



## The Language Development (Vocabulary) of Child Through The Expression of The Image in Kindergarten Kemala Bhayangkari 90 Akpol Semarang

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### Abstract

*The purpose of this research is to find out how language development (vocabulary) of child through free and thematic images expression in kindergarten Kemala Bhayangkari 90 Akpol Semarang. This research uses the methods of Research and Development, but more focused on the development of activities to draw. The subject of the research is children aged 5-6 years. Based on the results of this research that is: 1) On free images, children already to draw in accordance with the wishes and imagination. The amount of the acquired vocabulary every child through free images increase from the previous image. 2) On thematic images, children are able to receive instructions and start to drawing in accordance with the specified theme. Creativity appear when children add another shape on the thematic images. The amount of the acquired vocabulary every child through free images is fluctuative. 3) In general the free of image tend to have the same characteristics, namely the children love to draw the object people, houses, trees, the sun, the moon, and environment/ place. 4) The results of the free and thematic images shows that free images, more effective in boosting the development of the language (vocabulary). This is because a free image more gives children the opportunity to draw according to the wishes and stories presented are also more free and expressive.*

## INTRODUCTION

The child is a unique individual. Each stage of the development have a meaningful process and it's a shame to pass up, so should be given the right stimulus. The awarding of the stimulus it is expected that the child is able to grown. Children express and develop their ability in order to grow into a useful personal and can contribute positively to life.

Based Act No. 20 of 2003 on the national education system article 1 grain 14 mentions that:

Early childhood education is an effort of the construction are addressed to children from birth up to the age of six who performed with educational stimulation to help the growth and development of physical and spiritual readiness to have in entering further education.

Early childhood education is the first step that must be given to children with stimulation so the developmental aspects of optimum growing. Aspects of development that has important roles is the language. Through the language children can communicate with others. Therefore language development should be stimulated early on. Language is a means of expressing thoughts, feelings and knowledge through communication and relationships with others.

"Early childhood is a time of developing rapid mastery of basic tasks in talking, that is add to the vocabulary, pronunciation of the word and combining words into a sentence" (Hurlock, 1980: 113). Not only learn new vocabulary, children also learn the meaning of old vocabulary which the child get previous. As expressed by the Stanovich (2000) in Kyle D. Sell (2012: 2) "the more words children know, the more easily they are able to learn new words".

Play is an activity that is fun and effective because children can easily remember new vocabulary. For children, language is a means to develop the expression imajianasi, feelings, and thoughts. As expressed by Geldard (2012:259) that:

Children who can not able to discuss their needs and wishes in relation to the situation of the past, present, and future, can do so by using the symbolic language in the form of drawing, painting, or the construction of artistic creations.

So one of the activities which can presents the language of symbols is a drawing. Through drawing children of freely to expressing what in the child's imagination. The results of the image are also varied in accordance with what the child wants.

But the shape of the scrapes and the result-

ing images are sometimes difficult to understand by parents and teachers. As an adult, should give the opportunity to the children to express the results of image by telling image.

Children's language ability in kindergarten Kemala Bhayangkari 90 Akpol Semarang is different and every child has the uniqueness of each Research Methods. There are some kids who love to talk and there is not love it. As a means of communication, the language has a very important role for life and the means to connect with other people.

The vocabulary owned children is still lacking, it is seen when teachers conduct game guess the word. The children talk of a word that corresponds to the specified theme but there are some kids who are still confused and repeat back the word that was already mentioned. Children are still silent and hesitate when asking for opinions on the front of the class. The stories which submitted a brief and child lacking confidence in the storytelling. Children's language ability would be better if the child is given the opportunity and accustomed to telling stories.

During this time the child's language skills are lacking of the explore, especially when producing a work. One of the results of the work of the son is the image, the child less given the opportunity to tell about what the meaning of the picture. Through of the images and then to tell stories, then the child will master the vocabulary. As expressed by Umaroh (2013:67) that "children can read images that is can tell about the image which made or provided, sort and tell the fill of the images, read out the story book that has the simple sentence".

Good storytelling activities for language development of children, especially to increase the child's vocabulary. This is in line with the annual Program in kindergarten Kemala Bhayangkari 90 Akpol Semarang is expressive language ability. Expressive language can be indicated by expressing language, one of which is by way of telling the images that have been made by children.

The results of the image that has been created by the child has something of interest to researchers. When the children tell of the pictures, appear new vocabulary on each child with a picture of the made. When the children tell of the pictures, appear new vocabulary on each child with a picture of the made.

The purpose of this research is to find out how language development (vocabulary) of child through free and thematic images expression in kindergarten Kemala Bhayangkari 90 Akpol

Semarang.

## RESEARCH METHODS

This research uses the methods of Research and Development, but more focused on the development of activities to draw. The subject of the research is children aged 5-6 years. Data obtained in this research in the form of data in quantitative and qualitative. Method of collecting data use methods of interview, observation, and documentation. While data analysis using a descriptive analysis of the percentage.

## RESULTS AND DISCUSSION

### 1. The Expression Images Free

The children are free to drawing in accordance with his wishes. In General, children are drawing the immediate environment such as trees, houses, ships, moon, Sun. The pictures are the result of everyday experience and observation of the environment around the child, and then the child communicate through the expression of the image. As expressed by Rusdarmawan (2009: 79) that drawing is an activity not static so it's not boring. There are always new things when drawing such as texture games, color, pattern, and picture objects. The subject in the image is the result of experience that pored over the images.

The vocabulary obtained increased fairly well. the vocabulary most numerous obtained by an eagle with an average percentage of 32,6%. In more detail can be seen in table 1 as follows:

**Table 1.** Recapitulation of the acquired Vocabulary Children on Free Pictures

No	Name	The number of Vocabulary / %							
		Image 1		Image 2		Image 3		Average	
		(Thurs, 12/5/2016)		(Sat, 21/5/2016)		(Sat, 28/5/2016)			
1	Ana	14	8,1%	32	14,0%	76	16,6%	41	14,2%
2	Bela	12	6,9%	28	12,3%	53	11,6%	31	10,8%
3	Cika	24	13,9%	22	9,6%	31	6,8%	26	9,0%
4	Didi	73	42,2%	64	28,1%	31	6,8%	56	19,6%
5	Elang	30	17,3%	45	19,7%	205	44,9%	93	32,6%
6	Fito	20	11,6%	37	16,2%	61	13,3%	39	13,8%
$\Sigma$		173	100%	228	100%	457	100%	286	100%

The table above shows the number and percentage of vocabulary obtained child with the tells of images. The amount of vocabulary from the sixth child is experiencing a pretty good improvement. Rapid improvement occurred in the third free images, acquired more complex vocabulary.

Unwitting result pictures have meaning. Every child has the character and uniqueness of each of his work. The resulting image has the plot each and contain interesting stories to tell. As expressed by Brooks (2009: 5) that "drawing helps with the definition of words that initially often only exist at the level of recitation". So, through the image of the child can communicate what the meaning of the picture.

### 2. The Expression Images Thematic

Child drawing in accordance with the specified theme, the theme of communication tools, animals, and people. Same is the case with the images of free, the children tell the images of thematic in accordance with the drawing. Activities to draw thematic implemented with give example before children begin to draw. The child is given a description of the thematic image to be created. The given theme is draw in accordance with the child's ability to draw the shape.

As expressed by Olivia (2011: 11) that through the Guide and exercises to be used to think with detail, the analysis of powerful and appreciation is very high because their brains are already often do the imagination to take an idea or a view then poured in the form of pictures with detail and real. Every image has an idea that contains a purpose and goal. So every child draw the image is free or has a themed ideas or concepts should be developed by the child, so that the child's thinking ability also develops.

Each child's vocabulary is increased on the second image. The vocabulary obtained increased fairly well. the vocabulary most numerous obtained by an eagle with an average percentage of 33,8%. In more detail can be seen in table 1 as follows:

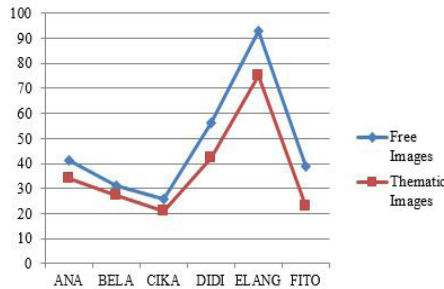
**Table 2.** Recapitulation of the acquired Vocabulary Children on Thematic Pictures

No	Name	The number of Vocabulary / %							
		Images 1		Images 2		Images 3		Average	
		(Thurs, 19/5/2016)		(Thurs, 26/5/2016)		(Tues, 31/5/2016)			
1	Ana	49	19,9%	22	7,9%	30	20,5%	34	15,2%
2	Bela	28	11,4%	27	9,7%	26	17,8%	27	12,2%
3	Cika	16	7%	31	11,1%	16	11%	21	9,5%
4	Didi	42	17%	65	23,3%	21	14,4%	42	18,9%
5	Elang	87	35,4%	109	39,1%	31	21,2%	75	33,8%
6	Fito	24	10%	25	9%	22	15,1%	23	10,4%
$\Sigma$		246	100%	279	100%	146	100%	222	100%

The table above shows the number and percentage of vocabulary obtained child with the tells of images. The amount of the acquired vo-

cabulary every child through free images is fluctuative. The increase that occurred in the second free images, acquired more complex vocabulary. But on the third image the amount of vocabulary that retrieved the child decreased.

The images of free is more effective in boosting the development of the language (vocabulary). This is because more free image gives children the opportunity to draw according to the wishes and stories presented are also more free and expressive. Here is the diagram picture vocabulary free and thematic:



**Picture 1.** Diagram of an average child's vocabulary

Drawing contributes to the child's thinking and reveal what is contained in the image. As expressed by Piaget (1956) in Brooks (2009: 1) that a child's drawing performance reflected the child's cognitive competence.

As expressed by Hallyday dalam Soetjiningsih (2011: 211) that the language can escape from reality and enter into the world he made. So, the language aims to develop children's imagination.

## CONCLUSION

Based on the results of the research and the discussion it can be concluded that: In General, children are drawing the immediate environment such as trees, houses, ships, moon, Sun. The pictures are the result of everyday experience and observation of the environment around the child, and then the child communicate through the expression of the image. Language development

(vocabulary) of children through free images have an increased is good enough. Many children using vocabulary such as noun, verb, adverb, and pronouns. There is a new vocabulary which has not been found on the previous image. The children are able to receive instructions and start to drawing in accordance with the specified theme. Creativity appear when children add another shape on the thematic images The amount of the acquired vocabulary every child through free images is fluctuative. The results of the free and thematic images shows that free images, more effective in boosting the development of the language (vocabulary). This is because a free image more gives children the opportunity to draw according to the wishes and stories presented are also more free and expressive.

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