

The Development of Children's Linguistic Intelligence in Speaking Through Audio-Visual Media and Thematic Integrated

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Abstract - This study aims to describe the process of developing early linguistic intelligence in speaking through audio visual media and thematic integrated. Research and development method was done by using 4-D model. The study was conducted at the Matahari Saning Bakar Kindergarten, Solok Regency. Validity, Practicality and Effectiveness has been done in this research. The result of the test showed that the average of 95.4% was obtained. Practicality data (DLIP) through observation sheets reached 80%. Meanwhile, the results of the questionnaire on the media obtained 90.63%, and 84.8%, respectively for teachers and children. Effectiveness test of audio visual media was 95.4% categorized as very active in children's activities, mastery learning 92.5 with very good criteria. Thus it can be concluded that the development of children's linguistic intelligence in speaking through audio-visual media is very valid, practical, and effective.

Keywords - Intelligence, Linguistic, Speaking, Audio Visual, Thematic Integrated.

I. INTRODUCTION

Early childhood education is a form of education that focuses on laying the foundation towards growth and physical development, intelligence, social emotional, language and communication in accordance with the uniqueness and developmental stages through which the child passes. Habibi (2018) states that the environment has a major influence on children's language development, therefore, parents and educators actively invite children to speak and give examples of the use of good language. Language development depends on interaction with other languages, children's language is influenced by the environment (Morrison 2013). Children need to be given examples of words and repeat the words. This theory emphasizes that in the development of early childhood language, parents are required to provide stimulation, such as actively inviting children to talk and talk so that the achievement of children's language abilities to the fullest. Intelligence possessed by children is in different levels,

intelligence does not stand alone, sometimes mixed with other intelligences, or one intelligence with other intelligences are interconnected, like a child who is intelligent in language he is also intelligent in mathematical logic, because language skills are related with the ability to think (cognitive).

Suryana (2018) children at the age of 4-5 years are at the stage of linguistics IV have started to use grammatical structures and complex sentences and have difficulty in processing words. Children who have linguistic intelligence are able to convince friends, speak fluently, invite friends to talk (Wijayani 2014). Speaking is a skill that develops in a child's life, talking is closely related to the development of vocabulary, and an important thing in the stage of development of children at the age of 4-6 years. Their eloquence must be trained from an early age. Latif, et al (2013) suggest that speaking is a pronunciation of someone who contains a combination of words and sentences spoken to the interlocutor.

Some characteristics of children who have the ability to speak at the age of 5-6 years according to Papilla, Olds and Fledman in (Santrok 2011), namely: can already say more than 2,600 words, children's sentences reach six to eight words, understand more than 20,000 words, can communicate clearly, can explain the meaning of simple words, can use conjunctions, prepositions, clothing. Based on the information above, children 5-6 years old in kindergarten should have the same as above.

However, based on the results of observations in the field, namely in the Kindergarten of Matahari Saning Bakar, Solok district, children's speaking skills are still relatively low. The child cannot speak with clear pronunciation of words. Seen when in storytelling activities and answering questions raised by the teacher. The teacher has given children the opportunity to practice developing their speaking skills by holding storytelling activities every morning, but they are not optimal because more storytelling activities are carried out without using learning media. These problems can be seen from the results of child development reports in the field of language development in speaking skills. From the results of the report from 20 children who developed very well (BSB) 2.3%, developed according to expectations (BSH) 2.5%, started to develop (MB) 50%, not yet developed (BB) 10.1%. The problems described above are caused by mental factors and children's courage, and the lack of supporting media for the development of children's language skills, besides that the teacher in teaching has not used varied and fun learning media for children.

To develop children's linguistic intelligence in speaking to be more improved and successful requires technology in learning one of them by using audio-visual media. Knowledge skills and attitudes stimulate children's attention and willingness in learning through technology media (Daryanto 2016). The development of information and communication technology in education has an impact on the learning process. Learning is no longer centered on the teacher as a source of learning but instead uses resources that can facilitate children's understanding of learning to develop the child development effect. The use of multimedia languages, especially the elements of animation seen has the potential to help teachers convey a concept clearly rather than delivering it orally (Salbiah, et al 2013).

The use of audio visual media is designed according to the integrated thematic model, where one activity covers all the effects of the field of development can help children in the development of linguistic intelligence in speaking. Integrated thematic learning does not teach in one activity

covering all areas of development that are implemented in play activities. Nalimun (2017) Thematic integrated is a holistic approach (a holistic approach) that combines the effects of epistemology, social, psychology and pedagogical approaches to children's education. Integrated Thematic pay close attention to the needs of children in accordance with its holistic development by actively involving in the learning process both physically and emotionally. Integrated learning model is a learning approach that allows students both individually and in groups to actively seek, explore, and discover concepts and principles holistically and authentically (Al-Tabany, 2011).

II. METHOD

Research and development (R&D) has been applied. R&D is carried out to improve teaching and learning in kindergarten. The development model used in this study uses the 4-D (four D) model, which consists of 4 stages. The stages are: Define, design, develop and disseminate (Trianto, 2010).

a. Defining Phase

The defining stage aimed to defining the terms of learning. In determining learning requirements begins with analyzing the objectives and limitations of the material to be developed by the device. This stage aims to define the learning objectives contained in the Kindergarten curriculum on animal themes. There are three steps of activities carried out in this stage, namely: curriculum analysis, needs analysis, and analysis of students

b. The design phase

Audio visual media that contains learning materials with integrated thematic was done in design phase. This phase should be accordance with the indicators and learning objectives that have been determined. The process of designing this media is as follows: analyzing all the subjects in all fields of development, designing media in accordance with the material in the field of development, and making audio-visual media.

c. Development Phase

The purpose of this stage is to produce valid, practical and effective audio visual media. This stage includes; (1) validity of audio visual media, (2) test the practicality of Audio Visual Media. This phase is aimed to determine the extent of ease of use, benefits and efficiency of learning time in using media and whether children feel happy learning with the media. The media is said to be practical if the teacher can use the media in a logical and continuous

learning process without many problems. Practicality considerations can be seen from several effects, namely: (a) The practicability of use, (b) the time required for the implementation is short, fast, and precise, (c) the attractiveness and interest of students, (d) the contents of the material in the media can be understood by children, (e) the teacher can understand and convey the material in the media properly and perfectly, and lastly (3) test the effectiveness of Audio Visual Media. This assessment of the effectiveness aspects of audio-visual media is in the form of evaluation results of child development reports during the learning process.

d. Disseminate stage

This stage is the stage of using audio visual media that has been developed on other subjects in other kindergartens. The aim is to test the effectiveness of using audio visual media on different subjects. During the deployment stage, the trial was conducted beforehand. At this stage an evaluation is carried out on whether audio-visual media can be used to achieve effective goals in developing children's linguistic intelligence in speaking. Audio visual media can be said to be effective if it can be used on all themes and gives good results on the child's language development in speaking.

III. RESULT AND DISCUSSION

1. Result

The results of research on the development of children's linguistic intelligence in speaking through audio-visual and thematic integrated in the Matahari Kindergarten with a 4-D development model, the description of the results of the study is divided into four parts, namely: the defining stage, the design stage, the development stage, and the distribution stage. In the Define phase, a curriculum analysis, needs analysis, and analysis of children are carried out. The curriculum analysis is done by analyzing what is in the Early Childhood Education curriculum which is related to improving speaking skills. Curriculum analysis is carried out by analyzing the existing Core Competencies (KI) and Basic Competencies to formulate indicators. After the curriculum analysis is continued with the needs analysis and analysis of the child. Needs analysis aims to identify the basic problems needed for the development of children's linguistic intelligence in speaking through audio-visual media. Then the students were analyzed with the aim to find out the children's motivation in learning.

The Design Phase is carried out by designing a Daily Learning Implementation Plan (DLIP). DLIP is used to see

and assess how the learning process uses audio visual media. The design phase aims to design audio visual media in the form of a learning CD. The results of the product design were validated by experts in their fields consisting of content or material experts, linguists, and design experts to obtain valid data collection instruments.

The results of the instrument's evaluation by the validator of the audi visual media can be seen in the following table:

Table 1. Analysis of the results of validity by the validator

No.	Assessment Criteria	Validity	Category
1.	Material aspect	97,5 %	Very valid
2.	Language aspect	92 %	Very valid
3.	Design aspect	96,9 %	Very valid
Average		95,4%	Very valid

Based on the table above, it can be seen that the average score of the validity of audio-visual media for the development of children's linguistic intelligence in speaking is 95.4% with very valid criteria. The practicality test of audio visual media consists of an analysis of the implementation of observations of the Daily Learning Implementation Plan (DLIP). From the results of this analysis conducted by 5 validators consisting of 2 lecturers and 3 teachers obtained 80% results with a very practical category. The results of the teacher's questionnaire test responses to audio visual media can be seen in the table below:

Table 2. Results of Analysis of Teacher Response Questionnaire

No.	Rated aspect	Skor
1.	The language used in audio visual media is in accordance with Indonesian enhanced spelling	4
2.	Placement of image illustrations in accordance with the order of the material	4
3.	The material is in	3

No.	Rated aspect	Skor
	accordance with the development of the kindergarden curriculum	
4.	The material can improve children's speaking skills	4
5.	Audio visual media can help teachers in teaching learning material to children	4
6.	Audio visual media makes it easy for teachers to attract students' interest in developing children's ability to speak	3
7.	Audio visual media can create a pleasant learning atmosphere for children	4
8.	Audio visual media can be used as a source of data for assessment of the learning process	3
Score obtainde		29
Maximum score		32
Percentage of practicality		90,63 %
Category		Very Practical

From the above table it can be said that the teacher's response to the audi visual media to develop children's linguistic intelligence in speaking obtained a score of 90.63% in the very practical category. While the questionnaire responses of children there are an average of 84.8% with the category also very practical.

After the practicality test was carried out also continued with the effectiveness test on audio visual media. The results of the effectiveness test consists of taking the child's activities and children's learning outcomes. The results of observing children's activities can be seen in the table below:

Table 3. Analysis of Children Activity Observation Results

No	Observed activity	Average Score	Category
1.	Pay attention to the teacher in learning	92,5 %	Very active

	activities		
2.	Actively participate in learning activities	100 %	Very active
3.	Participate in learning activities in earnest until completion	93, 8 %	Very active
Average percentage of student activities		95,4 %	Very active

From the analysis of the observations of children's activities in learning to follow audio-visual media, the average percentage of 95.4% with the category of being very active is shown by the activities of paying attention to the teacher in learning activities, actively participating in learning activities, and participating in learning activities seriously until completion. . In addition to observing children's activities, an analysis of children's learning outcomes was also carried out. Analysis of children's learning outcomes can be seen in the table below:

Table 4. Analysis of children's learning outcomes

No.	Assesment aspects	Percentage	Category
1.	Religious and Moral Values	88,1 %	Very good
2.	Physical & Motoric	93,8 %	Very good
3.	Cognitive	94,5 %	Very good
4.	Emotional Social	97,5 %	Very good
5.	Language	91,2 %	Very good
6.	Art	90 %	Very good
Average percentage		92,5 %	Very good

From the above table it can be seen that the completeness of children's learning outcomes in developing children's linguistic intelligence in speaking through integrated audio visual and thematic media achieves an average value of 92.5% with a very good category. This indicates that the developed media has the effectiveness of

the presentation and use. Thus it can be concluded that the effectiveness of audio-visual media based on their use in the learning process can improve children's ability to speak to achieve very good grades.

2. Discussion

This research is an educational research with research development model that develops a product. The development research model used in this study was adapted from research using the 4 D (four-D models) model. The four-D model in this study consists of four stages as follows: (1) defining, (2) designing, (3) developing, (4) spreading (disseminating). Products developed in This research is an audio visual media in the form of developing children's linguistic intelligence in speaking.

This media has been tested in the Matahari Saning Bakar Kindergarten in the local BI district with 20 children. The results of this product are not only tested in Matahari Saning Bakar Kindergarten, but also tested in kindergarten in Koto Singkarak X district, Solok Regency, which consists of 8 Experimental kindergartens to other Kindergartens in the context of product distribution and can be said to be successful. and children are very enthusiastic about learning activities to develop children's linguistic intelligence in speaking. This is in accordance with the results of previous relevant research conducted by Widyatmojo and Muhtadi (2017) about developing interactive multimedia in the form of games to stimulate cognitive and language effects and also research conducted by Sutanto, (2017) about developing interactive learning multimedia for speaking skills in KB-TK Pedagogia Laboratory Yogyakarta. The results of this study show that interactive learning multimedia is appropriate for children to talk with. From the results of the product research tested according to the opinion of Jon Clayton (2011) that multimedia that is designed perfectly will affect the success of a learning and have a good impact on children's knowledge and skills.

Audio-visual media designed to develop children's linguistic intelligence in speaking at the Saning Bakar Kindergarten in the Solok Regency in the BI class can be used by teachers and children as well as possible and support the success of learning. Exposure to a discussion of the results of research has been carried out and will be described further, especially those related to the validity, practicality, and effectiveness of the product being developed. The validity of audio-visual media for the development of children's linguistic intelligence in speaking. Development of audio-visual media to improve children's linguistic intelligence in speaking can be said to be valid if it

meets the requirements that have been determined. Media validation was carried out by three validators by experts who were experts in their fields, including: material experts, content experts, and desing experts. This is in accordance with the explanation of Plomp (2010) that to test the validity can be used opinions of experts (jugment validity). Furthermore, the product components must be consistent with each other (construct validity), so the validation must involve experts in their fields.

Based on the results of the validity carried out by three validators stated that the audio visual media obtained an average validity value of 95.4% which consisted of the language asfekt and asing effect. Analysts test the practicality of audio-visual media development of children's linguistic intelligence in speaking which consists of analysis of RPPH observation results. Analysis of the results of the RPPH observations conducted by 5 validators consisting of 2 expert lecturers and three teachers achieving a value of 90% achieving excellent grades. The implementation of RPPH reaches a value of 4.00 with a practical category. The teacher's response to the practicality of audio visual media reaches a value of 90.63% with a very practical category. Children's response to media practicality reaches 84.8% with a very practical category. Analysis of the effectiveness test consists of analyzing the observation of children's activities reaching a value of 94.5% in the very active category. Analysis of children's learning outcomes achieve a value of 92.5% with the criteria of achieving mastery learning. The implementation of the learning process with this research more interesting, motivated and enthusiastic children in participating in learning so that children's linguistic intelligence in speaking can be developed through this audio visual media and learning media can varied.

IV. CONCLUSION

Analysis and discussion, it can be concluded that: first, the development of children's linguistic intelligence in speaking through an integrated audi visual and thematic media begins with the Research and Development (R&D) method implemented to improve teaching and learning in kindergarten. The development model (R&D) used in this study uses the 4-D (four D) model, which consists of 4 stages. The stages are: Define (define), design (design), development (develop) and dissemination (disseminate). Second, the results of the validity test on the validity of the media are very practical, practicality test results consisting of: the implementation of daily learning (RPPHP) is considered a very practical category, the children's response questionnaire is also considered very practical, then the

results of the effectiveness test based on the results of the analysis are seen from the activities of children in learning with this media children are very active and very enthusiastic in learning, while from the analysis of mastery learning it can be said that children in learning are very active so as to achieve mastery value very well. Thus the development of linguistic intelligence in speech and thematic integrated is very valid, practical, and effective.

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