

THE EFFECT OF ANIMATED FILM ON CHILDREN'S SPEAKING ABILITY

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Abstract

The formulation of the problem in this research is: 1. What is the description of children's speaking abilities using animated film media? 2. Is there an influence of animated films on children's speaking abilities? The objectives of this research are: 1. To find out the description of children's speaking abilities using animated film media. 2. To determine the effect of animated films on children's speaking abilities at Teratai UNM Integrated PAUD, Makassar City. The approach used in this research is a quantitative approach with a quasi-experimental or quasi-experimental research type with a research population of 61 children from group B, while the research sample from group B2 is the experimental group and group B1 is the control group. Data collection techniques are carried out through testing, observation and documentation techniques. The data collection procedures carried out were providing treatment, giving a posttest, and analyzing the results. The data analysis technique used is descriptive statistical analysis and inferential statistical analysis using t-test analysis. The research results showed that animated films had an effect on the speaking ability of group B children at Teratai Integrated PAUD UNM Makassar City. The results of the study showed that the speaking ability scores of children in the experimental group were higher than the scores of children in the control group. The results of hypothesis testing using the t-test show that there is an influence of animated films on the speaking ability of group B children in Teratai Integrated PAUD UNM Makassar City.

Keywords: Film, Animation, Speaking Ability

INTRODUCTION

Early childhood or what is usually called pre-school children are children aged zero to six years. Children at an early age experience a more rapid brain development process compared to other ages, children are able to absorb information with a high capacity and therefore, early childhood is often said to be experiencing the golden age of information.

Early childhood is a golden period for children's development, where all aspects of development can be easily stimulated. This golden period only lasts once throughout a human's life span. Therefore, in early childhood it is necessary to carry out comprehensive development efforts that include aspects of care, health, education and protection.

One effort that can be made to develop children's potential is with a structured education program. One component of structured education is the curriculum in the early childhood education pathway. Early Childhood Education (PAUD) is a basic training effort provided to children from birth to the age of six.

Kindergarten is pre-school education for children aged 4-6 years which introduces various knowledge, behavioral attitudes, skills and intellect so that children can adapt to real learning activities in elementary school. Apart from preparing children for the next level of school, Kindergarten also seeks to improve aspects of children's development. Among them are aspects of moral and religious development, cognitive, language, social emotional, motoric and artistic.

Providing stimulation and learning experiences for students tailored to the stages and characteristics of children's development which are classified based on age and achievement standards that must be mastered. One aspect of child development that needs to be considered is language skills.

Language is the main communication tool for a child to express his various desires and needs. Children who have good language skills generally have good abilities in expressing thoughts, feelings and interactive actions with their environment. One form of language ability is the ability to speak.

In Government Regulation No. 137 of 2014 which discusses standards for children's ability levels, it is stated that there is the ability to speak in order to convey language, express ideas and desires and to communicate orally. Children's speaking abilities are the basis for developing other people's abilities, because by speaking children are able to communicate and interact. Children who are able to speak well mean they are able to establish good communication with their environment. Communication between parents and children is an important factor that will support children's development in the future.

The different characteristics and development of children, both in quality and tempo of development, cause differences in development, including in speaking ability. Not all children have good speaking skills, children who have difficulty communicating with other people have the opportunity to experience obstacles in the development of other abilities.

The development of children's speaking skills will of course greatly influence the effective communication relationships that exist between parents and children, as well as between the child's social relationships and other people. With the ability to speak, children are able to convey their intentions, thoughts and feelings through the communication process, where the communication process is the key for students in understanding learning and social relationships as well as in developing other developmental aspects. Although this does not mean that a child's speaking ability is the only thing that should be considered in language development, at least every parent wants to go through the development period according to the expected stages.

Therefore, children's speaking abilities should develop according to their age stages. Students aged 5-6 years should be able to speak fluently, pronounce words correctly, and be able to compose sentences with good structure and correct intonation. However, based on the results of initial observations carried out on July 24 2017 at Teratai Integrated PAUD UNM Makassar City, there were a large proportion of children whose speaking abilities could be said to be still relatively low compared to the proper stage of speaking ability. Some children in the class have not yet mastered how to speak fluently, are not able to speak with good structure, sometimes pronounce words incorrectly and have a more or less limited vocabulary. Some children from this class were still unable to answer the simple questions asked, and there was even one child who never spoke to the teacher during the learning process.

This condition must receive attention, that the orientation of early childhood learning is not focused on pursuing achievement, but on developing all the potential and abilities of students. Likewise, in language development, reading and writing are considered basic knowledge that children should master, even though there are other abilities apart from these things that need to be considered, one of which is the child's speaking ability.

Apart from that, teachers' limitations in using learning media is one of the obstacle factors in the learning process. Children need more complex media that can enable children to know more vocabulary or to increase their vocabulary so that they can master language development and children's speaking skills optimally.

One form of stimulation that is considered capable of developing children's speaking skills is animated films. Teachers as facilitators must also be able to design and organize learning activities that condition children to learn together through activities that are fun and liked by students. One of the fun and favorite activities for children is watching television or animated films.

Animated films are able to attract children's attention and can be used as the right stimulus for children, where in these animated films there are everyday sentences that are easy for children to understand. The responses generated by the children were expressed through

training activities for children's speaking skills through question and answer sessions and imitating the way the characters spoke after watching the animated film that had been shown.

METHOD

This research approach is a quantitative approach with a Quasi Experimental Design type of research to determine whether there is an influence or difference between the speaking abilities of groups of children who take part in learning through animated films and the speaking abilities of groups of children who are not given treatment (animated films). This research examines two variables, namely: animated films as an independent or influencing variable (dependent) and speaking ability as an attachment or influenced variable (independent). Population is a generalized area consisting of objects or subjects that have certain qualities and characteristics determined by the researcher to be studied and then conclusions drawn. The population of this research is the Teratai UNM Makassar City Integrated PAUD students in group B, totaling 61 children, consisting of B1 11 children, B2 11 children, B3 13 children, B4 12 children and B5 14 children. Sampling was carried out using the Random Sampling technique. Data collection techniques used were tests, observation, documentation.

RESULTS AND DISCUSSION

Based on the histogram, the category of each interval can be identified. Interval 6-8 had 1 respondent in the low category, interval 9-11 had 2 respondents in the low category, interval 12-14 had 6 respondents in the medium category, while interval 15-17 had 2 respondents in the high category. With this categorization, there is 1 respondent who is in the low category, 4 respondents who are in the medium category, and 6 respondents who are in the high category.

Based on the results of t-test calculations, it shows that there is a significant difference between the speaking abilities of control group children and experimental group children. The difference in question is that the average speaking ability score of children has increased after using animated film media compared to the speaking ability score of children who were not treated (animated film).

This is because the use of animated films invites children to recognize and know various things contained in the content of the films shown. As well as training children's speaking skills, namely by carrying out activities to imitate the language and speech in the film, also when children are invited to question and answer sessions regarding the content of the film being shown. This means that when using animated films, children are trained directly to improve their speaking skills.

In accordance with what Hasnida (2015) stated, this media is strong enough to provide information, because it can display sound and images simultaneously. So it is hoped that the messages received by children will be more firmly recorded in their memories. This will then help children to speak well to express the messages they receive. This is because the illustrations attract children's attention to the plot of the film being shown. In other words, using animated films can help children more easily understand the lessons being taught, including developing their speaking skills.

In this research, the activities provided are explained in the learning scenarios that have been created. These activities include, first, the teacher explains the activity of watching an animated film. Next, the researchers prepared tools and materials, namely laptop media, projector (LCD), loudspeakers and films to be shown. After that, stage 1 of the film is shown, in the middle the content of the film is stopped first and the children are asked to imitate the sentences and ways of speaking of the characters in the film in turn. Next, the film that had been paused was played again so that the children finished the final part of the film, and activities to imitate speaking as well as a question and answer session were carried out for the students.

The role of the teacher (researcher) in this activity is to direct students in understanding the content of the film, such as answering questions that children ask if there are children who do not understand, as well as explaining the conclusions of the film's content so that children understand it well. Apart from that, the teacher asks questions about the film that has been shown, the teacher also asks the children to imitate the way the characters in the film speak in order to train the children to be able to say words correctly.

When showing animated films, children are not only passive learners but also active, this can be seen during the activity of imitating speaking and during the question and answer session, children are very enthusiastic in imitating the characters in the film because they are carried away by the atmosphere of the film's content which is close to them. child's life.

For every activity carried out, students are very enthusiastic and often feel curious about each activity that will be carried out, children will guess and ask repeatedly about what other films they will watch. Apart from developing speaking skills, this activity also increases one's experience and potential to develop aspects of children's development, including physical, motoric, language, cognitive, religious and moral values and social emotions.

The animated film titles that are the stories in this activity are The Ugly Duckling, The Girl in Red Riding Hood, The Girl Selling Matches, The Snow Queen, The Little Red Chicken, and The Lion and the Mouse.

Something that needs to be considered when using audiovisual media is the availability of media to support this activity. The media used was a laptop, projector (LCD), researchers also used loudspeakers so that children could hear better. Similar to Rosyada's (2012) opinion regarding media and learning resources, media tools and learning resources can be interpreted as all teaching tools that can present messages that can be seen or heard.

The explanation above further supports that animated films are effective in improving the speaking skills of young children compared to the storytelling method which is generally used by most teachers. When conventional learning only focuses on children's calistung (reading-writing-calculation) abilities and only relies on teacher explanations in conversations, it will make children passive in terms of developing speaking skills.

The opposite happens when an animated film is shown, children not only quietly listen to the teacher's explanation but children are active in practicing their speaking skills during the question and answer session and imitating the characters' sentences or ways of speaking, children also observe the contents of the film because the images displayed are very interesting. children and can make children understand and remember the learning contained in the film.

Based on the explanation above, it can be said that the use of animated films is a good form of stimulation for developing children's speaking skills. Referring to this, Hidayatullah (2010: 4) stated that for young children, educational animated films are very capable of increasing students' knowledge, and are able to develop many aspects of skills, one of which is children's speaking. Apart from that, an opinion that is not much different is explained by Fadlillah (2012: 212) "among the three types of media, the one that is best used for early childhood learning is audiovisual media in the form of animated films". Because this media combines auditory and visual media. Using audiovisual media in the form of animated films provides benefits for developing children's speaking skills because children will more easily understand the learning material provided. As explained in the literature section, one of the experts, Tiel (2008), said that children's speaking abilities will also improve through pronouncing different syllables and pronouncing them clearly, pronunciation is an important factor in speaking and understanding.

So, if we link the theory of children's speaking abilities put forward by Tiel and the theory of animated film media with children's speaking abilities put forward by Fadlillah, both are related to each other, that speaking ability is the way a person conveys what is in their hearts, messages or ideas orally. , and on the other hand, one of the benefits of animated films is to develop children's speaking skills.

In accordance with the relationship between these theories and based on the results of research conducted, it can be concluded that the use of animated films is the right stimulation for the development of children's speaking abilities. Therefore, educators should more often apply learning with more complex media in developing aspects of children's development, such as the use of animated films in developing children's speaking abilities.

CONCLUSION

Based on the problem formulation, research results and discussion, the results of this research can be concluded that: The results of research on the speaking ability of children who were treated with animated films show that children are able to speak well, this is in accordance with the value of filling in the average indicator for children's speaking ability in the category tall. There is a positive influence of the use of Anamasi Film media on children's speaking abilities at Teratai UNM Integrated PAUD Makassar City. For teachers as implementers of the learning process in the classroom, they should be able to improve speaking skills as much as possible and create learning situations that encourage children to be active in the learning process. It is also hoped that they will use animated film media more often because it will attract children's attention and can influence their speaking skills. child. For parents, they should also use animated film media at home to train their children's speaking skills, but still supervise them and provide viewing that is appropriate to the child's age and stage of development.

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