

Stimulation of Ability to Speak Mother Language by Using Gadget

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Abstract—This study aims to describe the learning process and results regarding the activities of play and song through the media gadget to stimulate mother language speaking skills in kindergartens aged 5-6 years. This study uses research action research on group B in Nurul Hidayah Kindergarten in West Sumatra. The method used is the Kemmis and Taggart method which consists of planning, action, observation, and reflection. Data collection techniques used are observation, interviews, field notes, action monitoring instruments and documentation. Data analysis is presented quantitatively and qualitatively. The results of the quantitative data show that the ability to speak mother language can increase after the action is carried out through the activities of playing motion and songs through gadget. The findings of the study qualitatively can be seen from the child's action process which consists of a) children's attitudes (involvement, curiosity, and children's interests) and b) children's participation (role, response and attention of children to play activities), while through Teachers action process, namely as: a) facilitator, c) motivator, and c) evaluator. The results of this study illustrate that playing using songs and motion through gadget can improve childrens speaking skills.

Keywords— *Speak Mother Language; Using Gadget*

I. INTRODUCTION

Early Childhood Education is education that is the gateway to entering further education. Education should be carried out as early as possible so that education can become an investment in the future [1]. Early childhood education is a development effort aimed at children from birth to eight years of age, carried out through the provision of educational stimuli to encourage physical and psychological growth so that children can attend secondary education. This period is a period that is conducive to developing various physical, cognitive, linguistic, socio-emotional and spiritual abilities. At this age is a golden age where the environment can optimally encourage and stimulate all aspects of child development. Stimulation or stimulation given to early childhood must be appropriate. In accordance with age and various aspects of development. One of the most important aspects of child development in a child's life. Children will be able to interact with the environment when they can speak well.

A. Mother Language Speaking Ability

Speaking is one of the most important and influential aspects of other children's language development such as reading and writing.

Between language and language expression are two different things. Language is in the brain and it will still exist even if expressed or not. Someone who cannot speak (mute) does not mean not having a language. He still knows about language vocabulary and can store his knowledge in the form of language, how to express his language differently from ordinary people. In this case language is an abstract symbol organized according to a general rule, which is in the human brain. While Morrison (2012: 223-225) states language is the most important preparation skill. Children need language skills to succeed at school and in life. In acquiring language skills we usually go through a regular sequence relationship: first, in childhood, we learn to listen / listen to language, then speak, read, and write. Thus, a series of acquisition of language skills, namely listening skills, speaking, reading, then writing. Our listening and speaking skills are learned before entering school, while reading and writing skills are generally learned at school. The four aspects of language skills relate to each other.

Stephen J. Gaies states that: the first language acquisition is formed and guided by innate neurological structures and cognitive tendencies to learn the language that is the unique genetic wakaf of humans that every child has [2]. Learning a language does not, as the behaviorist learning theory explains it, only the accumulation of a series of automatic stimulus-response associations, the process by which student participation is limited to imitation, the formation of conscious habits based on external strengthening is differential and reinforced by practice, and some unspecified forms Stimulus generalization. The process of acquiring the first language eventually ends with the achievement of the child from the systematic rules of linguistic / community competence in general.

The study proposed by Zaliha Yazici, et. Al states that: the above definition of the mother language or the first language takes place from birth with parents and close family [3]. The ability of the mother language affects the ability to learn in a

second language. Competence as children is raised in their home country.

According to Jane K. Lartecel, et al (2014: 5) states that: The use of mother language in multilingual learning affects the way students learn. Implementation strategy implementation of learning mother language - Based on learning in multilingual setting. Based on the strategies used by teachers in the implementation of the mother language, learning is based in multilingual settings, several themes emerge. These themes are: (a) determining the targets or objectives of the use of the mother language, (b) the benefits of multilingual learning, (c) the utilization of lingua-franca, (d) the design of teaching materials written in the mother language, (e) the repetition of learning, And (f) the use of motivation in the mother language. Means from the opinion above states that in the process of learning the mother language should be tailored to the theme, the theme includes learning objectives, learning benefits, learning design and learning activities it is very influential on the acquisition of the mother language.

Navis adds that in the Minangkabau language there is a word or style of kato that is; Some kind of language or daily manners between fellow Minang people in accordance with their social status [4]. From a collection of five expert opinions, on the theory of the ability to speak the mother language (Minangkabau language) can be concluded that: Ability Speaking the mother language.

II. GADGET

Information technology includes all things related to the process, use as a tool, manipulation, and management of information. While communication technology is everything related to the use of tools to process and transfer data from one device to another. TIK has the advantage of getting information that is available anywhere and anytime.

Rozalind G. Muir-Herzig, states that use computer technology in the classroom influence and attendance of students [5]. the use of teacher technology, the use of student technology, and the overall use of technology have an effect on the value and presence of risky students. In addition, effective technology and making changes to student values and the presence of students at risk, schools must be prepared for technology use in the classroom.

This proves the role of ICT that is one of the gadgets in the learning process. This is very closely related to children where early childhood is close to gadgets. Gadgets are one of the most important ICTs for early childhood development. The gadget is an electronic device which is a result of innovation that is used to facilitate the work of tools, manipulation, and management of information. While communication technology is everything related to the use of tools to process and transfer data from one device to another. Gadgets are one of the ICTs that must be considered for early childhood development.

De Lima, et. Al. argues that gadgets such as computers, cellphones, games, online games, social networks, and all

other technologies that are used everyday by young people [6]. Children now see this new type of digital culture as a normal part of life, and parents are stunned by the things that give them the challenge of today's technology. Children must enjoy the advantages and help that technology offers, but also, you want they remain uninjured and are responsible for what they can do. Children who grow up to this new type of digital culture will take you to new types and trends in technology, in ways that benefit parents too.

The study conducted by Sundus M states that: Research has been conducted on how the gadget impacts on children's cognitive and motor skills [7]. These skills are directly related to memory, and language. Today technology helps develop cognitive skills that are faster and better for children. Gadgets used in the form of puzzles or doodling in picture books and Children use gadgets for various purposes such as playing games, watching videos, listening to songs, chatting with their friends, exploring different websites.

From the opinion it can be concluded that gadget is part of information technology in the form of an electronic device which is a result of innovation that is used to facilitate the work of tools, manipulation, and management of information that can be used for anyone, including for early childhood.

III. AIM OF THE STUDY

This study aims to get an overview of the ability to speak early childhood mother language. Operationally this research aims to describe the process of using gadgets to improve the ability to speak children's mother language and describe the results of the improvement of the ability to speak children's mother language through the use of gadgets in NurulHidayah Kindergarten Bukittinggi.

IV. METHOD

This research method is action research. Arikunto states that Understanding class action is an observation of learning activities in the form of an action that is deliberately raised that occurs in a class together [8]. The action is given by the teacher or by the direction of the teacher carried out by the student. Action research is aimed at improving one's learning ability. This requires effective strategies and methods to be able to improve the learning process. Basically action research is an inseparable part of collaboration between participants and researchers, which plays a role in supporting each other and allowing one to participate to improve the learning process to be more optimal.

The design of action intervention / design of this research cycle uses Kemmis and MC Taggart models based on: (1) planning, (2) action / observation, (3) reflection [9].

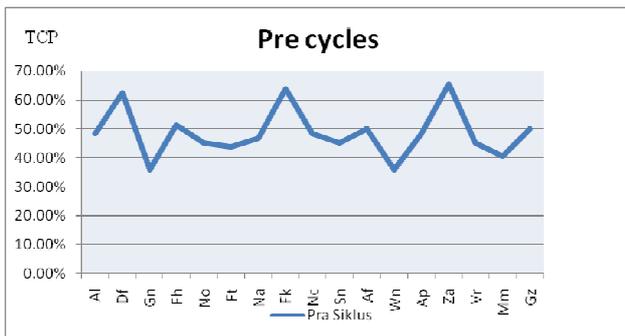
Quantitative and qualitative data analysis techniques. Quantitative data analysis is presented in the form of tables and graphs. While the qualitative data analysis using Miles and Haberman method, which consists of data reduction phase, data display and data verification.

V. RESULT

Based on the results of preliminary observations indicate there are some of the children whose ability to speak the mother language is still low. This is seen from the child less want to express his ideas, the child difficult to pronounce the vocabulary language, the child is often inappropriate when pronouncing vocabulary this is due to lack of vocabulary mastery, and the child is less able to express expression.

A. Pre cycle

Preliminary assessment of children's language skills through playing activities using gadget, shows that there are still many children with low language skills. The following results of the initial assessment of children's language skills can be seen in the graph below:



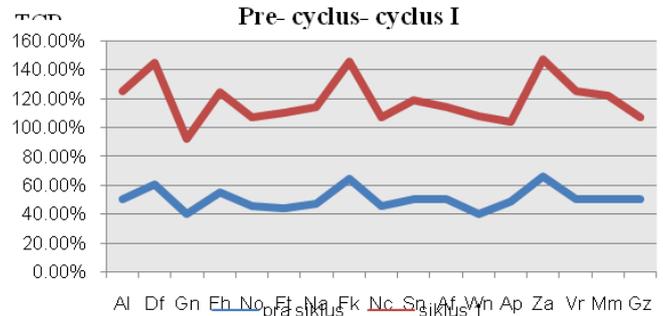
Graph 1: Pre-Cycle hasil keterampilan berbicara bahasa ibu

From the pre-cycle data shows the initial scores of mother language ability seen the percentage of initial score as follows: Al 50%, Df 60%, Gn 40%, Fh 55%, No 45,31%, Ft 43,75%, Na 46,86% , Fk 64,06% Nc 45,31%, Sn 50%, Af 50%, Wn 35,94%, Ap 48,44%, Za 65,63%, Vr 50%, Mm 50%, dan Gz 50%. While the average percentage of about 48.71%. Thus the data showing the percentage of the ability to speak the native language of students of group B kindergarten in pre-cycle that has a higher percentage than the average of other children only amounted to 6 (six) children. The highest percentage of the highest of the overall aspects of the pre-cycles pre-cycle rating score of 65.63% owned.. Based on the observation data in the pre-cycle above, which has been exposed through qualitative and quantitative data, so that researchers and collabators concluded the necessary action is designed and is expected to improve the ability to speak the mother language of the child. The action is agreed to use gadget, because children will be more interested with gadget.

B. Cycle I

Based on the observation of mother language speaking ability of child in cycle 1 seen children look to develop as expected, but most of speech ability have not increased as expected. As a large child still needs to improve the ability to speak the mother language again, especially the vocabulary pronunciation and disclosure of the child's ideas. The average score achievement to know the progress of the ability to speak

the mother language on the cycle 1. The percentage of scores achieved by children is as follows: Al 75%, Df 84.38%, Gn 51.56%, Fh 68.75%, No. 60.95%, Ft 65.63%, Na 67.19%, Fk 81.25%, Nc 60.94%, Sn 68.75%, Af 60.06%, Wn 67.19%, Ap 54.69%, Za 81.25%, Vr 75%, Mm 71.86%, And Gz 56.25%. And the average score reached 67.92%. The percentage of the ability to speak the mother language at the end of cycle 1 can be seen in the following graph

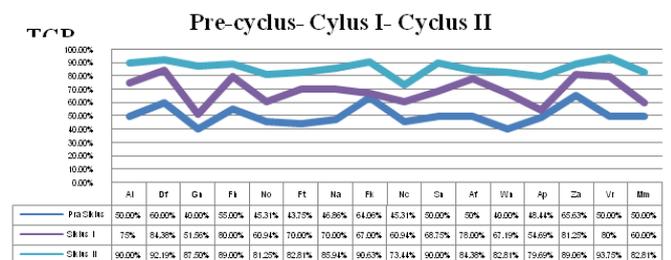


Graph 2: Graph of Outcome Results of Mother Language Language Speaking Ability In Cycle I

Based on graphic visualization, this shows an increase in mother language skills experienced during cycle 1. There are 6 children with a percentage of 50.50% are Al, Sn, Vr, Mm, Gz While in cycle 1 there are 8 children who have a percentage above the average grade average 69% were Al 75%, Df 84.38%, Fh 80%, Na 70%, Af 78%, Za 81.25%, Vr 75% Mm 71.68%. Of these, only 5 (five) children achieved a minimum score of 75% (TCP / level of development achievement), namely Al 75%, Df 84.38%, Fk 81.25%, Za 81.5 and Vr 75%. In other words, only 29.41% of students who achieved TCP improvement were 75% with Mills's criteria of 71%. Thus the percentage of improvements described above shows that there are still things that need to be improved to maximize the achievement of success criteria. Therefore, a second cycle needs to be implemented so that it will maximize learning in improving the ability to speak mother language.

C. Cycle II

The using of gadget, there are several findings, namely the child obtains the vocabulary, clarify the child's pronunciation in vocabulary pronunciation, expressing feelings and exploring the children's ideas. This can be seen from the Pre-cycle Results graph, cycle I and Cycle II.



Graph 3: : Graph of Outcome Results of Mother Language Language Speaking Ability In Cycle II

Based on the graph above can be explained that through the use of gadget can improve the ability to speak mother language. This can be seen through the percentage of Pre-cycle in the use of gadgets showing 50.27% of the developing mother language ability, while in the first cycle it decreased by only 69% so the researcher had to formulate the second cycle. In cycle II the teacher and researcher improve from various deficiencies that occur in cycle I. After the second cycle has been carried out the researcher gets 85.95%, so the ability to speak mother language can be said to be successful and not continue in the next cycle [10]. From these activities researchers obtained various findings both processes and results.

The study conducted by Sundus M states that: Research has been conducted on how the gadget impacts on children's cognitive and motor skills. These skills are directly related to memory, and language [7]. Today technology helps develop cognitive skills that are faster and better for children. Gadgets used in the form of puzzles or doodling in picture books and Children use gadgets for various purposes such as playing games, watching videos, listening to songs, chatting with their friends, exploring different websites.

Findings on the child's process are capable of: a) expressing and answering questions the teacher says, b) the child is able to use the appropriate sentence, c) the child is able to express using simple sentences using mother language.

The next finding is in the process of the teacher's actions, when participating in playing activities using gadget which can improve the speaking of mother language, namely: a) Facilitator, namely the teacher provides the materials and media needed during the process of playing using the gadget. Teachers also provide stimuli that can affect the attention and interest of children in participating in activities. B) Motivators, namely the teacher can give encouragement to children when doing assignments or provide reinforcement for children when they have not succeeded in doing the tasks. c) Evaluator, namely the teacher in charge of evaluating the whole process of teaching and learning activities and providing an assessment of the results of learning and playing activities of children.

VI. CONCLUSION

Based on the results of preliminary observations indicate there are some of the children whose ability to speak the mother language is still low. Based on the findings and discussion, the results of this study can be summarized as follows: (1) The process of activities to improve the ability to speak the mother language through the using gadget. Giving action activities on group B TK Nurul Hidayah through

several stages of the initial activities, core activities, and closing activities. The stage is a series of process of using gadget. (2) Learning strategy through using gadget, this activity uses media used gadget for video, picture and song, such as transportation drawings, profession. The activity of gadget creations is an activity that involves the ability to speak the mother language of the child.

This success was also supported from the results of analysis pre-cycle data with the acquisition of TCP percentage of 50.27% in cycle I of 69% and in cycle II to 85.95%. As agreed with the collaborators that this study is said to succeed if 15 of 17 who have succeeded according to Mills 71%, are in the category developed according to expectations (BSH) and in this study 15 children have reached the category developed according to expectations (BSH). The results obtained show the developmental achievement level (TCP) of the ability to speak the mother language that has reached the expected criteria. Thus based on the conclusions that have been described previously it can be concluded that the giving of action in the form of "Gadget can improve the ability to speak the mother of children in group B TK Nurul Hidayah.

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