DEVELOPMENT OF ENGLISH LEARNING MEDIA FOR EARLY CHILDREN THROUGH ANDROID-BASED SONG MEDIA

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Abstract:

Learning media are tools, facilities, or intermediaries used in the interaction process between the teacher and students to encourage the teaching and learning process to acquire knowledge. Skills strengthen what is being learned and help achieve quality learning goals. Engaging, effective, and modern interactive learning media based on Android is urgently needed to introduce the world of learning or material so that teachers and students know it. A teacher needs to keep up with the times. Now teachers must be creative and innovative in developing principles of integrating technology and learning activities; the development of the golden generation needs to be followed up by introducing English from an early age because English is an international language.

The aims of this study are as follows (1) to describe the development of English language learning for early childhood education through Android-based song media and (2) to determine the effectiveness of English language learning media for early childhood education through Android-based song media.

Keywords: *Development of Android-based Media, English, Media Songs*

INTRODUCTION

Engaging, compelling, and modern interactive learning media based on Android is urgently needed to introduce the world of learning or material so that teachers and students know it. The teacher still teaches the subject matter at this time by reading and explaining the book verbally to students, as it is well known that the subject matter delivered to students not all students understand what the teacher explains. The existence of engaging learning media can increase student enthusiasm for learning and make it easier for teachers to present the material to be delivered.

A teacher needs to keep up with the times. Teachers must be creative and innovative in developing integration principles between technology and learning activities. Teachers must be able to apply learning media that can make lessons more active, creative, innovative, and fun, such as Android-based media; these media should be something significant to discuss. Development is carried out on three media devices consisting of vocabulary recognition, pronunciation, and singing using an Android program prepared in the Play store (Ahmad & Nana 1990).

The development of the golden generation needs to be followed up by introducing English from an early age because English is an international language. Mastery of English is a vehicle to take part globally and worldwide. Teaching English as early as possible means equipping the nation's people to navigate the world of science and technology freely while prioritizing national culture (Suyanto 2005).

Language is an essential tool in a child's life. Learning a language is inseparable from vocabulary, the most critical thing in language skills. With adequate vocabulary mastery, the goals of language learning will be achieved because the more vocabulary a person has, the more skilled he is at speaking. The child's language develops from the first cry until the child says. The period of children's language development is divided

into two periods, namely the Pre-Linguistic period (0-1 years) and the Linguistic period (1-5 years). During the Pre-Linguistic period, children make sounds and chatter that cannot be understood and understood. Meanwhile, in the Linguistic period, children begin to speak one or two understandable and understandable words. If, in this Linguistic period, children are given a lot of language stimulation (Arikunto 2007).

Learning foreign languages in Indonesia, one of the languages studied is English, the first genuinely universal world language. English is an international communication tool, and of course, it must be learned to communicate with people from different cultural and national backgrounds. Not only adults, but small children and even PAUD also learn English. English is an international communication tool, so almost no countries study it as a language of communication for students or business people. The same thing happened in Indonesia. English has always been one of the mandatory contents in the lesson structure at school. English is a foreign language that is included in the National Examination.

Seeing the importance of English in the era of globalization as a second compulsory language that must be learned and mastered, it is very appropriate if English is taught earlier (Azka 2015). The introduction of English is applied in early childhood education based on the assumption that children learn foreign languages faster than adults. A study conducted by Johnson and Newport, 1991 showed that immigrants from China and Korea who started living in America at 3 to 7 years had better English skills than older children or adults. Although learning English is not explicitly written in the outline of the learning program at TK/RA, learning English at TK/RA is a process of introducing English. This is a challenge in itself for PAUD institutions to be able to teach English by applying effective methods and learning media that are by the principles of early childhood learning (Santrock 2007).

Teachers must pay attention that teaching English to young children is very different from teaching English in formal educational institutions such as elementary, middle, high school, etc. Teaching English in PAUD places more emphasis on introducing English to children. This recognition can be applied in the form of vocabulary recognition that is familiar to them (such as animal names, fruit names, and body parts names) in English.

English for PAUD is only an introduction, so teachers must adjust the use of Indonesian and English in the teaching process. Teachers need to use more intensity in using Indonesian so that the process of transferring information from media to children can run well. The introduction of English to children can be done naturally, without coercion, so that children easily understand the meaning of the teacher's instructions; in other words, children can know the importance of the words they hear. Teaching English creates a need for language. They will learn with intrinsic motivation, and automatically the process of language development and mastery occurs. All of this increases children's motivation to learn foreign languages as early as possible.

Introducing English at an early age can use the help of the media. Teachers can use media that attract young children to learn English, such as cartoon films that use some English vocabulary, children's songs in English, illustrated vocabulary cards, and so on. These media support children to enjoy English because these media are media that children generally like. If the child is interested in the media used by the teacher, the child will also be interested in English itself. These various media will raise students' interest and motivation to learn English. The media will also help convey information from teachers to children properly.

Learning media is a tool that attracts attention and fosters children's interest in participating in the learning process. One way to make it easier to introduce English vocabulary is to choose suitable and exciting learning media so that children are interested in learning the terminology that will be taught. Therefore, researchers are trying to find a solution to make an Android-based English language recognition application. This application makes it easier for children to learn English anywhere and anytime, learning to understand English.

Based on this background, researchers feel interested in researching the

development of learning media in English from an early age in the form of a thesis with the title, "Development of English Media Learning Through Android-Based Song Media at KB Ibnu Katsir Sumberan" can improve learning better and easily understood by the majority of early childhood students.

RESEARCH METHODS

This study uses qualitative research, emphasizing processes and meanings that are measured precisely using descriptive data on a phenomenon that occurs at the research location. The type of research approach is a case study. It is purposeful as follows (1) to describe the development of English language learning for early childhood education through Android-based song media and (2) to determine the effectiveness of English language learning media for early childhood education through Android-based song media.

The subject in this study is the officer at KB Ibnu Katsir Sumberan Besuk. Primary data was obtained through interviews with several key informants, while secondary data was obtained from books, journals and scientific articles related to the research theme. Data were collected by interview, observation, and documentation. The open-ended interview system focused on Islamic boarding school caretakers, committees, administrators, treasurers and administrative managers related to the research theme, namely financial governance applied to Islamic boarding schools.

After the data was collected, the researcher checked the validity of the data by checking colleagues and using the triangulation method. The triangulation used in this study was source triangulation, researcher triangulation, and method triangulation. This test aims to ensure that the data obtained in the field is genuinely verified and not engineered by researchers and is expected to be able to explain the phenomenon being studied.

After the data is obtained then, proceed with the analysis of the data. Data analysis is an essential part of the scientific method. Data analysis techniques in this study used data analysis techniques for Miles, Huberman, and balances as mentioned:
1. Data Condensation

Data condensation is selecting, focusing, simplifying, abstracting, and transforming data that approaches the entire section of written field notes, interview transcripts, documents and empirical materials.
2. Data Presentation (Data Display)

Presentation of data is an organization, unification, and inferred information. The presentation of data here also helps in understanding the context of the research because it performs a more in-depth analysis.
3. Data Verification (Data Verification)

Data Verification is a process to ensure the data entered is the same as the data from the source.

Then finally, after the data is reduced and presented, it is verified, and a conclusion is drawn; this conclusion can answer rather than the phenomenon being researched, which in this case is the Development of English Learning Media for Early Childhood through Android-based Songs. The initial findings are still temporary and will change if solid evidence is not found to support the next data collection stage.

RESULTS AND DISCUSSION

Learning media, in general, are tools, facilities, or intermediaries used in the interaction process between the teacher and students to encourage the teaching and learning process to acquire knowledge and skills, strengthen what is being learned and help achieve quality learning goals.
Meanwhile, according to experts are:
a. Schramm, in his book Learning Media, is a message carrier technology that can be used for learning. Meanwhile, in his book Learning Media, Briggs argues that learning media is a physical means for conveying content/learning material such as books, films, videos, slides and so on (Schramm & Briggs 1997).

b. In his book Learning Media, Azhar argues that Media is a tool in the learning process both inside and outside the school. It is further explained that learning media is a component of teaching resources or physical vehicles that contain instructional material in the student environment that can stimulate students to learn (Azhar 2011).

According to the studies above, some experts' opinions about the meaning of Learning Media can be understood that Media is an introduction or intermediary for the learning process to occur. Learning media can convey messages, stimulate students' minds, and encourage the creation of a learning process (Sugiyono 2015). Learning media can be understood as the media used in the learning process and objectives. In essence, the learning process is also a communication, so learning media can be understood as a communication medium used in the communication process; the learning press has a vital role as a means to channel learning messages.

The development of science and technology is increasingly encouraging renewal efforts in the use of technological results in the teaching and learning process. Teachers must be able to use the tools provided by the school, which may be by the developments and demands of the times (Hamalik 2011). Teachers can at least use cheap and simple tools, but they are a must to achieve the expected teaching goals.

Besides being able to use the available tools, teachers are also required to be able to develop the available tools; teachers are also needed to be able to develop skills in making teaching media that they will use if the Media is not yet public (Gerlach & Ely 1971).

In general, learning media has the role of clarifying the presentation of teaching messages so that they are not too verbal, overcoming the limitations of space, time and sensory power; using appropriate and varied learning media can overcome the passive attitude of students, making human experience from abstract to concrete, providing a stimulus and stimulation to students to learn actively and can increase students' learning motivation to increase learning achievement (Susilana & Riyana 2009).

Learning media is usually understood as objects that are brought into the classroom to help the effectiveness of the teaching and learning process. This narrow understanding is influenced by the view of cognitivism, which sees the learning process as a transfer of knowledge from teacher to student, mainly in the classroom. Using a constructivist view, understanding learning and learning media becomes broader. Learning media is not limited to what teachers use in class but, in principle, includes everything that exists in the environment of students where they interact and help the teaching and learning process.

Thus, it can be concluded that media can be used to stimulate thoughts, feelings, attention and learning abilities or skills to encourage the learning process. Media is an integral part of the teaching and learning process for achieving educational goals and learning objectives in schools.

Android-Based Song Media

Android-based song media is the right tool to be able to increase knowledge and reference in android applications; through android-based song media, it is hoped that students will be able to improve their thinking and remember; the song is one of the learning media that is very influential on students' creative power (Aizid 2009).

Definition of English Learning

Learning English are meanings that are agreed upon by a group of native English speakers. English is the primary way to participate in the cultural life of foreign-speaking communities.

Learning English as a second language needs to be known and understand precisely what the language itself means. A standard definition of language is: "Language is a system of arbitrary conventionalized vocal, written, or gestural symbols that enable members of a given community to communicate intelligibly with one another." (Brown, 2000, p. 5). Brown wants to convey that language is considered a system consisting of

sound symbols or symbols that can be used to communicate.

Defining language (Brown, 2000: 5) further says that a consolidation of several possible definitions of language is explained as follows: (a) language is systematic, (b) language is a set of separate symbols, (c) the symbol is mainly vocal, but possibly also visual, (d) the meaning of the symbol has been adapted to its reference, (e) language is used as a means of communication, (f) language is used in community or cultural speech, (g) essentially, language is for humans, although the possibilities are not limited to humans only, and (h) the language that humans use mostly has the same way.

English Learning Media

About the substance of English material, Ashworth and Wakefield (2005) say that there are two domains in this regard, namely aspects of language and aspects of concepts. From the scope of language, learning English for early childhood includes listening, speaking, reading and writing skills and components of vocabulary, pronunciation and language structure. All of this must be adjusted to the abilities of the children being taught. In line with that, Suyanto (2007) added that English learning activities include language competencies and skills such as listening, speaking, reading, and writing.

a. identification (recognizing people/objects around children)
b. classification (grouping, for example, colour, shape size, amount, function, type, etc.)
c. spatial (space or position of person/object)
d. temporal (time),
e. emotional (feeling)
f. familial (family)
g. ordering (arranging)
h. equivalence (comparison)

Another problem that also receives serious attention in learning English in early childhood is the teacher's method/method/strategy. The teacher's method/method/strategy in learning English cannot be separated from two main assumptions: the characteristics of language learning and early childhood. These two things must be the primary consideration in English learning (Wright 1995).

Many methods and techniques can be used in learning English, including story telling, role play, arts and crafts, games, show and tell, music and movement. movements and songs) which includes singing and Chants, Rhymes (short songs and rhymes), etc. The methods and techniques should be selected and adapted to the abilities achieved (Brewster & Girard 2002).

Characteristics of Early Childhood English Learning

Before carrying out learning activities, an early childhood educator first pays attention to the characteristics of the children who are educated and taught so that the learning program follows the developmental dimensions of children, which include cognitive, language, creative, emotional and social dimensions. In general, the characteristics of early childhood in question include:

a. Cognitive Aspect

From the cognitive aspect, Moeslichatoen (1999) states that early childhood has at least four characteristics attached to them. These four characteristics can already interpret the meaning/meaning

b. Affective Aspect

From the aspect of affective aspects, theoretically and empirically, early childhood has characteristics such as:

1. They enjoy inventing and creating things
2. They love to talk
3. They love to play and work alone
4. They are interested in activities that are relevant to them
5. Psychomotor Aspect

That early childhood has specific psychomotor abilities. These psychomotor abilities

include:
1. They have limited but creative skills in using language
2. They can learn by doing things
3. They learn English by using it
4. They can cooperate with adults
5. They will learn best if they are involved in activities that are relevant to them.

By taking into account the characteristics of these children, the objectives of learning English for young children, in general, can be determined as follows:
1) Make children feel competent and confident in learning English,
2) Providing a learning environment that is safe, entertaining and recreative as well as educational,
3) Creating English learners for the long term.

CONCLUSION

Based on the results of the research and discussion, it can be concluded as follows:
1. Research on Android-based English learning media developed based on the Borg and Gall development steps and the ASSURE Model. The development procedure consists of 5 steps, namely (1) potential and problems, (2) data collection, (3) product design, (4) expert validation, and (5) design revision.
2. The results of development research that has gone through the development stages, including validation by material experts and media experts using applications that have been designed, Nurul Soba, S.Pd material experts obtain the results78.46%with a valid application classification and is quite feasible to use. Moreover, Kisworinindi Antika, S.Pd.I, a media expert, has a fair value of 88%, so the percentage obtained from the average calculation score of all aspects of media experts is 92% with proper classification.

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