

# ENABLING KINDEGARTEN CHILDREN OF RAUDATUL ATFAL AL-IKHLAS DUYU TO MEMORIZE ENGLISH WORDS THROUGH DRAWING AND COLORING

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## Abstrak

*Tujuan penelitian ini untuk mengukur keefektifan metode menggambar dan mewarnai pada kemampuan anak-anak RaudatulAtfal Al-Ikhlas Duyu dalam menghafal kata-kata bahasa Inggris. Penelitian ini termasuk dalam quasi eksperimen, non ekuivalen control grup dan uji-t dalam pengujian statistiknya. Sampel group yang diuji adalah grup eksperimen yang diberikan perlakuan metode menggambar dan mewarnai dan grup control diajarkan dengan cara biasa dalam pembelajarannya. Instrumen data yang dipakai adalah test dan observasi. Tes digunakan sebagai acuan dasar pengujian, sedangkan lembar observasi hanya sebagai data penunjang hasil dari test. Data dianalisis menggunakan uji-t SPSS dan metode deskripsi. Data yang didapatkan diolah dan dianalisa menggunakan SPSS 16.0, sedangkan observasi ceklis dijelaskan secara deskripsi. Berdasarkan analisis data, perbandingan hasil pengujian hipotesis post-test eksperimen grup dan control grup memperlihatkan bahwa nilai rata-rata dari grup eksperimen adalah 73.23 lebih besar dari pada nilai rata-rata dari group control yaitu 47.61. Hal ini menunjukkan bahwa terdapat perbedaan hasil tes antara group yang diberikan perlakuan. Dari hasil perhitungan di dapatkan t-hitung 16.383 dengan level signifikan yang lebih besar dari t-table 1.714, ini berarti bahwa nul hypothesis ( $H_0$ ) ditolak dan hypothesis alternative ( $H_a$ ) diterima. Dengan kata lain bahwa kemampuan anak di kelas eksperimen dalam menghafal kata-kata bahasa Inggris lebih baik dari kelas yang hanya diajarkan carak konvensional.*

**Kata kunci:** *menggambar dan mewarnai, menghafal kata-kata bahasa Inggris.*

Children, under the age of six have big excitement to absorb many things including knowledge and language. The excitement is developed by guidance and stimulus from adult at home or at their play group. The children brain needs to be stimulated simultaneously and the must balance between the left and the right hemispheres. Language component one of the aspects that need to be stimulated, especially at the early childhood age. The children are able not only to acquire their first language but also to learn other languages or foreign languages.

Children's early learning experiences have a profound effect on their development. These early interactions directly affect the way connections are made in the brain. Early learning experiences are crucial to the future well being of children, and establish the

foundation for the acquisition of knowledge and skills that will affect later learning and behaviour. Young children who acquire language rather than consciously learn it, as older children and adults have to, are more likely to have better pronunciation and feel for the language and culture, I believed that if a young child learns a second language during the critical period of learning, it will be easier for that child to later learn more languages even after the age of 10.

The purpose of early childhood education is to facilitate children for growth and develop as well as the emphasis on the development of all aspects of the child's personality. Early childhood education provides an opportunity for children to develop his personality in every aspects that can involve their cognitive aspect, language

aspect, motoric and artistic aspects of children.

Education of English in kindergarten is intended to introduce English language at an early age and to gain a positive attitude towards English. The purpose of English education in kindergarten is to introduce English pronunciation skills in the school context such as speak English vocabulary with the correct pronunciation, memorize words with meaning, singing songs in English and respond to the instruction by using English in many variety ways.

Techniques of teaching and learning English in kindergarten is different than adult, a form of teaching and learning activities in the classroom must be suitable and comfortable for children, it means the tutorial which is taught have to combined with games, songs or through art activity that are educational for them. A pleasant atmosphere is an absolute requirement needed so that children love to learn, make children love to learn is far more important than demanding children want to learn to become a champion or reaching certain achievements. Children who have obtained with forced achievement but will not last long. Children who can feel that learning is something fun going to have a great curiosity and greatly affect the success of learning in the future.

Many teaching techniques are not suitable with the age of the children. For example, teacher at Raudatul Atfal Al-Ikhlâs Duyu who teach English to emphasizes learning vocabulary with word-for-word translation technique which most experts teaching English for children considered to be less strategic and unnatural. Learning English as a foreign language is expected to imitate, though not perhaps the same, the earlier children learn a foreign language, the faster they hang for a reason the ability of short and long term memory better. It is also mentioned interaction factor is strongly

recommended to help children learning a foreign language.

Children are like sponges for the information that they are exposed to. They absorb everything that they see, hear, smell or touch. Young children show their understanding by doing, showing and telling. Children naturally love art painting, drawing, making music, and singing. Art activities just like drawing and coloring are fun activity for children. Drawing and coloring makes children more expressive to learn in the classroom because children are actually learning a lot through exploring drawing and coloring activities, and these are important forms of expression that will supports the development of cognitive, social, emotional and multisensory skills as children progress from learning by doing.

Researcher conducted observations in Raudatul Atfal AL-Ikhlâs Duyu that class group contained 26 children consisting of 10 boys and 16 girls, researcher find a variety of problems that occur in the classroom. The First is vocabulary of the children are still lacking, children can only mention of less than 2 words in accordance with color theme. Secondly, the teachers are still learning to use the technique mimicking orally by not using the media so that children less remembering vocabulary which has been submitted and learning are less attractive and quickly bored for the children, many children did not paying attention with conventional way of teaching. They looked bored to learn English and more playing with their friends.

Based on the background above, the researcher purposes to conduct the research on "Enabling Kindergarten Children of Raudatul Atfal Al-Ikhlâs Duyu to memorize English Words Through Drawing and Coloring", the researcher concern that teaching English to kindergarten is considered important and the aim of this research is to provide a clear description on

how to teach English words to them through drawing and coloring method, because children's world is identical with playing and play time can be applied to increase children motivation and interest in learning process, so their language ability also grows during this play time because children's interaction is enjoyed to do it. Drawing and coloring are attracting activities for young learners because these activities naturally bring joy and promote intrinsic motivation for children.

### **Benefit Learning Foreign Language in Early Ages**

Children who learn a language before their teenage years are more likely to achieve native-like pronunciation than older learners do. Furthermore, Curtin (1990) has found that kids have an innate ability to acquire the rules of any language an ability that disappears by adulthood. There is a brief window of opportunity before the age of six, where the mind of a young child has a unique ability to acquire language. Young children who acquire language rather than consciously learn it, as older children and adults have to, are more likely to have better pronunciation and feel for the language and culture, Chomsky (2006) believed that if a young child learns a second language during the critical period of learning, it will be easier for that child to later learn more languages even after the age of 10. It may be more difficult than if it was done before that critical period, and that child may learn the language in a different way than the first ones, but it will still be easier than for someone who did not learn a second language early in life. Introducing children to languages when they are young helps them accept the fact that bilingualism and multilingualism are normal in our world. Speaking more than one language should not be treated as something out of the ordinary. It is simply a element of belonging to our global society. When young children are exposed to other languages and cultures at a

very young age through books, videos, songs and objects, they will have the opportunity to feel comfortable growing up in a world where languages and cultures intertwine on a daily basis as stated from J. Dough (2014).

### **Children Develop Life Skills Through Art Activities**

Art is important for children especially during their early development. Based on Rena (2011) Research shows that art activities develop brain capacity in early childhood. Art engages children's senses in open-ended play and supports the development of cognitive, social-emotional and multisensory skills. As children progress into elementary school and beyond, art continues to provide opportunities for brain development, mastery, self-esteem and creativity.

Art may seem like fun and games and it is, but may not realize that a child is actually learning a lot through exploring the arts and doing art activities. The children will gain useful life skills through art, so encourage them to get creative. There are five impact for children in art activities, here are ;  
Communication Skills, when a child draws a picture, paints a portrait, or hangs buttons from a wobbly mobile, that child is beginning to communicate visually, Problem-Solving Skills, Rena (2011) state that when children explore art ideas, they are testing possibilities and working through challenges, much like a scientist who experiments and finds solutions. *Should I use a shorter piece of yarn to balance my mobile? This tape isn't holding - what should I try instead? How did I make brown - I thought I made orange?.* Art allows children to make their own assessments, while also teaching them that a problem may have more than one answer. Social & Emotional Skills, art helps children come to terms with themselves and the control they have over their efforts. Fine motor skills enable a child do things like delicately turn the page of a book or fill in a

sheet of paper with written words. Self-Expression and Creativity, children express themselves through art on a fundamental level. Sometimes their artwork is the manifestation of that expression, but more often, the physical process of creating is the expression.

### **The Benefits of Coloring Activities For Children**

A child will learn multiple skills while they color their pages, there is not a limit on what they can color but the best things from an educational standpoint are those pages designed around letters, words, numbers and animals. Some of the best pages will combine them all, for example a series of printable coloring pages for numbers or letters and words that will have the number, letter or word on one side, and an animal on the other that is in the shape of that number or letter, or is simply the animal that the word spelled out. The number one could appear with a giraffe in the same shape, this way your child will enjoy coloring in the page, will learn how to write the number one but will also learn what a giraffe is, all at the same time. Another point to make, which may seem obvious to you, is the fact that coloring in will help children learn about colors. It should notice that a child colors more and gets older they will start to use the appropriate colors for whatever it is they are coloring in. For example, they will start to color apples as green or red, whichever color apple they are most used to seeing and eating, or they will start coloring animals in their appropriate colors. This may seem obvious to somebody who has known their colors since they can remember, but you had to learn it at some point and this is a great way for your child to learn theirs.

Coloring in will also teach children some great hand eye coordination. When they first start coloring they will have a tough time keeping within the lines but as they progress their skill will increase and

eventually they will have no trouble at all remaining within the lines. Coloring is great for stimulating your children's imagination and letting their minds roam free, but it also has a serious and beneficial psychological angle to it. Many child therapists will use coloring as a way to see how a child is really feeling. The way they express themselves through colors is very indicative of their state of mind and the emotions they feel. All of these are some of the great benefits of coloring pages, here are benefit of coloring activities: *Motor Skills*; based on Penelope (2014) when a child uses a pencil or marker, he uses his fine motor skills which are required for many tasks that involve small, exact movements, such as buttoning clothing or handwriting. Drawing is a good way to develop the small muscles required for these skills. When your child first begins to draw, the product may be nothing but scribbles, but over time he will cultivate his fine motor skills so that he can draw complete pictures with small details. *Eye-hand coordination* is the ability to guide the hands using the eyes to perform physical tasks. In young children, this skill is still developing, and learning to draw can enhance it. By trying to create the shapes in her head, a child sees the visual result of moving the hand a certain way. The more a child draws, the better she will get at eye-hand coordination. *Increases concentration*; Colouring requires good concentration and this type of focusing on one task can help a child develop her overall concentration levels. This is a skill that many children find difficult to master, although essential for later schooling. *Aids fine motor skills*; Colouring helps young children with their coordination and the use of pens and pencils. Trying to stay inside the lines takes considerable skill and when they master it they gain a sense of accomplishment.

## **The Benefit of Drawing Activities For Children**

Children naturally have the urge to draw. It is important that we nurture and support creativity with the kids as much as possible. Drawing allows children the freedom to express and communicate their ideas and imagination freely, especially for young children who are still developing the words to express themselves. One great benefit that drawing provides kids is that it stimulates brain activity and development.

Drawing stimulates a child's brain to grow which results in better observation, perception and critical thinking skills. In addition, drawing also helps children develop problem solving skills. All of these skills will transfer over into real world benefits, such as being successful within the classroom. The more a child draws, the more fine-tuned and developed these skills become. Another benefit is that drawing develops children's fine motor skills such as holding and hand eye coordination. At a young age, a child will have little to no fine motor skills, which causes them to grasp the marker or pen in their fist. The more they draw, the easier it is to make lines/scribbles where they want because their wrist and fingers are becoming stronger. Drawing also fuels self-esteem and self-confidence, Kim (2011) states that many children take pride in their drawings or colorings, which in turn causes a higher level of self-confidence.ier to control.

Misty (2013) state that learning to draw comes with a variety of developmental benefits for children. Drawing helps stimulate their imaginations, improve fine motor skills, exercise problem-solving strategies and can also help them gain confidence in their ability to master new crafts. Drawing teaches children to make decisions and can improve visual and perceptual skills as well.

## **METHOD**

### **Research Design**

The method of the research used quasi experimental design, non-equivalent control group design. The sample consists of two groups; experimental and control group. The researcher gave pre-test and post-test to both groups, but treatment given only to the experimental group. Then control group taught by using the conventional teaching.

### **Population and Sample**

The population of this research was children of Raudatul Atfal (RA) Al-Ikhlâs Duyu consist of 26 students in two classes. The sample were choosen based on the same ability. Class A as experimental group and class B for control group.

### **Research Variable**

Variable is the conditions or characteristics that are going to be manipulated, controlled, or observed. It consists of two types; independent and dependent variables. The independent variable of this research is coloring and drawing method, while the dependent variables are student's ability in memorizing English words.

### **Tehniqueof Data Collection**

#### **Pre-test**

Before giving the treatment, the researchergave children pre-test to measure children's ability in memorizing English words. The pre-test consistsof 25 questions the questions are the same as post-test questions.

#### **Treatment**

After gave pre-test, the researcher applieddrawing and coloring method as the treatment in 25 meetings. The treatmentwere applied to the experimental class, while the control class was taught by using conventional teaching.

**Post-test**

Post-test was used to measure the children’s ability in memorize words after giving the treatment, the researcher gave a post-test to know whether the teaching activity through drawing and coloring method can improve the children’ ability in memorize English words.

**Testing Hypothesis**

If the  $t_{\text{counted}}$  is higher than  $t_{\text{table}}$ , it means that the hypothesis of the research is accepted or the treatment has significant influence to the children’s ability in memorize English words while if the  $t_{\text{counted}}$  is lower than  $t_{\text{table}}$ , it means that the hypothesis of the research is rejected.

**DATA AND DISCUSSION**

**Data presentation**

**Testing Normality**

Testing normality was applied to determine whether the data was normally distributed or not. Testing normality was calculated by applying SPSS using non-parametric statistic of Shapiro-Wilk test (S-W) with population under of 50. In this research, the assumption of normality was explored by using level  $\alpha = 0.05$ . The hypothesis for normality is if the value of the Shapiro-Wilk test is greater than 0.05, it means the data is normally distributed. The result of normality test can be seen in the following table:

**Table 1. Result of Normality Test Shapiro-Wilk**  
Tests of Normality

kelas	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
nilai post-test control class	.096	13	.200*	.989	13	.999
experiment class	.222	13	.080	.944	13	.509

From table 1 the value of post-test experiment and control group are 0.944 and 0.989 where the value is greater than 0.005, and it means that the data is normally distributed. In other words the data can be executed further in SPSS system.

The pre-test was administrated to both experimental and control aimed to know the homogeneity and to measure the children’s ability before being treated. For experimental group, the pre-test was administrated on March and post-test was conducted on May

2015. The result of the test is stated in Table 1 as follow;

**Post-test Result**

Post-test administrated to both classes of experimental group and control group intended to measure the children’s abilities after being given the treatment. It was used to find out the significant result difference between the experimental group and the control group, and the result of the test is shown in table 2 as follows:

**Table 2. Result of Comparison Between Experiment and Control of Post Test**

		Group Statistics			
kelas		N	Mean	Std. Deviation	Std. Error Mean
nilai pre-test	control class	13	25.07	.277	.077
	experiment class	13	25.07	.277	.077
nilai post-test	control class	13	47.62	4.700	1.304
	experiment class	13	73.23	3.113	.863

The result of analysis in the score of post-test both of two groups above showed that there is a difference between the mean score of these two tests. The mean score post-test in control class is 47.62 is lower than the one in experimental group post-test (73.23) it indicated that the children's achievement in post-test or after the application of the treatment was improved.

**Testing Hypothesis**

To prove the hypothesis of the research was accepted or rejected, the researcher needed to test it based on the result of the data analysis. Before testing it, the researcher

started the criteria of standard acceptance or rejection that if the t-counted is greater than t-table values, the alternative hypothesis (Ha) is accepted and the null hypothesis (Ho) is rejected. It means that there is a significant difference between post-test in experimental group and in control group. However, if the t-table is greater than t-counted value, the null hypothesis (Ho) is accepted and the alternative hypothesis (Ha) is rejected. The result of independent sample t-test by using SPSS ver. 16.0 between experimental group and control group is described below:

**Table 3. Result of Both Groups Post-test using SPSS Independent Sample t-test**

		Independent Samples Test								
		Levene's Test for Equality of Variances			t-test for Equality of Means					
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	99% Confidence Interval of the Difference	
									Lower	Upper
nilai post-test	Equal variances assumed	1.734	.200	16.383	24	.000	25.615	1.564	29.989	21.242
	Equal variances not assumed			16.383	20.830	.000	25.615	1.564	30.046	21.185

The data results of experimental group and control group with Lavene's test for equality of variances shows that in equal variances assumed the t-counted between two groups is 16.38. The result of the data

analysis showed that t-counted was 16.38 by applying 0.05 level of significance with degree of freedom (df) = N - 1 = 24 - 1 = 23. From the statistical result above, the researcher found that t-counted (16.38) was

higher than t-table (1.714), which means that the alternative hypothesis ( $H_a$ ) is accepted and the Null hypothesis ( $H_0$ ) is rejected. In this case the researcher would like to prove that drawing and coloring method can affect the children ability in memorizing English words. It showed that there was significant difference in achievement between experimental group and control group.

### **Discussion**

Based on the data analysis, it is proved that there was a significant difference between the result of the post-test in experimental and control group which is determined as the main instrument in collecting data about the drawing and coloring methods that could affect kindergarten children in memorizing English words. For further explanation, the researcher would like to show brief description about the children's development in memorizing words begun from the pre-test (before treatment), treatment up to post-test (after treatment).

Firstly, the researcher administrated pre-test to the children in both experimental and control group to find out the mastery of their English vocabulary. The test consisted of 25 pictures that related to five themes (fruits, animals, universe, parts of body and transportation). The pictures also consist of 25 question.

After getting the result of pre-test, then the treatment was applied to affect kindergarten children's ability in memorizing English words. The treatment was through drawing and coloring activities having in mind that methods of teaching and learning English in kindergarten is different from adult. In addition, the researcher chose the application of these methods with the belief that they could attract the children is interest in learning English and these activities would bring up their mood to memorize English words because children naturally have the talent to draw. Drawing and coloring

activities allows children the freedom to express and communicate their ideas and imagination freely. In applying these method, researcher only taught one word a day for effective time for children to express themselves in learning activities. A pleasant atmosphere is an absolute requirement needed so that children love to learn and feel that learning is something fun going to have a great impact in their study. The treatment was held about 30 days, using 25 pictures with five themes. First is fruits theme (apple, grape, banana, mango and watermelon), Second is transportation theme (car, airplane, train, ship and bicycle). Third is universe theme (rainbow, sun, star, earth and moon). Fourth is part of body theme (eyes, nose, hand, ear and foot) and the last theme is animals (monkey, chicken, spider, cow and fish). After the children finished drawing and coloring the pictures, teacher asked them to present their own pictures and mention theme in English. After that, teacher gave the stars stamp on their work for final achievement. There are some words that easier to memorize such as apple, mango, car, ship, sun, star, moon, eye, nose, hand and fish, while words that are difficult to remember are banana, rainbow, chicken, cow, monkey and foot. For the most difficult to memorize are grape, watermelon, train, airplane, bicycle, earth, ear and spider.

After applying the treatment, the researcher gave the post-test to the children. The content of this test was the same as what was tested in pre-test. The difference was that the questions were randomly asked for student to answer. The purpose in giving post-test was to find out how exactly drawing and coloring method affected children in memorizing English words after the application of the treatment.

After analyzing both pre-test and post-test, the researcher came to prove the hypothesis whether the application of drawing and coloring method is effective or



not to improve the children's ability in memorizing English words.

The researcher gained the fact based on the result of analysis that t-counted (16.38) was higher than t-table (1.714), which means that the alternative hypothesis ( $H_a$ ) is accepted and the Null hypothesis ( $H_0$ ) is rejected. The data can be supported by analyzing and comparing the result of mean score of pre-test was 25.07 and the mean score of post-test raised to 73.23 after the treatment. Comparison result between experimental group's post-test (73.23) is higher than control group's post-test (47.61). In other words, drawing and coloring method was effective for kindergarten children in memorizing English words.

Drawing and coloring are activities that have impact to the children. It is activity that made children more expressive to learn in the classroom because children are actually learning a lot through exploring drawing and coloring activities.

## CONCLUSIONS AND SUGGESTIONS

### Conclusions

Based on the result of the data presentation and discussion in the previous chapter, the researcher drew the conclusion of this research. The researcher concluded that drawing and coloring method are effective for kindergarten children in RaudatulAtfal Al-IkhlâsDuyu in memorizing English words. It can be seen from the data showing that there is a significant result or significant difference between the result of pre-test and post-test. Before giving treatment, the mean score of pre-test was low, while after giving treatment the mean score of post-test raised. As comparison, there is a significance result from post-test of experimental group and control group. Moreover, the result of t-counted was greater than t-table, which means that the drawing and coloring method used as a treatment was effective for children in memorizing English

words. The researcher states the criteria of testing hypothesis is if the t-counted equal is higher than t-table that hypothesis is accepted. Based on result of test it can conclude that drawing and coloring method are given difference result than group that only teach by conventional method.

### Suggestions

After evaluating the children result in this research, the researcher would like to give suggestion to the teacher and other researchers. First, the teacher of kindergarten school should vary their teaching method to children, because children's world is identical with playing. Through playing with art activities like drawing and coloring it is expected that this method becomes one of solution for teaching English in kindergarten level. Second, the next researchers, especially the ones who are interested in investigating the area of this study, may apply integrated way like drawing, singing, coloring and story telling. By applying drawing and coloring method in teaching English the children not only develop their the physical development, emotional development and motoric skills, but also becoming their experiences that researcher hope will give the positive feedback in learning activities.

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