LEARNING MODEL OF POLITE LANGUAGE BY CD INTERACTIVE LEARNING AT KINDERGARTEN THROUGHOUT WEST SUMATERA

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Abstrak

Adanya fenomena di lapangan bahwa terdapat kecenderungan anak-anak berkata kurang santun ketika berada di Taman Kanak-Kanak, contohnya seperti kalimat atau kata-kata mengejek teman, menghina, mengumpat, sumpah berbahasa santun dalam pembelajaran. Multimedia interaktif ini ditujukan untuk Taman Kanak-Kanak se-Sumatera Barat. Jenis penelitian yang digunakan adalah penelitian dan pengembangan atau yang lebih dikenal dengan *Research and Development* (R&D). Penelitian pengembangan ini meng-gunakan *Interactive Multimedia* (*IMM) development model* atau model pengembangan multimedia interaktif yang dikem-bangkan oleh Rob Philips (1997). Model ini terdiri dari lima langkah yaitu *analysis, design, develop, evaluation and implementation.*serapah dalam bahasa daerah, dan sebagaimana. Hal ini membuat peneliti ingin mengetahui lebih lanjut mengenai upaya agar anak-anak tersebut mengurangi atau menghilangkan kata-kata yang lebih santun, seperti mengucapkan kata-kata: maaf, terimakasih, permisi, tolong, dan sebagainya sesuai dengan kondisi dan situasi yang dihadapi anak. Salah satu solusi untuk pemecahan masalah di atas adalah penggunaan multimedia interaktif

Abstract

Any phenomenon at research field in which there is any trend that the children had not spoken a less polite language when they were in Kindergarten, for example, there were some words or sentences mocking friends, insulting, swearing using local languages during in the classroom, polite language in learning. This Interactive Multimedia is aimed for Kindergarten throughout West Sumatera. The used research type is so-called Research and Development (R & D). This developmental research used a model of Interactive Multimedia (IMM) development or those had been developed by Rob Philips (1997). This model consists of five steps those are analysis, design, development, evaluation, and implementation. It had resulted in the researcher to know more in terms of efforts in order that those children will change those with more polite language such as words of sorry, excuse me, thank, please help me and others according to situation and condition faced by them. Any solution for solving the problem above is by using interactive multimedia.

INTRODUCTION

Good manners are an important aspect to communicate. It is required good manners in a language in order that communication process may be implemented fluently. Really, the concept of good manners is relative. It means that good manners depend on the social distance between the speaker and speaking partner, good manners value when any individual communicate with the elderly is different when communicating with friends. Also, the comprehension in terms of good manners value is not released from value and norm existing in the community. Presently, a polite language should be concerned especially. The phenomenon having been discovered in a community is there are so many fusses and fighting as a result of impoliteness in language solely. Infrequently, any individual will be resen staggering quarrel and violence. Reasonably, it should not occur if comprehension of good manners in language may be understood and concerned in daily life.

Polite language should be habited and fertilized since early childhood. The children should be built and educated polite language, otherwise, they will become rough and arrogant as well as had not possed ethic and religious values. The parent has an important role to assist children to understand language. The words or sentences of parent interrelated during the interaction of buffer language strategy also it contributes internal or personal speaking development to children as well (Winsler, Diaz & Montero in Otto, 2015).

In the field research had been discovered many children who speak with impolite language either with their friends or teacher. Of course, it may not be neglected because it will result in character in children selves. To result in the children understand good manners in language and apply it the polite language should be thought. However, research on polite language development to children is minim. Hence, this research will reveal a learning model of polite language with early childhood by interactive learning video.

This research also had been inspired by the researcher thesis in a title "Penanaman Good manners Berbicara Melalui Metode Bermain Peran dan Media Boneka (Continuation Research at Kindergarten of Aisyiyah 08, B Group at Cisalak Depok, Academic

Year 2012-2013)". Its difference with this research is that it uses research methodology approach of Research and Development(R&D), any research which will test product of research result and to multiply it by technological assistance, ie, a CD containing Learning Video of Polite language for early childhood.

This research also had been inspired from research result of middle lecturer associated with the lecturer of Curriculum and Educational Technology Department and lecturer of Counseling Guidance of Educational Science Faculty of Padang State University in a title "Efektifitas Penggunaan Video Camera dalam Pembelajaran dan Implikasinya dalam Pelayanan Early childhood (Usia 4-6 tahun) at Padang City. It concluded that use of video camera to increase educational service for early childhood at school viewed from three aspects those are educational service, application of strategy and learning media as well as the learning process of early childhood from its characteristic is effective enough because it had increased some indicator, those are student in person, use of media and

learning strategy as well as a learning process to early childhood.

Based on the phenomenon in field research, it had been discovered that many children had not applied polite language to their friends and teachers. Some of them trend to imitate behavior and what phrase having been heard is not polite in the local language of Minangkabau. This research develops Interactive Multimedia of polite language for early childhood in accordance with developing the character of children in the age of 4-6 years as guidance for Kindergarten teachers in the daily life learning process as well as for parents at home when interact and communicate with their children. Multimedia is combination from text, figure, video, sound and animation. Some reasons as enstronging learning which should be supported by Interactive Multimedia according to Munir (2012:133), those are : (1) the message delivered in materials should be more real because it is presented visibly; (2) stimulating some sensories so there is interaction between them; (3) Visualization by models of text, figure , audio, video or even animation may be remembered and captured by students easily ; (4)

Learning process is more mobile when more practice and controlled (5) Saving time, cost and energy.

Hasrul (2010) revealed some objectives from use of multi-media as follows: (1) in its application the multimedia may increase the effectiveness of information which had been sent; (2) Multimedia application in community it may stimulate participation, involvement and exploration of it; (3) Multi-media application may stimulate sensories by which some important sensories of human such as: vision, audio, action or even voice may be stimulated (4) in its application the multimedia will highly assist the application for common users.

This research is aimed at developing Interactive Multimedia of polite language for children in the age of 4-6 years at Kindergarten throughout West Sumatera containing values of religious moral in dialog, so, the children may imitate speaking in such Interactive Multimedia for their daily life. Good manners in speaking to be an important thing which should be habituated to early childhood because entertaining learning may be absorbed by children easily and may be applied in their daily life. Speaking is any aspect in curriculum of Kindergarten of 2013, it means should be any core activities for learning at Kindergarten.

Wishfully, this research may assist the teachers in implementing duties using Interactive Multimedia containing learning of polite speaking for early childhood at Kindergarten throughout West Sumatera .

Targetted Fact Finding/Innovation

1. To result in valid Interactive Multimedia by validity test hence, properly, it may be applied by Kindergarten throughout West Sumatera.

2. To result in practical Interactive Multimedia by practicality test hence, it may be applied by Kindergarten teachers throughout West Sumatera easily to teach in classroom.

3. To result in effective Interactive Multimedia by effectiveness test so that, effectively, it may increase polite language of children of Kindergarten throughout West Sumatera .

4. To result in qualified Interactive Multimedia to build a national character with local and religious content in CD.

5. To result in Interactive Multimedia for teachers and also it may be applied by parent of students at home hence, materials having been delivered at Kindergarten may be absorbed optimally as result of parent participation.

6. Periodical parenting activities at Kindergarten in terms of good manners in language for early childhood (4-6 years old) by inviting key speaker from State University of Padang or linguist, cultural expert and practician.

The application for supporting development and science, technology, social and cultural building from Interactive Multimedia product to have resulted it may be applied for learning process conducted in core activities at Kindergarten. In this case it is better the teachers had understood application of such Interactive Multimedia by using Laptop and LCD Projector. Kindergarten may facilitate this this research requirement by Laptop and LCD Projector means to be used by teacher and watched by students. And the teachers should master technology in applying learning process. Additionally, the teachers may contribute in giving suggestion, idea,

critics and positive input in content of Interactive Multimedia to be made.

RESEARCH METHOD

Research type to be used is that of Research and Development. It uses Interactive Multimedia (IMM) development model built by Rob Philips (1997). Philips (1997:36) revealed that this model is aimed at producing any multimedia program. This model comprising five stages those are analysis, design, develop, evaluation and implementation.

Subject of trial test at this research limited for 1 classroom covering representative of students of Kindergarten throughout West Sumatera. Test validity conducted by 1 expert of media, 1 material expert and 1 linguist. Instrument for collecting data forming documentation, questionnaire sheet, practicality questionnaire sheet and effectiveness questionnaire sheet (sheets of student activities and learning result). Feasibility data forming Likert 1-4 scale by following provision.

Score 4 = Strongly Agree (SS)

Score 3 = Agree (S)

Score 2 – Less Agree (KS)

Score 1 = Disagree (TS)

(modified from Riduan, 2009:89)

v : Validity Value

This validity value using formulation as follows :

f : Obtained Score

n : Maximal Score

$v = $ x 100%

(modified from Riduan, 2009:89).

Remark:

Table 1

Validity Category

No.	Percentage	Criteria
1.	81% - 100%	Very valid
2.	61% - 80%	Valid
3.	41% - 60%	Valid Enough
4.	21% - 40%	Less Valid
5.	0% - 20%	Invalid

(Modified From Riduan, 2009:89)

This practicality value using following formulation:

p : Practicality Value

f : Obtained Score

n : Maximal Score

$p = \frac{f}{n} x\ 100\%$

(modified from Riduan, 2009:89)

Remark :

Table 2

Practicality Category

No.	Percentage	Criteria
1.	81% - 100%	Very Practice
2.	61% - 80%	Practice
3.	41% - 60%	Practice Enough
4.	21% - 40%	Less Practice
5.	0% - 20%	Not practice

(Modified From Riduan, 2009:89)

The effectiveness of interactive multimedia product may be viewed from analysis result by questioner of student learning activities and   their

results. Analysis Test from Minimal Completeness Critera (KKM) by following formulation :

KB : $\underline{T}$ x 100%
Tt

Remark :

KB : Learning Completeness

T : Total score obtained by student

Tt : Total scores

(Trianto in Aminah, 2017:69)

RESEARCH RESULT AND DISCUSSION

This research result conducted based on stages of Interactive Multimedia (IMM) development model built by Rob Philips (1997).

This model consist of five steps those are : analysis, design, development, evaluation and implementtation.

1. Analysis (Analisis)

Aspect to be analyzed in this stage are:

a. User

This Interactive Multimedia being designed other than for teachers who teach language learning for Kindergarten students, wishfully, it may assist student for self learning at home. User analysis also had been conducted in order to know language characteristic of Kindergarten's children. Then, to know characteristic of Kindergarten's children, the researcher may design Interactive Multimedia of polite language according to learning requirement at Kindergarten .

Based on observation result having been conducted at some Kindergartens existing at West Sumatera, it had been discovered data that: (1) The children who use word of 'help' infrequently when they need assistance; (2) The children who use word of 'thank' infrequently when they need assistance; (3) The children who speak with friend by polite language infrequently (4) The children who offer assistance with friend infrequently who need assistance of polite language; (5) The children who praise his/her friend creation infrequently; (6) The children who had not be grateful for what had been obtained; (7) The children who showed sympathy feeling infrequently when his/her friend sad; (8) The children who had not cared with vegetation and animal at Kindergarten and surrounding; and (9) The application of polite language with children had not been

maximized. Based on such observation result then, wishfully, this Interactive Multimedia may assist teacher   to teach polite language to Kindergarten's student at West Sumatera .

b. Content (material)

There is six aspects/maxims presented in Interactive Multimedia of polite language, those are (1) maxim of policy ; (2) maxim of phylantrophy, (3) maxim of appreciation, (4) maxim of kesederhanaan, (5) maxim of negotiation and (6) maxim of sympathy.

c. The aim of Product

Generally, the product developmental objective of Interactive Multimedia is as follows: (1) To increase polite language capability of Kindergarten's student ; (2) To make easier and happier of learning; dan (3) To assist teachers in explaining the learning   in classroom. Whereas, the special objective to develop this Interactive Multimedia product is giving any problem solving discovered by researcher in research field in scope of polite language   teaching at Kindergarten .

d. Used Application

Macromedia Flash had been used for developing interactive multimedia   product. Such application   supported   the development of text, figure , animation, audio and video.

e. Infrastructure (Required Means)

Some of supporting means is computer, laptop and LCD projector.

f. Installation

Although this development uses some   softwares of Macromedia Flash,,   it is packaged   in any complete.exe, so that, it will not make difficulty   in operating interactive multimedia later.

g. Language

To make easier in understanding materials for Kindergarten's student , then, this Interactive Multimedia uses Indonesia Language.

h. Time

Time material presentation of Interactive Multimedia is neither so long nor so short, hence, the students will not be bothersome so rapidly and they may focuse in learning to use interactive multimedia product.

2. *Design*

a) *Flowchart*

Physically, flowchart illustrate procedural stages from the beginning to the end of program completion. According to Anharku (2009), "*Flowchart* is a systematical presentation of process and logic from activities of information deliverance or graphical presentation of procedural stages or sequence of any program." Hence, by *flowchart* it will make easier program comprehension entirely.

b) *Storyboard*

Storyboard is picture sketch designed serially conform to manuscript prior to result in interactive multimedia. According to Waryanto (2005), "*Storyboard* also may be called *visual script* to result in *outline* from any project by *a shot by shot* presentation so-called *scene*" usually. According to Luther and Arch in book of Munir (2012:119), "*Storyboard* is a description of any *scene* illustrating multimedia component and its behavior" obviously. Hence, it may be concluded that by *story-board*, it will make easier in delivering the idea to other people.

c) *Navigation design*

The development of Interactive Multimedia designed by using *mixed-hierarchical* navigation. Philips (1997:66) revealed "*In this way, user can quickly get to a given topic, and then linearly move through the topic*." It means by using *mixed-hierarchical* navigation, rapidly the user to access the wished topic. This *mixed-hierarchical* navigation had been used because it has so many materials and required for branched navigation structure for making easier Interactive Multimedia application later.

1) *Graphic design*

Layout

To design interactive multimedia layout it is required aesthetical factor. According to Munir (2012:185), aesthetical factor covering aesthetical model with harmony and precise size combined with interesting colors, hence, it may draw attention and interest of student to use it. Following

figure is *layout* appearance in developing an interactive multimedia product .

Figure 1

Layout of Early Appearance **of Interactive Multimedia**

2) Color

The colors had been elected for multimedia presentation is those will make convenient the eyes to watch it, it is not so dark or bright, so that, it will not result in the tired/damaged eyes. Additionally, it uses the contrast colors between *background* and writing to make easier information reading. According to Diartono (2008), it is required the guidance for using colors in scope of any presentation, because it may give self-impact to users such as: (1) the colors may result in convenient eyes and not bright; (2) the

colors may draw attention of user to use application continuously; (3) the colors may add given information clearance; and (4) it may draw attention for any change.
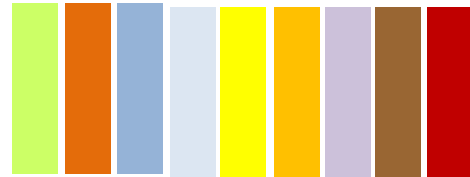

Figure 2.

The sample of Some Used Colors

3) Text

Generally, the writing or script to be used is *Sans-serif* type, ie *Arial,* this font may be read at monitor conveniently. Munir (2012:258) revealed some advantages of text as follows : (1) it just require media store in small size; (2) To deliver condensed information; (3) For complex materials such as mathematic formula or too long process explanation; (4) to make simpler text appearance to computer monitor compared to other media element and (4) it may be used as input or feedback media.

4) Figure

All figures at Interactive Multimedia designed to use *software Draw*. The used figure format is .jpeg and .png. also Waryanto (2008) had revealed the advantages of figure media as follows: (1) it makes easier objects identification; (2) it make easier object classification; (3) it will be able to point spatial link for any object and (4) it assists to explain abstract concept to be concrete one.

5) Audio

Munir (2012:22) revealed that audio application for multimedia may form narration, song and *sound effect*. Usually, the narration is appeared together with photos or texts   in order to make clearer the information to be delivered. Also audio may increase memory and assists users who have disadvantage to see. According to Waryanto (2008), the advantate of audio for multilearning media as follows (1) it is very suitable to use media in giving motivation; (2) it is very suitable for certain materials because it closer to original condition of material (for example the learning on animal sounds) and (3) it assists the learner focus on studied material because sufficiently it may   hear   material without doing other activities requiring concentration.

3. *Development*

The   developmental   stages   as follows:

a. To collect materials.

b. To collect idea for figure

c. To collect instrumental music

d. To collect sound of navigation button.

e. Sound recording uses *Software Auda City.*

f. Figure design   uses s*oftware Corel Draw.*

g. The composition of all materials uses *Software Macromedia Flash.*

h. End product to format of .exe.

4. *Evaluation*

Evaluation   based on   result of media   validity,   material   and language presented by following table

Table 3.

Recapitulation of Validity Result of Interactive Multimedia

No.	Evalution Aspect	Evaluation Result	Category
1.	Media Aspect	86,84 %	Very Valid
2.	Media Aspect	87,50 %	Very Valid
3.	Media Aspect	95,00 %	Very Valid
	On Average	**89,78%**	**Very Valid**

Then, based on analysis result of media validity, material and language on table above, it had been discovered validity result of media aspect of 86,84 %, material aspect of 87,50%, and language aspect of 95%. Validity average of Interactive Multimedia product for Polite language learning to Kindergarten throughout West Sumatera based on aspects of media, material and language is 89,78**%** with category of very valid and it may be continued to practicality test stage.

5. *Implementation*

In this I Stage, the module draft had been made, nevertheless, it may not be finished yet and consulted to concerned expert. At second stage this research will be continued to module finishing, by final report of research in whole.

CONCLUSION

This research conducted by 2 years-second stages. Research type is research and development by developmental model of Interactive Multimedia or as developed by Rob Philips (1997). This model comprising five stages those are : *analysis, design, development, evaluation and implementation.* Stage-I Reserch had been implemented through fourth step from five research steps based on *Interactive Multimedia (IMM) development model.* At Stage II, this research will be contined to module finishing and consultated to concerned expert and printer finally. Sebquently, upon printing this research will be continued to fifth step, ie implementation of interactive learning CD by field test at 11 Kindergartens throughout West Sumatera .

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