeslichatoen, 2004).

Based on these initial observations, in the learning process carried out, storytelling activities using wayang puppet props have been carried out and implemented by the teacher. It can be seen when the teacher tells the story the children are enthusiastic and interested in participating in the learning process. In addition, what is important in the learning process is that children don't feel fast bored. The props that are used are also quite interesting for children, by displaying various forms of wayang puppets so that the learning process becomes effective. In addition, the teacher can also solve the level of child development.

From the explanation described above, the researcher is interested in examining the use of wayang puppets to improve early childhood vocabulary mastery at KB Puspa Harapan, Sawajoho Village, for the 2019 – 2020 academic year.

## RESEARCH METHOD

This type of research is used in the preparation of this studyincluded in the category of field research (field research), namely that researchers go to the field to make observations about a phenomenon in a natural state and apply methods, namely interviews and observations (Muhadjir, 1998).

This study uses a qualitative descriptive approach, namely research is used to examine the condition of natural objects, where researchers as key research instruments are carried out with reveals the use of wayang puppets in helping increasing vocabulary in early childhood at KB Puspa Harapan Sawahjoho will be described and analyzed qualitatively.

Data analysis techniques are the process of searching and compiling systematically systematic data obtained from observations, interviews, and others to increase the researcher's understanding of the case under study and present findings as findings to others. Then draw conclusions since data collection, namely by understanding the meaning of various things encountered by recording patterns, statements, directions, causes and effects and various proportions. In order for the conclusions to be sufficiently solid and truly accountable, it is necessary to diversify this with repetition activities the purpose of stabilizing and tracing the data back (Sugiyono, 2015). The data that has been presented systematically will make it easier to find answers to the formulation of the problem, namely the use of wayang puppets in helping vocabulary in children at KB Puspa Harapan Sawahjoho Village and the supporting factors and inhibiting factors of the use of wayang puppets in helping development vocabulary for early childhood in the Mawar KB Puspa Harapan class, Sawahjoho Village.

## **RESULT AND DISCUSSION**

Based on the description of the data described above, it can be seen that the use of wayang puppets to improve early childhood vocabulary mastery at KB Puspa Harapan in Sawahjoho village is in accordance with vocabulary theory procedures and is also in accordance with Permendikbud number 137 in supporting vocabulary learning in early childhood.

Implementation in the use of wayang puppets to increase vocabulary mastery begins with the preparation of making RKH first for learning activities, then the teacher prepares the supporting tools that will be used in the teaching and learning process and the most important thing is to condition the children so they can receive learning well so it doesn't happen things that can interfere with the learning process.

So that when they receive lessons without realizing it while understanding the vocabulary. This is in accordance with the early stages of learning where the planning of the wayang puppet method for early childhood vocabulary learning at KB Puspa Harapan in Sawahjoho village is quite good. The learning objectives are in accordance with the RKH made by the teacher. The material has been applied in accordance with the teacher's handbook and students and teachers have determined evaluations to find out the learning outcomes.

The things that must be considered in learning puppet media in learning activities, must be carefully prepared according to the theme used. This is done so that the learning objectives are carried out properly. From the explanation above, it can be concluded that vocabulary mastery in early childhood is the most important part in the process of language development in children, where one word or two words will gradually develop into one meaningful sentence. In helping children to develop vocabulary by reading and inviting them in several activities including listening and word play, discussion, dramatization and role playing, and telling stories using puppet media. It can be seen that the evaluation of the use of wayang puppets to improve vocabulary mastery of early childhood at KB Puspa Harapan Sawahjoho Village is carried out enthusiastically or not by students participating in the learning process with puppet media, and they can understand or not what the teacher conveys and the most important thing is that they feel happy in the learning process. Then after that, it discussed how the role in the wayang puppet story is in the understanding of students, so that the teacher knows the extent to which students are able to understand the contents of the story and the vocabulary in the puppet media.

In learning vocabulary the teacher must understand the various kinds of characters and characteristics of the students. Because they are still in the introduction stage, the teacher must be able to give lessons happily, even though there are still some who are shy about taking part in learning, but it is hoped that teachers can handle things like this very wisely and gently to early childhood, because they are like children who must be guided in everything, so they cannot be rough and fast in every lesson.

There are some who are not focused on learning in class. This is usually because they are busy playing alone so they don't focus on learning. To overcome this, the teacher admonishes children who play alone to focus on learning so that they know more about the lesson being studied. So that the child pays more attention in the future in each lesson.

## **CONCLUSION**

Based on the results of the research conducted, the use of wayang puppets to improve vocabulary mastery of early childhood in the Puspa Harapan Playgroup in Sawahjoho Village has gone well according to the procedures in the planning stage. The implementation of the use of wayang puppet media will attract the attention of students so that students can concentrate more on increasing their vocabulary. The supporting factors in the use of wayang puppets in learning vocabulary mastery in the Puspa Harapan Playgroup in Sawahjoho Village include: supporting facilities for wayang puppet media, interesting material, student activity in the learning process, and there is a sense of competition between students to be able to. The inhibiting factors include: there are some children who still stammer, and there are some children who are still embarrassed because they cannot read, and there are some children who still do not focus on learning puppet media.

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