

**DEVELOPING VOCABULARY ANIMATION GAME APPLICATION FOR  
PRONUNCIATION  
AT PELITA KASIH LAWANG KINDERGARTEN**

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**SUBMISSION TRACK**

Submitted : 8 August 2022  
Accepted : 30 September 2022  
Published : 18 October 2022

**KEYWORDS**

Video Media, Animation,  
Picture Vocabulary, Language,  
Early Childhood.

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**A B S T R A C T**

The purpose of developing illustrated vocabulary animation game media for kindergarten – A students at Pelita Kasih Lawang Kindergarten is that early childhood can concentrate and understand the content of the material so that they are able to repeat simple words with correct pronunciation. Early childhood is also expected to be able to repeat words that have been listened to friends and teachers. Researchers compiled an animated vocabulary game media developer pictured in learning English, by making a Research and Development (R&D) development research design, which is research used to produce certain products, and test the validity of these products. This Research and Development procedure is an adaptation of Sugiono's theory (2011 : 297), namely : 1) Potential and Problems, 2) Data Collection, 3) Product Design, 4) Design Validation, 5) Usage Trial, 6) Product Revision, 7) Product Trial, 8) Design Revision. Product Trial, 8) Design Revision. The data analysis technique used is qualitative and quantitative analysis in the form of percentages. The results of this research and development obtained are : 94.44% of the learning expert validation results, 96.15% of the media expert validation results, 91.11% of the small group trial results, and 95.68% of the field trial results. Based on these results, the development of animated media in language learning is classified as feasible to use. Based on the validation results, observations on small group trials and field trials, it can be concluded that the development of animated media in language learning is very interesting, fun, and easy to use. It is hoped that the results of the development of animated media in language learning can be developed even better, more effective, and right on target. So that it can be utilised according to the needs and achieve the goals of early childhood language learning.

**Introduction**

Education is a shared responsibility between family, school and community. The family is the main and first environment in early childhood education, because most of the child's life and education starts from the family. The school is an educational institution appointed and trusted by parents to cooperate in providing guidance and education for children. Meanwhile, the community is the social environment where early childhood interacts. Early childhood is educated and guided by teachers along with their peers.

Mulyasa (2012 : 2, 47, 230) says that, the task of the community environment is to maintain and preserve what early childhood already has, by creating a healthy

community environment and free from deviations that can damage the soul of early childhood. In order to create such an environment, the Government has established a forum that protects and creates a healthy environment for early childhood, namely Early Childhood Education (PAUD). He said that early childhood education is a coaching effort aimed at children from birth to 6 years of age with teaching and learning activities that provide educational stimuli in a fun, creative, attractive and innovative manner.

Early childhood education with targeted teaching and learning activities will be very useful and determine what early childhood will be like, both in terms of physical, mental and intelligence. Teaching and learning activities in PAUD are carried out for approximately 3 – 4 hours every day with an emphasis on laying the foundation towards physical growth and development, thinking power, creative power, emotional intelligence, spiritual intelligence, language and communication, in accordance with the uniqueness and stages of early childhood development.

The aspect of language as a means of communication and how to communicate in PAUD can be developed through the ability to retell stories that have been heard or repeat words that have been heard. Early childhood likes to read fairy tales, see pictures from books, enjoy watching cartoons, films about animals and about family members (Hurlock, 1980 : 122). It is often found in some early childhood, especially children aged 4 – 5 years who have difficulty expressing their feelings with words, so that the development of early childhood language skills needs to be developed more optimally.

Based on the results of observations in March 2022 of children aged 4 – 5 years in language learning using the storytelling method with the theme "Zoo" at the Kindergarten – A level of Pelita Kasih Lawang Kindergarten, the following facts were found: Of the 18 students who have been observed by researchers, there are 60% of students, namely 11 out of 18 students still look confused and less precise in repeating when asked by the teacher to repeat simple words that have been heard. This is caused by several facts, including : (1) Students lack concentration when listening to the teacher say the name of the animals, (2) The teacher lacks mastery of the material so that students are less interested in listening, (3) Teaching methods are less varied, (4) The media used by the teacher is less varied.

The reality of these problems in early childhood needs to be addressed and analysed with serious and thorough early detection. This must be supported by accurate and complete information and data collection from various parties concerning children, starting from the womb, after birth, until the child enters early childhood education. Based on the description above, the researcher feels the need to create an interesting and fun learning media, namely animated vocabulary picture game media. Animated media can be used to develop language skills in early childhood by using the basis of behavioural theory, where this theory views development as a function of learning and moving according to certain learning principles (Salkind, 2009 : 26). This behavioural theory is suitable when applied to early childhood to train children who still need the role of adults, need repetition and habituation, like to imitate and are happy with direct forms of reward such as being given candy or praise.

Illustrated vocabulary animation media is a concrete media that can be used to help teachers tell stories or deliver learning materials to be more varied and easier to understand, so that students can concentrate and be able to tell / recite simple words that have been witnessed and heard. The advantages of animation media (Salam, 2010 : 87) are that the language is simple and easy to understand, so that it fosters motivation and

pleasure, and is able to visualise material that is difficult to explain. Interesting and varied pictorial animation media will stimulate language skills. This is because animated media can motivate early childhood interest in language.

### **Media Benefits**

In the teaching and learning process, the use of media has several benefits (Arsyad, 2009 : 26), namely :

- a) Can clarify the presentation of messages and information so that it can facilitate and improve the learning process and results.
- b) Can increase and direct children's attention so that children concentrate and cause learning motivation.
- c) Can overcome the limitations of the senses, space, and time.
- d) Can provide students with a common experience of events, and enable direct interaction with teachers, society, and the environment.

From the description of some of the descriptions above, it can be concluded that learning media has many benefits for aspects of early childhood development, because it can clarify the presentation of material so that it can increase children's concentration, overcome the limitations of the senses, space, and time as well as attract and provide a pleasant experience in learning.

Animation media in learning has several advantages and disadvantages (Artawan – in Kamriantiramli, 2011). The advantages of using animation media include the following :

- 1) Makes it easier for teachers to present information about complex processes,
- 2) Reduce the size of objects that are large enough and vice versa,
- 3) Motivate students to pay attention because it is equipped with sound,
- 4) Combines audio and visual elements,
- 5) It is interactive, in the sense that it has the ability to accommodate user responses.

The disadvantages of using animation media are as follows :

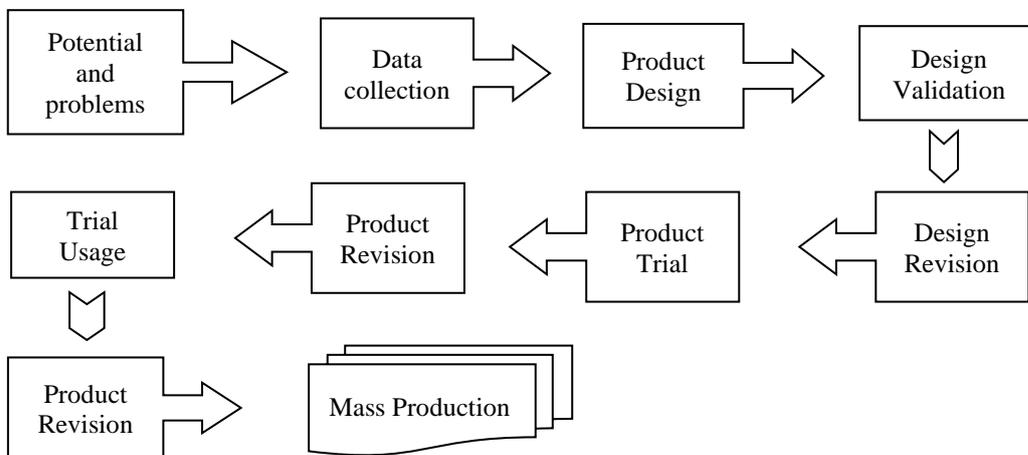
- 1) Requires adequate creativity and skills to design animations to be effectively used as learning media,
- 2) Requires special software to open and operate the animation,
- 3) Teachers, despite their role as communicators and facilitators, must also have the ability to understand students. Too much information in one frame tends to be difficult for students to understand.

Referring to some of the above definitions, it can be concluded that animation is an image that is made to look alive so that the audience can feel the illusion of movement. Animation itself is divided into two, namely : 2-Dimensional Animation and 3-Dimensional Animation, where this animation can facilitate teachers / educators in presenting information or learning materials that are complex, because this animation combines audio and visual. But in its implementation, teachers must also master how to operate it to be skillful, creative, and innovative.

**Research Method**

The Research and Development model is a research model used to produce certain products. The resulting product is then tested for effectiveness. Research is needed to test the validity of media products. A valid media product will produce a learning media product that can be utilized in the learning process in the classroom by using needs analysis research. In developing a pictorial vocabulary animation media development in language learning, a development research design needs to be made.

The development model used by researchers is the Research and Development (R&D) research and development model. The development of Illustrated Vocabulary Animation Game Media on Language Learning for Kindergarten – A Children at Pelita Kasih Lawang Kindergarten is adapted from the media development model from Sugiyono (2011 : 297) which uses ten steps as follows :



**Picture 1. Research and Development Method (Sugiono, 2011 : 298)**

• **Types of Data**

There are two types of data used in this study are Quantitative and Qualitative data. a) Quantitative data obtained from initial research (needs analysis) on students. Used to determine the percentage of product needs to be developed as well as from small group trial data and large group field trials; b) Qualitative data is data from the results of expert reviews in the form of input, suggestions, and the results of interviews and observations in the initial research of TK – A teachers at Pelita Kasih Lawang Kindergarten.

• **Data Collection Instruments**

The data collection technique instrument used in the development of language learning through animated game media for kindergarten – A learning at Pelita Kasih Lawang Kindergarten is by using qualitative and quantitative approaches in the form of questionnaires. Questionnaires are written questions used to obtain information from respondents (Arikunto, 2010 : 194). The grids of questionnaires / questionnaires of data collection instruments are adapted from Arikunto (2010 : 44), Arsyad (2009 : 74, 175).

Questionnaires to collect quantitative data, among others :

- (a) initial research (preliminary study) from the observation sheet,
- (b) learning expert evaluation, media expert evaluation, and material expert evaluation,

- (c) small group trial,
- (d) large group trial.

While questionnaires to collect qualitative data include :

- a. Suggestions and input and responses about product design from experts,
- b. Needs analysis through observation,
- c. Interview assessment of responses from teachers about the development of illustrated vocabulary animation game media.

#### • Research Subjects

The research subjects involved in collecting data for this development are :

- Initial research as a needs analysis was conducted on teachers and kindergarten - A at Pelita Kasih Lawang Kindergarten.
- Expert evaluation subjects consist of: 1) early childhood learning experts, 2) media experts, and 3) material experts.
- The subjects of the small group trial were 5 students with average learning outcomes taken from Kindergarten - A at Pelita Kasih Lawang Kindergarten.
- The field trial subjects (large group) were kindergarten - A students at Pelita Kasih Kindergarten totaling 18 students.

#### • Data Analysis Technique

The data analysis techniques used in this study are qualitative data and quantitative data in the form of percentages based on learning expert evaluations and product trials. The data used include : 1) Qualitative data is obtained from early childhood learning experts, media experts, and material experts in the form of suggestions and input that can be used to make revisions to the design of learning media products; 2) Quantitative data in the form of a percentage of attractiveness, appearance, clarity and accuracy of animated picture story media for children aged 4 – 5 years. The data can be used to present the results of data collection from small group trials and field trials.

The formula for processing data in the form of descriptive percentages (Adaptation of Sudijono, 2009 : 43) is the formula used to manage questionnaire data / media and material expert responses and learning expert observations as follows :

- a. Data formula per item :

$$P = \frac{X}{xi} \times 100\%$$

Description :

- P : Percentage number.
- x : Respondent's answer in one item.
- xi : Number of ideal scores in one item.
- 100% : Constant

- b. The formula for processing data for all items is :

$$P = \frac{\sum X}{\sum xi} \times 100\%$$

Description :

- P : Percentage number.
- $\sum x$  : Total number of respondents' answers.
- $\sum xi$  : The total number of ideal values in one item.

100% : Constant

The results of the data obtained by the researcher will be processed using the formula above. The results are matched with the eligibility criteria as follows:

**Table 1. Criteria for Validity Level (Adaptation of Sudjana, 2012 : 77)**

Category	Percentage	Description	Meaning
A (4)	80% - 100%	Valid	Usable
B (3)	60% - 79%	Fairly Valid	Usable
C (2)	50% - 59%	Less Valid	Not usable
D (1)	< 50 %	Not Valid	Not usable

Description of the table of criteria for the level of validity :

- 1) If the tested media reaches a percentage level of 80% - 100%, then the media is classified as valid / feasible qualifications and can be used.
- 2) If the tested media reaches a percentage level of 60% - 79%, then the media is classified as quite valid / quite feasible and can be used with revision.
- 3) If the tested media reaches a percentage level of 50% - 59%, then the media is classified as less valid / less feasible and cannot be used.
- 4) If the tested media reaches a percentage level of 0% - 49%, then the media is classified as invalid / not feasible and cannot be used.

The learning animation game media developed for children aged 4 – 5 years will be said to be successful and can be utilized as media in language learning if it reaches the criteria for feasibility / can be used, namely at a percentage of 80% - 100%.

## Result and Discussion

Based on data collection from the results of the presentation of trial data on the development of Illustrated Vocabulary Animated Game Media for learning English Language for Kindergarten – A students at Pelita Kasih Lawang Kindergarten, below will be presented the results of data analysis from expert reviews, small group trial results, and field trial results. From the experts' review, the evaluation results from early childhood learning experts, media experts, and early childhood language material experts will also be explained. The results of the small group trial and field trial were obtained from trial data on learning English Language for Kindergarten – A students at Pelita Kasih Lawang Kindergarten.

### a. Overview of Early Childhood Learning Experts

Media Game Animated Picture Vocabulary on learning English Language for Kindergarten – A students at Pelita Kasih Lawang Kindergarten that has been designed, will be validated by early childhood education learning experts (Principal of Pelita Kasih Lawang Kindergarten who has knowledge in the field of early childhood education).

The suggestions and input from early childhood education learning experts are :

- 1) Gadgets / laptops that are not yet sufficient in number, so that in the implementation of student trials must take turns.

- 2) It would be nice if the game application can be uploaded on Playstore, so that it can be utilised by all groups.

Suggestions and input that have been submitted by learning experts will be useful for improving the Illustrated Vocabulary Animation Game Media that researchers design.

The results of quantitative validation by early childhood learning experts are as follows :

**Table 2 Learning Expert Validation Results**

No	Assessment Aspect	Score		
		x	xi	Presentage % (P)
1	Vocabulary game media is in accordance with the developmental characteristics of children aged 4 – 5 years.	4	4	100 %
2	Vocabulary game media is in accordance with the language development of children aged 4 – 5 years.	3	4	75 %
3	The vocabulary game media is in accordance with the developmental achievement indicators of recognising and memorising vocabulary in English for children aged 4 – 5 years.	4	4	100 %
4	English vocabulary game media is interesting for children aged 4 – 5 years.	4	4	100 %
5	Vocabulary game media can be used by teachers to motivate students to learn in class.	4	4	100 %
6	English learning becomes meaningful for 4 – 5 year old children.	4	4	100 %
7	There is time to use it, so the media can be useful for children during the learning process.	3	4	75 %
8	Teachers can use the media for other aspects of learning for children aged 4 – 5 years.	4	4	100 %
9	The ability of the media to provide feedback on the learning delivered by the teacher.	4	4	100 %
<b>TOTAL</b>		<b>34</b>	<b>36</b>	
<b>PERSENTAGE</b>			<b>100%</b>	<b>94,44 %</b>

Description :

- P : Percentage number.  
x : Respondent's answer in one item.  
xi : Number of ideal scores in one item.  
100% : Constant

From the results of the product assessment conducted by the learning expert data, it can be concluded that the calculation for all items / aspects is as follows :

$$P = \frac{\sum x}{\sum xi} \times 100\%$$

$$P = \frac{34}{36} \times 100 \%$$

$$P = 94,44 \%$$

From the results of the overall calculation of the validation items of early childhood learning experts, a percentage figure of **94,4%** was obtained. If we look based on the criteria for the level of product feasibility, the illustrated vocabulary animation game media is classified as valid / feasible qualifications. So it can be concluded that the animated vocabulary game media is feasible and in accordance with the early childhood learning stage.

### b. Media Expert Review

After being validated by early childhood learning experts, the animated vocabulary game media illustrated on learning English for children aged 4 – 5 years will then be validated by media experts (Head of IT at Pelita Kasih Lawang Christian School who has expertise in learning media).

The suggestions and input from early childhood media experts are as follows :

- 1) When accessed on certain mobile phones / Android, no sound/background appears.
- 2) For the next product, it is better if the Main Menu display is at the beginning when the game is run and the order in which the animals appear is randomised.

The suggestions and input mentioned above will be very useful for improving the Illustrated Vocabulary Animation Game Media designed by researchers.

The results of quantitative validation by early childhood media experts are as follows :

**Table 3 Media Expert Validation Results**

No	Assessment Aspect	Score		
		x	xi	Presentage % (P)
1	Quality of content and purpose :			
	a. Accuracy of vocabulary game media for children aged 4 – 5 years.	4	4	100 %
	b. Completeness of vocabulary game media for children aged 4 – 5 years.	4	4	100 %
	c. Vocabulary game media is able to arouse the interest and attention of children aged 4 – 5 years.	3	4	75 %
	d. Vocabulary game media is in accordance with the student's learning situation.	4	4	100 %
2	Instructional Quality :			
	a. Vocabulary game media provides learning opportunities and assistance to children aged 4 – 5 years.	4	4	100 %
	b. Vocabulary game media can motivate students.	3	4	75 %
	c. Vocabulary game media can have an impact on teachers and students in learning English.	4	4	100 %
	d. The relationship between the vocabulary game media and other learning programmes.	4	4	100 %

Technical Quality :				
3	a. Readability of images and instructions/questions.	4	4	100 %
	b. Vocabulary game media is easy to use.	4	4	100 %
	c. Display / show quality.	4	4	100 %
	d. Quality of programme management.	4	4	100 %
	e. Quality of documentation.	4	4	100 %
<b>TOTAL</b>		<b>50</b>	<b>52</b>	
<b>PRESENTAGE</b>		<b>100%</b>	<b>96,15 %</b>	

Description :

P : Percentage number.

x : Respondent's answer in one item.

xi : Number of ideal scores in one item.

100% : Constant

From the results of the product assessment conducted by the media expert, it can be concluded that the calculation for all items / aspects is as follows :

$$P = \frac{\sum X}{\sum xi} \times 100\%$$

$$P = \frac{50}{52} \times 100\%$$

$$P = 96,15 \%$$

From the results of the overall calculation of the validation items of early childhood learning experts, a percentage figure of **96,15%** was obtained. If we look based on the criteria for the level of product feasibility, the illustrated story animation is classified as valid / feasible qualifications. So it can be concluded that the animated vocabulary game media is feasible to use in language learning for children aged 4 – 5 years.

### c. Small Group Trial Results

The small group trial was conducted on **30 March 2022** on 5 kindergarten – A students with average ability criteria. The results of the small group trial of the animated vocabulary picture game media in English language learning were obtained from the results of observations about the animated vocabulary picture game media on the observation sheet that the researcher had made. Data filling was carried out by the Kindergarten – A English subject teacher at Pelita Kasih Kindergarten.

**Table 4. Data on Limited Trial Results by Observers**

No	Aspects assessed	Data obtained (x)		Ideal answer (xi)	Percentage of answers "Yes"
		Yes	No		
1	Does the child enjoy watching / practising the animated picture vocabulary game ?	5	0	5	100 %

2	Does the child concentrate when watching the animated vocabulary game ?	4	1	5	80 %
3	Does the child dare to come forward to rephrase the simple vocabulary that has been witnessed ?	3	2	5	60 %
4	Does the child feel enthusiastic when repeating simple vocabulary words ?	5	0	5	100 %
5	Can the child practise the animated vocabulary game with his/her own effort ?	5	0	5	100 %
6	Can the child imitate the audio of the animal name in repeating the simple vocabulary of the animated picture vocabulary game ?	5	0	5	100 %
7	Can the child answer the teacher's questions correctly ?	4	1	5	80 %
8	Is the child more motivated to develop English language skills ?	5	0	5	100 %
9	Can the child apply the animated vocabulary game in daily life ?	5	0	5	100 %
<b>TOTAL</b>		<b>41</b>	<b>4</b>	<b>45</b>	<b>91,11 %</b>

Description :

*P* : Percentage number.

*x* : Respondent's answer.

*x<sub>i</sub>* : Ideal answer

$\sum x$  : Total number of respondents' answers.

$\sum x_i$  : Total number of ideal values in one item.

100 % : Constant

From the assessment of the respondent's data, calculations can be made for all items / aspects as follows :

$$P = \frac{\sum x}{\sum x_i} \times 100 \%$$

$$P = \frac{41}{45} \times 100\%$$

$$P = 91,11 \%$$

The results of the small group test analysis of 5 kindergarten – A students at Pelita Kasih Lawang Kindergarten, when children watched the animated vocabulary game illustrated in English language learning, obtained data on the percentage of small group test results as much as **91,11%**. Based on this assessment, it can be concluded that the animated vocabulary game on learning English is interesting, meaningful, and motivating for students aged 4 – 5 years, and is suitable for use in Pelita Kasih Lawang Kindergarten.

The feedback from the Kindergarten – A English teacher was :

- Actually, the children are very enthusiastic and happy with the game, feeling that learning animal vocabulary in English is fun. The children feel that there are not

many types or names of animals because they are very happy to play it so they want more types of animals to be displayed and longer.

- Perhaps other varieties and types of animals could be added, perhaps animals that live in water and those that move in the air.

This will be taken into consideration by researchers to revise the observation sheet during the field trial so that the assessment data provided by the class teacher is more focused and on target.

**d. Field Trial Results**

The field trial was conducted on 6 April 2022 on 18 students of Kindergarten – A. The results of the field trial on the animated game media of pictorial vocabulary in English language learning were obtained from observations about the animated game media of pictorial vocabulary on the observation sheet that the researcher had made. Data filling was done again by the Kindergarten – A English subject teacher at Pelita Kasih Kindergarten.

**Table 5. Data on Field Trial Results by Observers**

No	Aspects assessed	x				xi	Σx	Σxi	Presentage % (P)
		1	2	3	4				
1	Does the child enjoy watching / practising the animated picture vocabulary game?				18	4	72	72	100 %
2	Does the child concentrate when watching the animated vocabulary game?				18	4	72	72	100 %
3	Does the child dare to come forward to rephrase the simple vocabulary that has been witnessed?			3	15	4	60	72	83,33 %
4	Does the child feel enthusiastic when repeating simple vocabulary words?				18	4	72	72	100 %
5	Can the child practise the animated vocabulary game with his/her own effort?			1	17	4	68	72	94,44 %
6	Can the child imitate the audio of the animal name in repeating the simple vocabulary of the animated picture vocabulary game?				18	4	72	72	100 %
7	Can the child answer the teacher's questions correctly?				18	4	72	72	100 %
8	Is the child more motivated to develop English language skills?			1	17	4	68	72	94,44 %
9	Can the child apply the animated vocabulary game in daily life?			2	16	4	64	72	88,89 %
<b>TOTAL</b>				<b>7</b>	<b>155</b>	<b>36</b>	<b>620</b>	<b>648</b>	<b>95,68 %</b>

Description :

- P : Percentage number.
- x : Respondent's answer.



- xi : Ideal answer
- $\Sigma x$  : Total number of respondents' answers.
- $\Sigma xi$  : Total number of ideal values in one item.
- 100 % : Constant

From the assessment of respondent data on 18 kindergarten – A students, calculations can be made for all items / aspects as follows :

$$P = \frac{\Sigma X}{\Sigma Xi} \times 100\%$$

$$P = \frac{620}{648} \times 100 \%$$

$$P = 95,68 \%$$

Based on the analysis of the results of the field trial of 18 kindergarten – A students at Pelita Kasih Lawang Kindergarten, when children watched the animated vocabulary game in English language learning, the data obtained from the field trial results were **95,68%** of students were interested and motivated to watch and rephrase simple vocabulary from the animated vocabulary game. This animated vocabulary game is classified as valid (suitable for use). The assessment concluded that the animated vocabulary game media on learning English is interesting, meaningful, and motivating for children aged 4 – 5 years, and is suitable for use in Kindergarten – A at Pelita Kasih Lawang Kindergarten.

After carrying out several validation steps as well as small group trials and field trials, the complete quantitative data results are presented in table 6 below :

**Table 6. Data Interpretation of Questionnaire Distribution Results, Group and Field Trials**

No	Respondents	Average	Criteria
1.	Learning Expert	94,44 %	Valid / Usable
2.	Media Expert	96,15 %	Valid / Usable
3.	Small group trial	91,11 %	Valid / Usable
4.	Large group trial	95,68 %	Valid / Usable

#### • Media Revision

Revision of animated vocabulary game media on learning English for kindergarten – A students at Pelita Kasih Lawang Kindergarten in terms of :

##### a. Learning Expert Revision

Based on the questionnaire given to learning experts, the following responses were obtained :

- Gadgets / laptops at school are inadequate in number, so that students have to take turns in conducting trials.
- It would be nice if the game application could be uploaded on Playstore, so that it can be utilised by all groups.

### **b. Media Expert Revision**

Based on the questionnaire given to media experts, the following responses were obtained :

- When accessed on certain mobile phones / Android, no sound / backsound appears.
- For the next product, it is better if the Main Menu display is at the beginning when the game is run and the order in which the animals appear is randomised.

Before conducting limited trials and field trials, researchers revised the illustrated vocabulary animation game media according to the suggestions given by the experts.

#### **• Revised Observations from Small Group Trial**

Based on the results of the analysis in the small group trial, the observation sheet of the animated vocabulary game media still needs to be revised as follows :

- Actually, the children were very enthusiastic and happy with the game, feeling that learning animal vocabulary in English is fun. The children felt that there were not enough types or names of animals because they enjoyed playing it so much that they wanted more types of animals to be shown and longer.
- Perhaps more varieties and types of animals could be added, perhaps those that live in water and those that move in the air.

#### **• Revised Observations from Field Trial**

Based on the results of the analysis in the field trial, the suggestions from the Kindergarten - A English subject teacher are as follows: It is attempted to watch the animated vocabulary game in a wider room so that the child's visibility is not too close or the game link can be sent through the parent's Whatsapp group, so that students can study alone / play games while studying at home.

Based on the results of the analysis of the field trial, it can be concluded that the illustrated vocabulary animation game media for learning English for Kindergarten - A students at Pelita Kasih Lawang Kindergarten does not need to be revised. The animated vocabulary game media is feasible to be implemented as an alternative media for learning English outside the classroom and in the classroom that is interesting, meaningful, and motivates children. This animated picture vocabulary game is made in the form of a guidebook and game link that can be shared through the Whatsapp group of parents.

### **Conclusion**

Animated media developed by researchers in the form of animated vocabulary games illustrated on language learning to train the language skills of children aged 4 - 5 years in repeating simple vocabulary that has been witnessed. The animated game media for illustrated vocabulary in English learning was developed in the form of a guidebook and a child's game link.

The development of this animated game media of illustrated vocabulary in English learning went through a long process, starting from the design of the animation media to the final design. The animated vocabulary game media can be completed by making several revisions so as to get the maximum animated media in English learning. The revision of the vocabulary animation game media was obtained from qualitative and

quantitative assessments of early childhood learning experts, media experts, and early childhood language material experts, as well as small group test revisions.

Based on the results of observations during the research, revision and effort to develop this media of animated vocabulary game media on learning English in kindergarten – A students at Pelita Kasih Lawang Christian Kindergarten, it can be concluded that the animated vocabulary game media is very interesting, clear, and able to motivate the curiosity of children aged 4 – 5 years and declared valid with the following results :

1. In the evaluation of learning experts, animated media is valid for use in language learning with the percentage of questionnaire answers amounting to **94,44%**.
2. In the evaluation of media experts, animated media is valid for use in language learning with the percentage of questionnaire answers amounting to **96,15%**.
3. In the small group trial evaluation, the animation media is valid for use in language learning with the percentage of questionnaire answers amounting to **91,11%**.
4. In the field trial evaluation, the animation media is valid for use in language learning with the percentage of questionnaire answers amounting to **95,68%**.

### **Acknowledgements**

I would like to thank those who have helped in the preparation and completion of this article, namely :

- Journal editor team
- And all those who have supported us so that this article can be completed properly.

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