



DEVELOPMENT OF ANIMATION BASED QUIZ MEDIA THEMES OF ANIMALS TO IMPROVE EXPRESSIVE LANGUAGE SKILLS

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Abstract

The use of media that is still low at the level of children's expressive language skills makes researchers create media that aims to improve graphic language skills of children 4-5 years old by making magazines as children's worksheets. The research method used is by using research and development methods with data collection techniques through data collection, product design, and produce results which are then processed into data which is then analyzed. Based on the study results, the expressive language skills of the students of Play Group PAUD Harapan Bangsa Cirebon Regency after the trial showed an increase of 22.50% with the outcome of 78.50%, namely in the very well developed category. Animated animal-themed quiz game contains animations (moving pictures), including sub-themes of animal types, animal characteristics, and animal food. Therefore, creating an animated quiz media based on animal themes can improve the expressive language skills of early childhood.

Keywords: Animal Themes; Animation; Language Skill; Quiz Media

Introduction

Early childhood is children aged 0-6 years. An early age, or what is often called the golden age, is a very decisive period for what the child will be like when he is an adult, both physically and intellectually. Early childhood education is essential because it sets the foundation from an early age (Suyadi & Maulidya, 2013). The appropriate stimulation will develop the potential that the child has. Children will grow well if they have been given or acquired from an early age. Expressive language is spoken language in which mimics, intonation, and body movements can be mixed to support communication (Dwi & Sri, 2016). According to Vygotsky, language is a tool for expressing ideas and asking questions, and (Anggalia & Karmila, 2014) language also generates concepts and categories for thinking (Dadan, 2016). One of the areas of development in the development of basic skills of early childhood is language development. Language development in early childhood is significant to

be developed because better children's language development will make it easier for children to communicate or express ideas in their minds.

Media are all forms and channels of reconciling messages or information from the source of the news to the recipient that can stimulate thoughts, arouse enthusiasm, attention, and willingness of students so that students can acquire knowledge, skills, or attitudes by the information conveyed (Nunuk et al., 2018). Technology in learning means taking advantage of technological advances to make the learning process effective in learning (A, 2017). Learning media is an integrated activity to prepare other teaching documents, such as curriculum, syllabus, and learning implementation plans (Rayandra, 2011). For example, a quiz is a question that the evaluator asks orally or in writing that must be answered by test participants in oral or written form (Supardi, 2016)). Meanwhile, animation means an effort to move something that cannot move independently (Tri et al., 2019).

Theme-based means that it is adapted to early childhood learning using themes that are then used as sub-themes. This means that the theme-based animation quiz media is a learning media combination of questions (questions) and animation adapted to the theme to improve expressive language skills. Researchers conducted observations and interviews conducted on January 20, 2020, with Mrs. Suhening as group A teacher in the Harapan Bangsa PAUD Cirebon Regency Playgroup, indicating that the language development of children aged 4-5 years was not optimal. Some students experience developmental problems. For example, children cannot say or say familiar words. When asked about which objects are in the classroom, some children cannot pronounce them or children who do not answer. For example, mentioning words starting with the letters d, l, and r. This means that the child has not been able to say words beginning with the letters A-Z.

Second, the teacher only uses children's worksheets (magazines) as a learning medium. For example, when introducing letters, the teacher only writes letters or words on the board or only points to the notes on the poster. Therefore, some students experience problems in early childhood language development. Seeing the situation above, the researcher wants to develop a theme-based animation quiz. By creating learning media to stimulate aspects of language development, especially in expressive language skills, it is hoped that it can help teachers and encourage students to improve graphic language skills. Based on the background explanation above, the researcher is interested in conducting research and development with the title "Development of Theme-Based Animated Quiz Media to Improve Early Childhood Expressive Language Skills in the Harapan Bangsa PAUD Cirebon District Playgroup."

Literature Review

1. Learning Media Concept

According to Trianto, the media is a component of a learning strategy. That is a forum for messages by the source or channel forwarded to the target or recipient of the message. The material to be conveyed is a learning message, and that the goal to be achieved is the

occurrence of a teaching and learning process (Trianto, 2010). Learning media are all forms and channels of unifying messages or information from message sources to recipients that can stimulate thoughts, arouse enthusiasm, attention, and willingness of students to acquire knowledge, skills, or attitudes by the information conveyed. The media also acts as an intermediary for teachers to speak or present everything or messages that students cannot see directly by students but can be described presently through the media (Nunuk et al., 2018). Learning media has an essential role in learning because using media can make a learning process more enjoyable. So that by using learning media properly, it can be used as an effort to develop an ability in the learning process. The teacher is expected to make learning activities fun so that children can follow the learning process as desired and make it easier to provide explanations (E, 2015).

The instructional animation media has its characteristics, namely convergent, interactive, and independent. They have more than one convergent media, for example, combining audio and visual elements. It is interactive in the sense that it can accommodate user responses. It is independent in terms of providing ease and completeness of the content so that users can use it without the guidance of others (Daryanto, 2010). Animated learning media has a function to strengthen user responses as quickly as possible, control, and provide the opportunity for participation from users in the form of reactions, in the form of answers, choices, decisions, and experiments. In addition, learning animation media can provide opportunities for students to control their learning speed and note that students follow a precise and controlled or directed sequence. Thus, animation media can function to assist students in independent learning and enhance students' absorption of learning material (Niken & Dany, 2010).

2. *Concept of Language Development*

During early childhood, children have a strong desire to learn to speak (Hurlock, 1980). This is due to two things. First, learning to say is the primary means of socialization. Second, learning to speak is a means to gain independence. One aspect that can be developed in children is the aspect of language development. Early childhood language development is in the phase of expressive language development. This means that the child has expressed his wishes, rejections, and opinions by using spoken language. Skinner said that language is learned through habituation from the environment and results from the imitation of adults (Ari, 2017). Imitation, reward, reinforcement, and the frequency of behavior are essential factors in learning the language. The way a child is pronounced with words is influenced by environmental behavior. The use of complex language by parents and adults is a form of ease in the way children speak, which is used by their families so that their speech is correct.

The development of children's language follows the speech of others that the child hears, then the process of imitation is known. Replication can improve children's language development in individuals, even though it is impossible for a person to speak the same word simultaneously in the same discussion (Anggalia & Karmila, 2014). This imitation process has a long or short-term effect on the child and often influences a parent or caregiver. Children acquire language skills in unique ways. From an early age, from birth to 6 years of

age, he never learned a language, let alone a particular vocabulary. At the end of their life, the average child has saved more than 14,000 vocabulary words (Suyadi & Maulidya, 2013). In this quote, independently, the children are not aware that they constantly interact with adults every day. For example, whose child is it, whose name is it, where is the father, and so on? Therefore, adults, when talking to babies, must use suitable and correct language.

3. *The Concept of Expressive Language Skills*

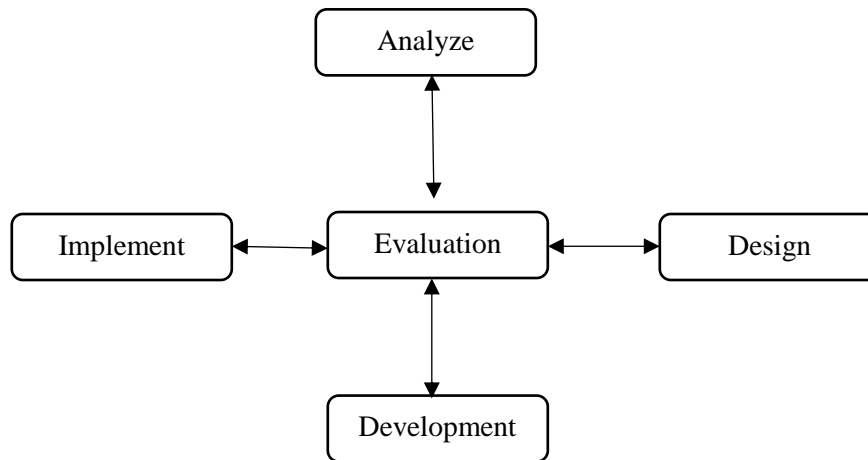
Expressive language is spoken language in which mimics, intonation, and body movements can be mixed to support communication (Dwi & Sri, 2016). That is, expressive language is a child's way of expressing feelings, words, mimics, intonations, movements, and desires in a simple but meaningful way to others around him. Expressive language is a language that contains an outpouring of feelings, sentences. Explicit is a sentence that has a verb that expresses the inner meaning (definitive). In contrast, the expressive word in the sizeable Indonesian dictionary means that it is appropriate (able) to provide or express images, intentions, ideas, feelings (Ari, 2017). Mastery of expressive language is that children often verbally express their wants, needs, thoughts, and feelings to others (Cahaya, 2016).

Children who have good expressive language skills will find it easier to answer when asked. In contrast to children whose mastery of explicit language has not been well developed, children usually do not reply or are silent when questioned. Expressive language skills in early childhood include verbal and non-verbal language skills. Spoken language provides pronunciation, understanding of words, vocabulary, clutter. Meanwhile, non-verbal, includes precise facial expression, appropriate gestures or postures, apparent loudness (volume), fluency, contact with interlocutors, and self-confidence (Sobarna, 2010). Language skills in early childhood are different from speaking skills. Language is a grammatical system that is relatively complex and sematic (grammar and sentence), while speaking is an expression in words (Retno Ari, 2017). Language skills in early childhood are acquired in a very fantastic way. From an early age, from birth to 6 years of age, he never learned a language, let alone a particular vocabulary. At the end of his life, the average child has stored more than 14,000 vocabulary words (Suyadi, 2015). This means that independently every day and unconsciously, children constantly interact with adults.

Methods

This research uses research and development methods (Research and Development). The research and development method is a process or steps to develop a new product or improve an existing product to be accounted for (Winarni, 2018). The research uses only seven steps: gathering initial information, making product design, first validation, product revision, second validation, product testing, and product results. Data sources include primary and secondary data sources (Sedarmayanti & Syarifudin, 2011). Secondary data sources include field notes and photos of the use of learning media in group A PAUD Play Group Harapan Bangsa. Researcher used primary data sources. The subject was aimed directly at the teacher, the children of group A PAUD Harapan Bangsa Desa Playgroup Windujaya.

Data collection techniques used in this study were observation, interviews, and questionnaires. The statement is used to observe the learning process, the use of Animal Theme-Based Animated Quiz learning media, and the level of expressive language skills. Interviews to obtain information about the teacher's need for instructional media for graphic language skills. Finally, the questionnaire was used to determine the feasibility and quality of the media Animal Theme Based Animated Quiz. The data analysis used in this research and development is descriptive qualitative analysis, using percentage calculations.



Result and Findings

1. Expressive Language Skill Level

The achievement level of the expressive language skills development of group A students in the Harapan Bangsa PAUD Play Group before the media trial was conducted. Namely, 56.00% was included in the developing category according to expectations. These results indicate the need for efforts to improve children's expressive language skills. Because, according to Hurlock, during early childhood, children have a strong desire to learn to speak (Hurlock, 1980). Skinner said that language is learned through habituation from the environment and results from the imitation of adults (Ari, 2017).

Meanwhile, according to Montessori, when children learn language through interaction with adults, children learn word and sentence redaction and the structure of words and sentences themselves (Suyadi & Maulidya, 2013). Expressive language is spoken language in which mimics, intonation, and body movements can be mixed to support communication. That is, explicit language is a child's way of expressing feelings, words, mimics, intonations, actions, and desires in a simple but meaningful way to others around him.

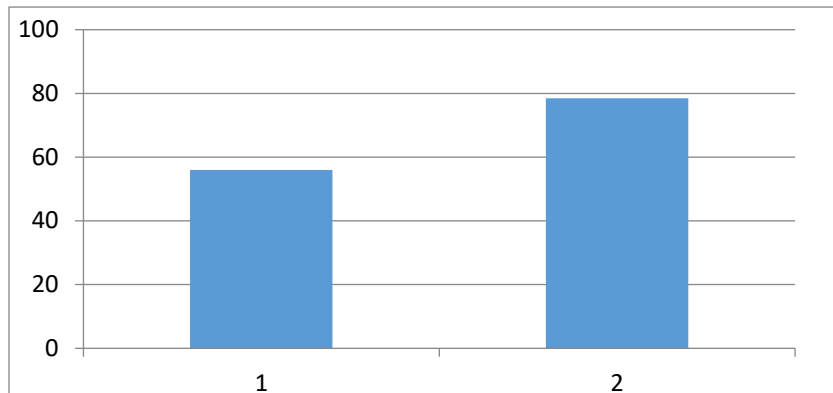


Table 1. Expressive Language Skill Level

2. *Media Development*

In the next activity, validating the material experts, a score of 27 was generated in the first stage with a percentage of 56.25%. This means that the animated quiz media based on animal themes is included in the "Fair enough" category. The first few revision notes add animal sub-themes, namely: animal types: domesticated, wild, insects, and livestock, animal characteristics: bipedal, quadrupedal, winged and horned, and animal food: plants, meat, insects, whole grains. Second, add more sessions and many quizzes with a variety of questions and different animations. This is in line with integrated thematic learning, which is packaged in the form of themes based on the content of several integrated or integrated subjects. Thematic is given to unify curriculum content in units or units that are intact to make learning a value requirement, meaningful, and easy to understand by students (Rusman, 2015).

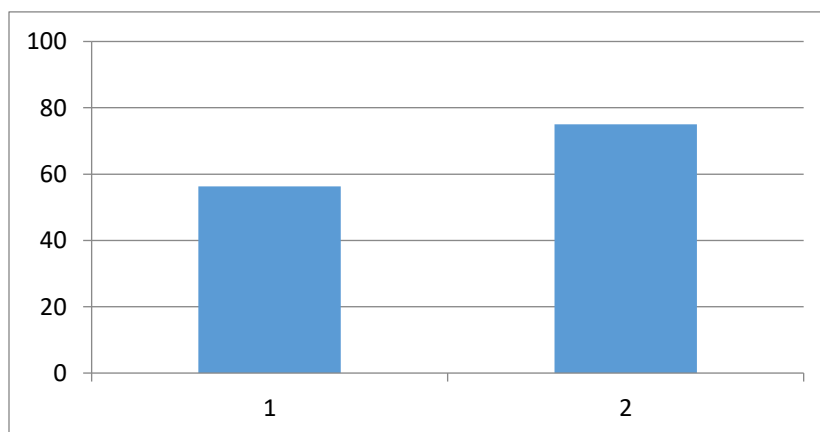


Table 2. Animation Media Development

3. Media Feasibility

Based on the results of the responses and assessments of class A teachers of Harapan Bangsa PAUD Playgroup using two indicators, namely practicality, usefulness, and appearance, the limited trial of product use shows that the Animal Theme-Based Animated Quiz media got a score of 46 with a percentage of 95.83% and was included in the "Eligible" category. Meanwhile, the responses and assessments of class A teachers of Harapan Maju PAUD Playgroup used two indicators. Namely practicality, usefulness, and appearance, the limited trial of product use showed that the Animal Theme-Based Animated Quiz media got a score of 47 with a percentage of 95.83% and was included in the "Eligible" category. ". Below are the results of Group A's teacher responses if presented in diagrammatic form:

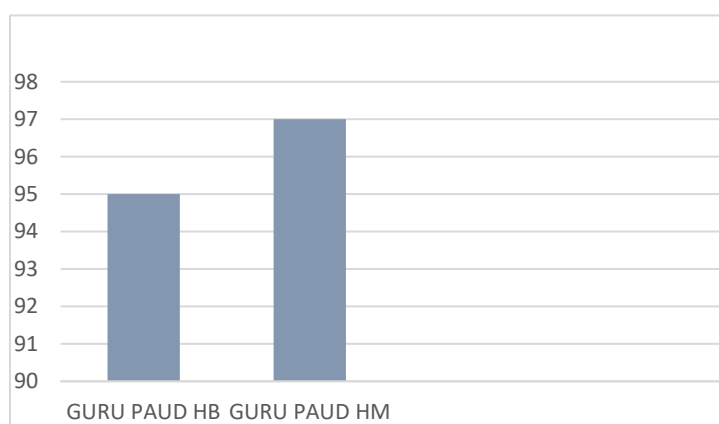


Table 3. Assessment Results And Teacher Responses

Discussion

1. Expressive Language Skill Level

The researcher also made observations to assess the level of achievement of group A students' expressive language skills development in the Harapan Bangsa PAUD Playgroup using a previously validated observation instrument grid. This assessment aims to determine students' expressive language skills changes after a media trial of the Animal Theme-Based Animation Quiz. Therefore, to determine the level of achievement of group A students' expressive language skills development in the Harapan Bangsa PAUD Playgroup, pre, and post-media development calculations were carried out.

The result of the percentage level of achievement of the expressive language skills development of group A students of Harapan Bangsa PAUD Cirebon Regency is 56.00% which falls into developing as expected. These results indicate the need for efforts to improve children's expressive language skills. Thus, this study aims to improve children's expressive language skills in the Harapan Bangsa PAUD Cirebon Regency Playgroup by using the Animal Theme-Based Animation Quiz media that will be tested. The result of the percentage level of achievement in the development of group A students of Harapan Bangsa PAUD Cirebon Regency after the media trial was 78.50% which was included in the very well-

developed category. This percentage indicates an increase of 22.50% from the assessment conducted by researchers previously.

2. *Media Development*

The initial process carried out by researchers in data collection with collect preliminary information to find out information and problems experienced by teachers and students regarding learning in the classroom. The process of collecting data by researchers is observation and interviews. Researchers conducted observations and interviewed Ibu Suhening as a grade A teacher in the Harapan Bangsa PAUD Cirebon Regency Playgroup, showing that the language development of children aged 4-5 years is not optimal. Some students experience problems in language development. The result of the percentage level of achievement of the expressive language skills development of group A students of Harapan Bangsa PAUD Cirebon Regency is 56.00% which falls into developing as expected. These results indicate the need for efforts to improve children's expressive language skills. Thus, this study aims to improve children's expressive language skills in the Harapan Bangsa PAUD Cirebon Regency Playgroup by using the Animal Theme-Based Animation Quiz media that will be tested.

The next stage is to create a media product design for animated quiz media based on animal themes to improve expressive language skills. Quiz products already exist and are commonly used as interactive learning media for children over the age of 6 (not early childhood). The products currently being developed discuss animations (moving images) based on particular animal themes for early childhood. This animal theme includes sub-themes of animal types, animal features, and animal food. The main view of the quiz contains only the title text, pictures of various animals in the quiz, and a start button. The main menu display has four buttons: instructions for use, materials, quizzes, and summaries. There are several problems when making the main menu selection button, and among the obstacles is that the controller does not work. Therefore a button is added at the top to make it easier to use when you want to go back or want to quit quiz use.

The instructions for use explain how to use the quiz and the function buttons on the examination, making it easier to use. And, the animation quiz material based on the animal theme contains the types of animals, namely domestic animals, wild animals, insects, and livestock. The theme of animal characteristics includes horned, bipedal, quadrupedal, and winged animals. Finally contains the theme of animal food which includes meat, plants, seeds, and insects. This animated quiz product based on animal themes is designed to stimulate children's language development, especially in children's expressive language skills; therefore, there are four quiz sessions. The quiz menu contains animal themes with sub-themes of animal types, animal characteristics, and animal food. There are several changes to the appearance of the quiz, including changes to the animated image, background, and color of each button so that they don't look contrasting. The animal quiz summary menu contains a summary of the material contained in the quiz. Its function is to recall the contents of the animal themes in each quiz session.

3. Media Feasibility

The first stage media expert validation of animal-based animated media to improve expressive language skills consists of two indicators. Namely, display and language development which get a score of 26 from a maximum score of 48 with a percentage result of 54.16%, which means that it is included in the category "quite feasible." In addition, there are several revised notes given by media experts for animated quiz media based on animal themes on each slide. This aims to improve the shortcomings of the animated quiz media based on animal themes by making revisions. For example, the cover design is not plain to improve the added forest background according to the animal habitat. Next, add music to each slide to make the media even more engaging and interactive. Finally, change the font of the letters to make it easier for children to understand and read on each display. After carrying out the revision process, media validation was again carried out for the second stage. While the second stage media expert validated the results after the researcher made the first revision, the resulting score was 42 with a percentage of 85.50%, an increase of 33.00%. This means that the animated quiz media based on the animal theme is included in the "Feasible" category and this media is worthy of being tested in the field with revision.

The first stage material expert validation results resulted in a score of 27 with a percentage of 56.25%. This means that the animated quiz media based on animal themes is included in the "Fair enough" category. The first few revision notes add animal sub-themes, namely: animal types: domestic, wild, insect, and livestock, animal characteristics: two-legged, four-legged, wings and horns, and animal food: plants, meat, insects, seeds. Second, add more sessions and some quizzes with a variety of questions and different animations. After carrying out the revision process, material validation was again carried out for the second stage. While the second stage of material expert validation results after the researcher made the first revision, the score was 36 with a percentage of 75.00%. This means that the animated quiz media based on animal themes is included in the "Fair enough" category. Thus, this media is feasible to be tested in the field with revisions. Researchers, when conducting trials in the field, have various problems. Problems in the field include when conducting media trials by teachers in schools where the trials were closed. This is because, in the school area, there is someone who is confirmed positive for Covid.

To get around this problem the researcher asked for a solution from the school, and then the school gave affection. In the previous plan, the researcher conducted research with 19 students as the subject of class A. However, this was undone due to the pandemic. Then with the provision given by the school, the school only gave a few students, and the five students who were the subjects of the study were students who domiciled close to the school. Based on the results of the responses and assessments of class A teachers in the Harapan Bangsa PAUD Playgroup using two indicators, namely practicality, usefulness and appearance, a limited trial of the use of animation products based on quiz media shows that the animal theme gets a score of 46 with a proportion of 95.83% and falls into the "Eligible" category. "

Whereas the results of the responses and the results of the class A teachers of Harapan Maju PAUD Playgroup used two indicators, namely practicality, usefulness and appearance, a limited trial of using animation products based on Quiz media showed that the Animal Theme got a score of 47 with a proportion of 95.83% and was included in the "Eligible" category. ". After a limited trial of the use of the Animal Theme Based Animation Quiz media, the children's language skills were further improved. For example, all the children participated in one of the answers in the class, mentioned familiar words and answered the questions according to the explanation questions above, the researcher concluded that the use of the Animal Theme-Based Animation Quiz media could improve the expressive language skills of early childhood as evidenced by the children. who answered to answer each question or immediately mentioned the animated image.



Figure 1. Animal theme introduction worksheet



Figure 2. Animal species recognition worksheet

Conclusion

Based on the results of research conducted in the field in group A PAUD Harapan Bangsa Playgroup Cirebon Regency the average child experienced a significant increase from before the research was carried out so that it can be said that the level of achievement of developing expressive language skills of group A PAUD Harapan Bangsa Playgroup Cirebon Regency students is in the very category growing. The development of this animal-themed animated quiz media can improve expressive language skills of early childhood so that it is

hoped that in further research the use of this animated quiz media can be applied or taught to early childhood in order to train children's language skills.

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