

**Analyzing The Relationship Between Activity and Cognitive Achievement  
to Improve English Language Learning Ability  
(Case Study of PAUD Seruni)**

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**ABSTRACT**

This study aims to analyze the relationship between teacher activity and learning achievement so that there is an ability to increase early childhood English learning using talking English learning media, the subject of this research is PAUD Seruni Tangerang city with a total of 10 students consisting of 6 boys and 4 girls and 2 teaching teachers, Data collection methods are carried out through observation and assessment documentation. The results of the assessment that has been carried out through observation for 2 weeks obtained research data The first week of teacher activity shows that in the first observation 45% is still not good and the achievement of children's cognitive learning English language Starting to Develop (MB) 26-50, in the second observation week to teacher activity shows to be 77% very good and the achievement of children's cognitive learning English language and the achievement of children's cognitive learning English language (BSB) 76-100. The relationship between teacher activities and cognitive achievement is very influential to improve children's ability to recognize English words learning at PAUD Seruni Tangerang City.

**Key words:** Learning English; Cognitive achievement; Early Childhood

**INTRODUCTION**

English is the most widely used language by the world's population, which then makes English an international language. The dominance of the use of English to connect and transfer information throughout the world, raises the assumption that mastery of English is a necessity that must be owned by modern society as it is today. This means that people who come from various backgrounds of origin, religion and culture have an agreed learning tool to communicate with each other, namely English.

In accordance with Law No. 20 of 2003 (Depdiknas Ministry of National Education, 2003) on the National Education System, Chapter 1, Article 1, Item 14, Early Childhood Education (PAUD) is a coaching effort aimed at children from birth to 6 years of age through providing educational stimuli to help physical and spiritual growth and development so that children have readiness to enter further education. Article 28 on Early Childhood Education states that: (1) PAUD is organized before the level of Basic Education, (2) PAUD can be organized

through formal, non-formal and / or informal education channels, (3) PAUD formal education channels: Kindergarten, RA or other equivalent forms, (4) PAUD non-formal education pathways: KB, TPA, or other equivalent forms, and (5) PAUD informal education path: family education or education organized by the environment. Data obtained by the Ministry of National Education in 2002, only 28% of the 26.1 million children aged 0-6 years received early childhood education.

Awareness of the importance of mastering English also has an impact on efforts to learn and master the language. People are starting to introduce English to their children as early as possible. This is then followed up by educational institutions, especially early childhood education institutions such as PAUD or TK. Bringing up English subjects in PAUD (Early Childhood Education) institutions is an added value in itself. This is of course a challenge for PAUD teachers, especially those who teach English subjects, to develop and implement fun and effective learning methods for early childhood English learning.

The problems that occur when in PAUD Seruni Tangerang teacher experience and the ability of cognitive achievement of learning English early childhood is very difficult to develop and improve, this is what the researcher will do to analyze the activities of teachers and the achievement of cognitive learning English in PAUD children

## LITERATURE REVIEW

According to (Cole, Michael., 2001) early childhood is the study of their physical, cognitive, psychological, and social development that will continue to develop as they grow older.

According to (Vygotsky, 2015) language is a way for children to ingest conceptions of how to pay attention to something, recall what is obtained, provide categorization, plan, solve problems, and think about the child's own world. Vygotsky emphasizes the process of language acquisition in children through dialogue or conversation. Through conversation or dialog, adults transfer the knowledge contained in the culture to the child.

*Table 1 Early Childhood Language Mastery*

Average age (months)	Pronunciation length (average number per sentence)	Characteristics	Commonly spoken sentences
12-26	1,00-2,00	Vocabulary consists mainly of many nouns and verbs with few adjectives and adverbs; word order is	Baby bathing

		observed.	
27-30	2,00-2,50	Use of plural words; use of past tense, use of be, prepositions, some prepositions	Fast forward car
31-34	2,50-3,00	Using yes-no questions, wh-questions (who, what, where); using refutation sentences and news sentences.	Put the baby down
35-40	3,5-4,0	Embedding one sentence within another sentence	This is the doll that mom bought for me
41-46	3,75-4,50	Coordination between simple sentences and proportional relationships	Sinta and Andi are siblings

Source: (Mooney, 2000).

## METHOD

This research is a classroom action research (PTK). PTK in English is called Classroom Action Research.

According to (Kunandar, 2010), states that Classroom Action Research is a scientific activity carried out by teachers in the classroom where they teach by designing, implementing, observing and reflecting on actions through several cycles collaboratively aimed at improving or improving the quality of the learning process.

The flow of this research is:

1. Determination of the research object.
2. Observation 1 Action stage, observation, reflection.
3. Observation 2 Action stage, observation, reflection.

4. Analyzing research data. Research data analysis is carried out from the results of data processing that has been carried out by researchers.

The location of this research was Seruni Early Childhood Education (PAUD) school in Tangerang City. The research subjects were 6 male students and 4 female students.

Data analysis techniques take place from the beginning of the research, namely starting from observation and reflection, some of the data obtained in this study are data on the results of observations of teacher activities and children's activities on the ability to recognize English words through talking english learning aids.

The data that has been collected is then analyzed. (Sudijono, 2004) The tool used to observe teacher activity and child activity is a score with the following

$$P = \frac{F}{N} \times 100\%$$

formula:

Source: (Sudijono, 2004)

Description:

P = Percentage of teacher activity

F = Number of teacher activity frequencies

N = Total number

*Table 2 Teacher activity criteria*

No.	Score (%)	Criteria
1	10-29	Very Less
2	25-50	Less
3	50-69	Simply
4	70-89	Good
5	90-100	Very good

Source:(Wulansari, 2017)

Furthermore, data on teacher activities, children's activities and children's ability to recognize words obtained by the data table are obtained and described. This is done so that it is clear how the increase in teacher activities, children's activities and children's ability to recognize English words from observation I to observation II.

*Table 3 Achievement criteria for cognitive development with symbolic thinking*

ACHIEVEMENTS	PERCENTAGE (%)
Underdeveloped (BB)	0-25
Starting to Develop (MB)	26-50
Developing as expected (BSH)	51-75

Developing Very Well (BSB)	76-100
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Source:(Riyanti, 2017)

According to (Santrock, 2010) in Educational Research Methodology and its Applications states that in Early Childhood Education (PAUD) the success criteria that children must have are 76-80%, if the value obtained by the child is less than these criteria, then the child is said to have not mastered the material well or the achievement criteria have not been successful

## RESULT AND DISCUSSION

Based on the results of the data in the first observation, the teacher activity data obtained was 45% of the teacher's activity learning English was not good, while the achievement of cognitive development of symbolic thinking of PAUD Seruni students began to develop (MB) which is 26-50%, so it is necessary to increase teacher activity in providing an explanation of the introduction of English words through talking english learning tools. The results of the recapitulation of teacher and child activities are listed in the table below:

### 1. Observation Table 1 (one)

*Table 4 Teacher's activity in the first observation*

No	Assessment Aspect	Observation I				
		1	2	3	4	5
<b>A. Initial Activity</b>						
1	Greeting and reciting prayers					√
2	Ask how the child is doing					√
3	Teacher invites children to sing with			√		
4	The teacher introduces the talking English learning tool		√			
5	Encourage children to ask questions			√		
6	The teacher introduces the groups			√		
7	The teacher tells how to use the learning tools			√		
<b>B. Core Activities</b>						
8	Teachers provide tools learning tools for talking English.	√				
9	Teachers give children freedom to learn according to the tools provided.		√			
10	Teacher guides children to listen to learning English	√				
10	The teacher guides the child to imitate the English learner that has been listened to.	√				
11	conduct assessment			√		

<b>C. Final Activity</b>						
12	The teacher conducts reflection and feedback on the learning that has been carried out		√			
13	The teacher draws conclusions from the activity that the child does.		√			
14	Read prayers and say greetings					√
<b>Total</b>		3	12	15	0	15
<b>Total amount</b>		45				
<b>Maximum Score</b>		100				
Percentage of Teacher Activity= $\frac{45}{100} \times 100\% = 45\%$		Starting to develop (MB), not yet said to be successful				

*Source: Observation Results at Seruni PAUD (2022)*

In the second observation obtained an increase in teacher activity of 77%, while the achievement of cognitive development of symbolic thinking of PAUD students Developed Very Well (BSB) which is 76-100%, the results of the recapitulation of teacher and child activities are listed in the table below:

## 2. Observation Table II (two)

*Table 5 Teacher activities in the second observation*

No	Assessment Aspect	Observation II				
		1	2	3	4	5
<b>A. Initial Activity</b>						
1	Greeting and reciting prayers					√
2	Ask how the child is doing					√
3	Teacher invites children to sing with				√	
4	The teacher introduces the talking English learning tool					√
5	Encourage children to ask questions				√	
6	The teacher introduces the groups area					√
7	The teacher tells how to use					√
<b>B. Core Activities</b>						
8	Teachers provide talking English learning aids.					√
9	Teachers give children freedom to learn according to the tools provided.					√
10	Teacher guides children to listen to learning English					√

10	The teacher guides the child to imitate the Englishlearner that has been listened to.					√
11	Teachers conduct Assessment					√
<b>C. Final Activity</b>						
12	The teacher conducts reflection and feedback on the learning that has been done implemented					√
13	The teacher draws conclusions from the activity that the child does.					√
14	Read prayers and say greetings					√
Total		0	0	0	12	65
Total amount		77				
Maximum Score		100				
Percentage of Teacher Activity = $\frac{77}{100} \times 100\% = 77$		Developed Very Well (BSB),succeeded				

Source: Observations at PAUD Seruni (2022)

## CONCLUSION

Analysis of the relationship between teacher activities and the achievement of cognitive learning at PAUD Seruni Tangerang City is very helpful in this study, this is based on the results of the first observation of the first week and the second observation of the second week, it can be concluded that the first observation of teacher activities showed a percentage of 45% less good and the achievement of cognitive learning English language began to develop (MB) 26-50, on the second observation of teacher activities showed a percentage of 77% very good and the achievement of cognitive learning English language developed very well (BSB) 76-100

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