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Use Of Interactive Learning Media To Improve Language Capabilities Early Children

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Abstract, This research is based on the changing "Mood" of AUD children, so this is inline with an interactive learning model, in encouraging children's curiosity for knowledge, it is important to know the teacher's strategy in using interactive learning media to improve early childhood language skills, The intended ability includes the ability that children use to communicate, both in the form of writing, speech, body code and sign language. In an effort to reveal the facts from the findings when this research was conducted, the method used in this study was a quantitative method. In its implementation, the sample from this study was tested on a limited scale and also tested on a wide scale. For the limited-scale trial consisting of 2 teachers and 1 class of children in group B1 totaling 15 people, while for the wide-scale test consisting of 2 teachers with 2 classes of children in groups B1 and B2 totaling 30 children. To support the iteration of the required data, this research in the implementation of collecting data uses direct observation and written test. The data analysis technique applied was using the average score, percentage and t-test. It is concluded that the development of interactive multimedia-based teaching materials is feasible to use to improve language skills based on limited and broad tests. And the development model is effective in improving children's language skills.

Keywords : Interactive Learning Media, Language Ability

I. INTRODUCTION

Early childhood education is education aimed at children aged 0 to 6 years, while according to the NAEYC, early childhood is children aged 0-8 years who receive early childhood education and elementary school services. This period is a golden period or what is commonly referred to as the golden age where at this time the child's brain ability to think is growing rapidly up to 80%. (Dewi, 2017)

Early childhood education is a coaching effort aimed at children from birth to the age of six which is carried out through the provision of educational stimuli to help physical and spiritual growth and development so that children have readiness to enter further education. This age is a very decisive age in the formation of a child's character and personality (Masitoh et al., 2005: 112–113).

Early childhood education is still limited in terms of number and accessibility and play groups are still concentrated in traditional patterns. The implementation of the teacher still uses a sheet of paper and draws manually on the blackboard still uses media such as books, magazines, cards, letters, posters, and so on. Therefore, it is necessary to do research to

develop interactive multimedia-based teaching materials.

Interactive learning multimedia is a learning program that combines text, images, videos, animations, etc., which are integrated with the help of computers used to achieve learning objectives and users can interact with the program actively Surjono (2017). In the use of interactive learning media, interactive multimedia-based teaching materials use the Microsoft PowerPoint application and the Benime application and its Ali application. The application can combine video, audio and animation at once.

Learning media is a tool that can facilitate the process of receiving the subject matter delivered and of course will facilitate the achievement of the success of learning objectives. (kustiawan ucup,2016:8)

Interactive learning media is interactive media which is one of the audio visual learning media that can be operated using a computer. Interactive media combines several images, sounds, videos, and animations in a file so that it is easy to use. Interactive media is one of the tools to convey learning messages in the form of knowledge, skills and attitudes in order to stimulate the thoughts, feelings, attention and willingness of students in learning (Ardiansyah: 2011)

Early childhood is expected to grow and develop according to their age. Early detection is needed to find out whether a child is growing and developing according to his age. The ability of early detection is therefore needed by educators. The results of early detection of a child's growth and development become the basis for providing appropriate stimulation and intervention according to their needs. Stimulation and intervention are poured into activity programs that are in accordance with the characteristics of children's growth and development.

The scope of development of various aspects of PAUD includes moral and religious, physical or motor, language, cognitive, socio-emotional, and art. Aspects of language By knowing the development of children's language, it can be known how to deal with children in terms of communicating. If there is a child whose language development is slow, it can be stimulated in various ways.

Language ability is a person's ability to use language to express ideas about oneself, understand other people, and learn new vocabulary or other languages (Yus, 2011). Four aspects of language which include (Yulsyofriend: 2019): 1. Listening, 2. Reading, 3. Speaking, 4. Writing. Researchers will focus on the first aspect, namely the listening aspect. Listening is a process of capturing, understanding, and remembering as well as possible what he heard or something that was said to him by others. (Ariani & Slamet, 2009).

II. RESEARCH METHODS

This research is quantitative in nature by using observation sheets. The observation sheet instrument is used to see children's activities in learning before using interactive learning media and after using interactive learning media to see the

improvement of children's language skills. Data analysis of language proficiency improvement is measured by the percentage of the average value with the formula quoted from aqib et al.

$$X = \frac{\sum X}{N}$$

Description: X : Average
∑X : Total Value
N : Total Samples

criteria	Percentage
1 undeveloped	0%-24,99%
2 start to develop	25%-49,99%
3 growing as expected	50%-74,99%
4 growing very well	75%-100%

Acep Yoni (2010: 175-176)

To find out the significant level of media use on children's language skills, it was measured using t-test from the results of the pretest and post-test of the material presented using interactive learning media, the formula used to calculate the significant level was as follows:

$$t = \frac{D}{\sqrt{\sum D^2 - \frac{(\sum D)^2}{N}}}$$

$$\frac{N}{N(N-1)}$$

Description:

D = mean of difference pre and post tes

∑ D = deviasi each subyek (d-D)

$\sum D^2$ = total kuadrat deviasi

N = total sample

The calculated t value can then be compared with the t table according to the number of subjects who become research respondents at a significant level of 0.05 and 0.01. If t table ≤ t count then Ho is accepted and vice versa.

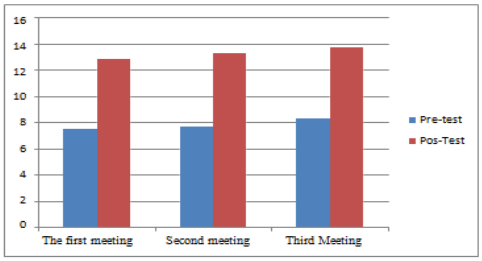
III. RESULTS OF RESEARCH AND DISCUSSION

Analysis of the results of this limited-scale trial, researchers involved 15 students from group B2, pretest and posttest were carried out on students.

Improving children's language skills after learning to use interactive learning media is by looking at the average increase in children's success, in table 4.4 below:

Table 4.4 Recap Results of the Average Value of Children's Language Skills in Group B2

stages	Pre-test	Pos-Test
The first meeting	5,1	8,1
Second meeting	5,6	8,5
Third Meeting	6,2	9,1
Average	16,8	25,7
Selisih Pre dan Postes	8,9	



Grafik 4.1 Recap Results of the Average Value of Children's Language Skills in Group B2

The success of the pretest of students on a limited scale test, the

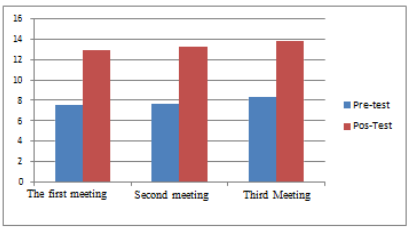
researcher can say that the average value range is 47%, which means students are starting to develop (MB) and after being given learning with media by the researcher, the results obtained from the posttest score of 71 %, which means that students develop according to expectations (BSH) while the difference between pre and posttest is 25%, which means that there is a significant increase. This is also reflected in the results of the calculation of the results of the t-test, which obtained a t-count value of 7.4978 from a t-table of 2.145, so based on the statement that there was an increase in changes in the ability of students in Early Childhood Education 1 after a limited-scale trial was conducted.

This broad-scale product trial involved 30 students from group B1 and group B2, pretest and posttest were conducted on students.

The improvement of children's language and cognitive abilities after learning to use the developed teaching materials is by looking at the average increase in children's success, in table 4.6 below:

Table 4.6 Recap Results of the Average Value of Children's Language Skills in Groups B1 and B2

stages	Pre-test	Pos-Test
The first meeting	7,2	11,3
Second meeting	7,6	11,9
Third Meeting	8,1	12,3
Average	22,9	35,5
difference Pre dan Postes	12,6	



Grafik 4.3 Recap Results of the Average Value of Children's Language Skills in Groups B1 and B2

Based on table 4.6 and Graph 4.3. above it can be explained that the language ability of the results of the pretest success is in the range of the average value of 64%, meaning that students are developing according to expectations (BSH), and the posttest average value is in the range of 99%, meaning that students are developing very well (BSB) while the difference between pre and posttest is 35%, this means that there is a significant change from group B1 and B2 PAUD Pertiwi 1 students after being given learning materials by applying interactive learning media with family themes that researchers have tried to develop. The results of the t-test obtained a t-count value of 8,551 from a t-table of 2,048, then based on the statement on the level where there is an acceptable influence on the students' language abilities when viewed from the smaller average pretest results, after being given treatment with the media interactive learning, there is a change

in the mean value of the posttest results, it can be seen from the t-count is greater than the t-table and this result is an acceptable level.

3.2. Discussion

The teacher's strategy in improving early childhood language skills uses interactive learning media designed using Microsoft PowerPoint applications, Benime and other supporting applications, which are equipped with text, images, videos, and animations related to learning. The use of interactive learning media in this study significantly increased children's language skills.

The listening aspect can be seen from the child's side in listening to what is heard, listening to stories, capturing story content, understanding story content, and children can follow the story content in learning videos. and can answer questions in interactive learning media.

Seeing the feasibility of the researchers conducting a limited-scale test and a broad-scale test of the teaching materials that the researcher had developed, the researchers then presented both the results of the pre-test and post-test, and the t-test of the product, both on a limited scale and on a broad scale

IV. CONCLUSION

The use of interactive learning media to improve early childhood language skills has been tested by researchers in its application, where in the application of interactive learning media researchers use Microsoft powerpoint and binime applications. From the results of this study, the researchers concluded that the advantages of media development in the form of animation, video and sound are made more attractive, flexible, can be used online via the provided link, can also be operated offline using a disk, and also apply cartoon animation. interesting, easy to operate and will be easier for students to understand. Interactive learning media can also attract students' attention and increase learning motivation in the teaching and learning process and student learning outcomes, so as to improve language skills in learning. This interactive learning media can also be operated by the user so that the user can choose what they want for the learning process, and interactive learning media can also be used as a presentation of material using words as well as pictures. or verbal form.

The feasibility of interactive learning media to improve early childhood language skills. Tested on a limited scale and a wide scale. To see the improvement in language skills, it can be seen from the

limited scale test where the average result of the child's testing is 71% with the category "developing as expected". And the results of a wide-scale test of 99% with the category "Very well developed". This shows that the use of interactive multimedia-based teaching materials can improve children's language skills, both in terms of listening.

The teacher's strategy in using interactive learning media can help schools and educators to improve the abilities of students and be able to achieve the learning indicators expected by the curriculum.

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