

MADING SHOW FOR EARLY AGE CHILD

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ABSTRACT

Early Age Children are those 0-6 years old who are experiencing important periods in their development usually called golden age. For that reason, during golden age an appropriate stimulus is required to help the entire aspect development of child ability optimally, one of which is language ability. The result of observation conducted on some Kindergartens showed that learning media used for language learning are only visual aids demonstrated by teacher less involving children. The objective of this research and development was to produce mading show learning media to develop language aspect of Early Age Children. This madding show is expected to be an interactive game media between teacher and children in language learning in Kindergarten.

Keywords: mading show, learning media, language, kindergarten

INTRODUCTION

In Indonesia, Early Age Children are those 0-6 years old or from birth to six-year age. Association for the Education Young Children (NAEYC) defines Early age children as those in zero to eight year age. In this period, growth and development process run rapidly in various aspects in the range of human life development; this period is called golden ages. The children in that age have a very large potential to optimize their any aspect of development, including their language development.

Badudu (in Dhieni, 2012:11) stated that “language is a connector or communication means between the members of society consisting of individuals expressing their thought, feeling and desire. Language as a sound symbol system the society uses in the attempt of cooperating, interacting and identifying itself”. In addition, Bromley defines “language as a regular symbolic system to transfer various idea or information consisting visual and verbal symbols. Those visual symbols can be seen, written, and read, while verbal symbols can be uttered and listened to”. Suhartono (2005: 8) stated that “child language is the one used by the children to express their wish, thought, expectation, demand, and etc for their personal interest”. Language involves any form of communication, expressed in spoken, written, gesture, body language, pantomime or art form. Language is any form of communication in which an individual’s thought and feeling are symbolized to convey their meaning to others. For that reasons, language development starts from the first crying to their ability of speaking. The language development always increases as the children’s age increases.

In the 2013 curriculum, the Early Age Education in language development for Kindergarten is also divided into some aspects: receptive, expressive, and alphabet. The scope of Kindergarten Language Learning is elaborated as follows: (a) Receptive is understanding story, command, rule, and enjoying and appreciating reading passage, (b) Expressive is ability of asking question, answering question, communicating orally, retelling what known, (c) alphabet is understanding the relationship between letter form and sound, imitating the letter form, and understanding the word in the story (Kementerian Pendidikan dan Kebudayaan, 2015:11).

Achieving language maturity requires teacher's ability of providing learning place, time, source and media to be used by the children to practice language and to identify early alphabet, and to read in a joyful learning process. Reading ability is a complex activity and involves a variety of skills. Anderson et al (in Dhieni, 2011: 5.5) considered reading as a process of interpreting some writing. The process experienced in reading is re-presentation and interpretation of an activity starting with identifying letter, word, idiom, phrase, sentence and discourse and connecting it to its sound and meaning; furthermore in reading activity, the reader connects it to the writer's purpose based on his/her experience. Kridalaksana (in Dhieni, 2012:5) suggested that reading is writing identifying and understanding skills in the form of graphical symbol sequence and its change into meaningful speech in the form of silent understanding or loud utterance.

Learning media plays a very important role in language learning for early age children to make the education stimulus given by the teacher to children acceptable thereby the children's potency can be developed. Eliyawati (2005: 32) stated that learning media has some advantages: (a) Learning message/information media can be conveyed more clearly, interestingly, concretely, and not only in the form of written and spoken words (verbalistic), (b) it deals with limited space, time, and sense, (c) it improves the students' learning activeness, (d) it motivates students in learning, (e) it enables the more direct interaction between students and environment and reality, (f) it enables the students to learn independently according to their ability and interest, and (g) it gives equal stimulation, experience and perception to students.

Mading stands for *majalah dinding* (wall magazine), the board media on which such items as writing or picture are posted, like flannel media. *Madding show* means wall magazine serves as a show because the students use it when it is functioned like flannel board in learning. Setyosari and Sihkabuden (2005: 12) flannel board is often called felt board or visual board, a flannel-layered board to which pictured card or writing or other symbol pieces are adhered called flannel board item. For those items to be adhered to flannel board, coarse sand paper or line adhesives (*kretekan* cloth) is adhered to it. *Madding show* is the development of a two-dimension flannel board media into the three-dimension one because it is worn by the students as a vest. *Madding show* media is an interactive learning media in learning activity adjusted with situation and condition featuring writing picture corresponding to a certain theme. Learning can be conveyed more clearly, attractively, concretely and not only in written or spoken form (verbalistic).

From the result of field observation the writer conducted on some Kindergarten in partnership with Early Age Children Education Teacher Education Department of Malang State University (PG PAUD UM), it can be found that language learning media for early age children is one-direction in nature and less interactive in its use. Positive response and expectation of kindergarten teachers throughout Lowokwaru sub district of Malang City are the basis of learning media development trial; PG PAUD UM expects the presence of more varying and creative media development. Considering the result of data analysis on the need above, the writer conducted a research on the Development of *Madding Show* for Early Age Children Language Learning Media in Lowokwaru sub district of Malang City. The objective of research was to produce *mading show* media to be used by Kindergarten teachers in Lowokwaru sub district of Malang City in order to develop their students' language aspects. In the presence of mading show, the teachers are expected to have more creative representation in creating and utilizing new learning media as an interactive game in Kindergarten.

METHOD

The method employed in this research was Research and Development. Sugiyono (2011: 297) stated that research and development is the research method used to produce certain product and to test the product's effectiveness. This research and development of language ability using madding show employed Borg and Gall's development procedure that has been developed into Mini Courses in Far West laboratory in 1983, consisting of ten steps, but these ten steps are not standard ones to be followed absolutely. Any author can select and determine the most appropriate steps for him/herself based on the special condition he/she faces in development process (Ardhana, 2001:9).

This research and development was taken place in 3 Kindergartens existing in Lowokwaru sub district of Malang City with varying number of children; therefore the author modified the ten steps into the seven steps, while the eighth, ninth and tenth ones were not implemented. Those seven steps are: (1) conducting research and gathering information (library study, observation on the class in several Kindergartens in Lowokwaru sub district, preparing the report on subject matter), (2) planning (defining skill, formulating objective, defining teaching sequence, and small class trial), (3) developing initial product form of *mading show* to be tried out, (4) conducting a small group pre-field test (conducted on 3 schools, involving 6 subjects), (5) revising the primary product (corresponding to the recommendations from the result of small group trial), (6) conducting primary field test on large group (on 3 schools with 30 subjects), and (7) revising the operational product (revising the product based on the recommendations from the result of primary field test).

Techniques of analyzing data used for the trial in this research and development and expert evaluation were qualitative and quantitative analysis one in the form of percentage. Qualitative analysis was used to analyze data collection from the experts using qualitative data. The data were obtained from linguists, early age learning practitioners, and learning media experts in the form of recommendation and input used to revise product design. Quantitative analysis in the form of percentage was used to determine the percentage of data collection result in prior study (requirement analysis by the experts), and results of small group trial and field trial (large group).

RESULT AND DISCUSSION

Considering the result of prior study on several kindergartens throughout Lowokwaru sub district of Malang City, it can be found that the teaching-learning activity still used classical system. Teaching-learning activity was conducted in the classroom, but it seemed to be monotonous because the method used tended to rely on a one-direction interaction only. The learning media used was only visual aid employed by the teacher and not involving the students in its utilization.

In detail, the findings of research are as follows: (1) rhythmic gymnastic is conducted every morning to develop the children's motor and physical abilities, (2) the children are accustomed to entering the classroom orderly after undertaking gymnastics and then greeting and praying, (3) in the beginning activity, teachers employed debriefing and storytelling methods to introduce theme and sub theme today, (4) in addition to those methods, teachers invite the children to sing song in the attempt of developing the children's language ability, (5) in the main activity, teachers only employed blackboard and textbook or Children Worksheet in teaching-learning activity, (6) the children only sit down on their own seats, (7) the children were less interested in their learning activity because the method used tended to be dominated by a one-direction interaction teacher, (8) the children only have game playing opportunity during break period. The result of interview with some teachers in Lowokwaru Sub District

of Malang City stated that playing activity to develop the children's language ability using *mading show* learning media had never been conducted in those schools, and teachers agreed with the development of *mading show* learning media there.

The product yielded from this research and development was *Mading show* learning media in the form of Vest (a jacket-like dress with no sleeves) that can be used as Early Age Children's toys for language learning media. The specification of *mading show* learning media product can be elaborated as follows: (1) *Mading show* constitutes a vest in 40 cm x 60 cm dimension, (2) Vest is an outer jacket without collar and sleeves, consisting of two sheets to be used in front and back sides of body, (3) this vest is made of cardboard paper material covered with *famatex* cloth, and then with flannel cloth, (4) pocket variation is added to the front side of vest as ornament and as the place where the item of material to be taught is stored, (5) flannel cloth covers fully the back side of vest serving to adhere the item of material to be taught, (6) the binding cloth tape is added to the left and right sides and serves as *mading show* edge ornament to make it is more attractive, (7) the items to be adhered to *mading show* can be word card, vocabulary card, letter card, and laminating picture card to which *kretekan* cloth is adhered, and (8) this *mading show* can be utilized by teachers so that the children can use it in language developing learning activity.



Figure: Children's learning activity using *Mading show* learning media

The result of development on quantitative data analysis, it can be found 96% of language expert, 84% of early age children learning expert, and 89.5% of learning media expert, with total result of 90%. It can be said that *mading show* learning media belongs to very valid (feasible-to-use) category to develop the language ability of 4-5 year child.

The result of small group trial on the *mading show* learning media was obtained from the result of observation on children's easiness, joy, and security in learning activity using *mading show* conducted by class teacher with 6 children as the subject, with the following percentage gains: (1) 90.5% of children used it easily, (2) 90.5% of children used it joyfully, and (3) 90.5% of children used it securely. Meanwhile, the (large group) field trial was conducted using 36 children as the subject, with the following percentage gains: (1) 95% of children used it easily, (2) 100% of children used it joyfully, and (3) 100% of children used it securely. Considering the result of trial data above, it can be concluded that *mading show* learning media can be used in developing the language ability of A group children in Kindergartens throughout Lowokwaru Sub District of Malang City.

The product of *Mading show* learning media is the development of a two-dimension flannel board media into the three-dimension one because it is worn by the students as a vest, to which certain items are adhere in front and back sides. It is in line with Setyosari and Sihkabuden (2005: 56) stating that flannel board is often called felt board or visual board, a flannel-layered board to which pictured card or writing or other symbol pieces are adhered

called flannel board item. For those items to be adhered to flannel board, coarse sand paper or line adhesives (*kretekan* cloth) is adhered to it.

Mading show media is an interactive learning media in learning activity adjusted with situation and condition featuring writing picture corresponding to a certain theme. It is in line with Eliyawati (2005) stating that learning can be delivered more clearly, interestingly, concretely, and not only in the form of written and spoken words (verbalistic).

Mading show learning media, when used in early age children's game fulfills one of principles in playing activity as suggested by Agung Triharso (2013:11) that pre-school children in 4-6 year age love challenging game involving their muscle movement, streaking, reading and etc, and using such instruments as geometric block, plasticin, and etc. *Mading show* media is used in the form of vest worn as no-sleeve jacket having two sides: front and back, to which letter, word, and picture cards are adhered according to certain theme. It is played with by organizing letters into words corresponding to the picture pasted onto the top of *mading show*, in which activity sequence in the game develops more the children's language ability.

CONCLUSION

This product of development, *mading show* learning media, has passed through a long process. The process started from prior study, product design, to the completion of final product requiring several revisions from experts (a linguist, an early age child learning expert, and a learning media expert) to attain maximum product, small group trial, and (large group) field trial.

Considering the result of analysis on quantitative data from linguists, early age child learning expert, and learning media expert, with total average result was 90%, it can be said that *mading show* learning media belongs to very valid (feasible-to-use) category to develop the language ability of early age children.

The result of small group trial on the *mading show* learning media was obtained from the result of observation on children's easiness, joy, and security in learning activity using *mading show* conducted by class teacher with 6 children as the subject, with the mean percentage gain of 90.5%. Meanwhile, the (large group) field trial was conducted using 36 children as the subject, with the mean percentage gain of 98.5% children using it easily, joyfully, and securely. Considering the result of trial data above, it can be concluded that *mading show* learning media can be used in developing the language ability of early age children.

RECOMMENDATION

This product of “*Mading Show Learning Media*” development can be used to develop the early age children's language ability. Its utilization should consider situation, age, and developmental level of children. This product is intended to A group children in Kindergartens throughout Lowokwaru Sub District of Malang City, but this product can be used in other schools consistent with the material presented and can be applied to higher classes with the difficulty level adjusted with the children's developmental level.

Prior to be used widely, this product should be reevaluated and adjusted with situation and condition of intended target. It should be first socialized to those related as the policy makers in Early Age Children Education institution and to other schools surrounding to get recognition and permission of its use.

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