

## Multimedia Impact of the Animated Film “Nusa dan Rara” on Speaking and Listening Skills in Early Childhood

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### Abstract

Speaking skills have a very important role in a child's life. In fact, many children do not have good listening skills so that children have difficulty when talking to other people. This study aims to analyze the multimedia role of the animated film Nusa and Rara in improving speaking and listening skills in children aged 5-6 years. The method in this study used experimental research with a nonequivalent control group design. The population in this study consisted of 200 children aged 5-6 years. The sampling technique used is purposive sampling. The sample in this study were 60 children. Data collection techniques using observation and anecdotal records. The results showed that the multimedia animation of nusa and rara was effective for improving listening and speaking skills in children after the intervention. The result of the probability hypothesis test is .000 (sig value 0.00 <0.05). This shows that the multimedia animation of nusa and rara is effective in improving listening and speaking skills in children aged 5-6 years at PAUD Mukti Tama.

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## INTRODUCTION

One of the skills that must be developed in early childhood is language skills. Language development is one of the main activities in early childhood learning (Roul, 2014). Language skills in early childhood are based on the child's self-confidence to speak correctly, honestly, naturally, and responsibly. Therefore, it is necessary to develop speaking skills in early childhood. The development of speaking skills in children is also influenced by listening skills in children, considering that children acquire vocabulary from their parents and the surrounding environment.

Speaking skills and listening skills are types of receptive language skills. Receptive language skills are a child's ability to react to other people and events in the surrounding environment (Variansi et al., 2016). Children's knowledge to understand other people and events in the surrounding environment is obtained by interacting, one of which is through communication. The form of communication that can be done by children is by speaking.

According to Dewi et al. (2016), through speaking children are free to express their thoughts and emotions to certain conditions when they speak. Speaking is the ability to communicate verbally with other people. In speaking, the focus is not only on the words used but also the way they speak, intonation, facial expressions, attitudes, and gestures. Children need to be taught to speak continuously because it can help children develop speaking skills to be able to communicate optimally.

Early childhood is an individual who has unique characteristics in every aspect of development, especially in language skills (Juwita & Tasuah, 2015). The importance of language aspects in early childhood development implies that stimulation is needed to stimulate children's language development. Schools have an important and fundamental role in developing children's language (Brodin & Renblad, 2019).

Maulidar et al. (2019) revealed that through speaking individuals can express ideas, thoughts, and thoughts freely. Speaking skill is a productive skill in spoken mode. The use of the body is an aid so that the listener can understand the meaning of the message conveyed (Askia & Manurung, 2016).

Early childhood requires a variety of stimuli that can improve their language skills, so that by providing the right stimuli, children's language development can be achieved optimally. Children express feelings by speaking as a tool to communicate with others to convey their intentions, desires, feelings, thoughts, and knowledge to others verbally.

Speaking is a form of oral communication that functions to convey meaning smoothly, use sentences clearly, and use words (Aprinawati, 2017). Speaking in early childhood helps children to interact with their peer group to exchange stories and experiences, as well as interact with adults to express messages (Dhieni et al., 2017).

Language development is a strong bridge for children's brains and children's cognitive development (Undiyaundeye & Julius, 2018). Effective language development for early childhood helps children to express what they want (Obiweluzo & Melefa, 2014).

Speaking is one of the child's skills to express opinions, thoughts, and feelings verbally (Shofa & Suparno, 2014). Speaking skills in children are closely related to the development of listening skills in children. Listening skills in children are also needed so that children can understand linguistic messages conveyed by adults. Children who have listening skills will have a good vocabulary.

The fact is that not all children have good listening skills so that it has an impact on the skills to talk to others. The results of observations in one of the kindergartens in Kerinci sub-district, Siak, Riau showed that when the teacher asked them to recall the activities that had been carried out, some children found it difficult to speak orally. Children also show a lack of confidence when speaking. In addition, early childhood often

does not understand the language messages conveyed by adults, so children also have difficulty speaking orally (Sari et al., 2016).

Therefore, it is important for preschool teachers to provide quality teaching by highlighting the big ideas that children need to have, and play-based pedagogical abilities that are appropriate for children's development (Lehrl et al., 2016). One of the efforts to increase the need for appropriate stimulation with appropriate media and methods with the age and characteristics of the child's age.

Teachers must provide applicative media that facilitates concrete demonstration of the material presented (Nurrita, 2018). Then, the applied media serves to package the delivery media happily and attractively for children. So that the media can trigger the interests, thoughts, and feelings of students in the learning process (Yuningsih et al., 2018)

McDonald et al. (2012) every child needs to learn to read and children learn best when they use all of their senses. Learning activities must be interesting and meaningful interactions, there are social relationships between teachers, and classmates are a mandatory part of development and learning.

Supported by research Alloway & Alloway (2010) explains that children learn best through effective learning and using media that has interesting elements. Children need sensitive and supportive help from adults.

The use of media in the learning process will help children to provide meaningful experiences, and make children understand abstract things to be more concrete (Permana, 2016). The results of research conducted by (Oktradiksa & Agung, 2017) Karimah, Haryono, Ahmadi (2019) showed that learning media had an effect on students' speaking skills.

One of the media that can be used to develop speaking and listening skills in early childhood is animated film media. Animated films are films from processing still images into moving films and are very liked by children (Syarifudin & Wahyu, 2013). The use of animated films can be the center of children's attention because it makes it easier for children

to enjoy and understand a story (Pranata, Yauma, & Zulherman, 2021).

Another opinion states that animated films are one of the media that combines audio and visual with stories using animation or cartoon steps (Fathurohman et al., 2015). Previous research conducted. Jannah & Anita (2017) showed that animated film media had an effect on children's speaking skills. Sitepu et al. (2016) showed that animated film media had an effect on the listening skills of children aged 5-6.

Limarga (2017) states that learning will also attract children's attention because through film shows children can directly observe, perform, demonstrate or play directly the characters in the story. In delivering or giving animated film stories to children, it must first be adjusted to the characteristics of early childhood and must also be equated with the ability to increase children's empathy skills.

Animated Film "Nussa dan Rara" is an animated film available on youtube. The film tells the story of a brother and sister in a family. Nussa is male and Rara is female. Parents' concerns about television shows and other shows on YouTube that rarely present messages of kindness to children are the background for this animated film (Demillah, 2019). The animated film "Nussa dan Rara" is also presented in an interesting way and full of active conversations between two children. Therefore, the researcher chose the animated film "Nussa dan Rara" as a learning medium to test its effectiveness.

The use of multimedia animated film "Nussa dan Rara" as a medium of learning for early childhood cannot be separated from the role of a mother. Mothers act as the first and main educators in the family so that mothers must be aware of raising children properly and in accordance with the stages of child development. The role of mothers in development is very important, because with good mother skills it is expected that child monitoring can be carried out properly. Parents (mothers) are the first to invite children to communicate, so that children understand how to interact with other people using language.

This study aims to analyze the impact of the animated film *Nusa and Rara* in improving speaking skills and listening skills in early childhood in the Mukti Tama Kindergarten (TK) Riau Province

## METHODS

The method in this research is quantitative with experimental method with nonequivalent control group design. The population of this study were 200 children aged 5-6 years in the jasmine cluster. The sampling technique used purposive sampling technique by considering the selection of group B as the research population based on the age of 5-6 years and currently in transition from preschool to elementary school level.

A total of 60 participants were involved in this study. Mutiara Pertiwi Kindergarten with 30 children and Mukti Tama Kindergarten with 30 children. This research was conducted in eight sessions. In the first session, a pretest was given as a substitute for intervention for the experimental and control groups. The pretest was given by applying the most frequently used media, namely modeling media without any media. Then the second session until the sixth session was given intervention for the experimental group using the animated film *nusa and rara*. Meanwhile, the control group used animated film about the birth of the envoy. The post-test was given in eight sessions where the experimental group was given further treatment with *nusa and rara* animation media. Meanwhile, the control group was taught with animated film media, the story of the birth of the envoy.

Data collection techniques in this study are by using observation and anecdotal records. Observations in the study were carried out by observing speaking skills and listening skills of early childhood before and after being given

treatment. While the anecdotal notes will show the unique behavior displayed by the child in certain situations. Anecdotal notes are daily journals that are used to record children's unique behavior in their activities. The display contained in the animated film *Nusa and Rara* with the title *my mother* can be seen in Figure 1.



**Figure 1.** Display of animated films *nussa and rara*

The research instrument grid is used to facilitate researchers in compiling research instruments. The arrangement of the variable grid of speaking skills in early childhood based on aspects of speaking skills in early childhood is contained in Permendikbud No. 137 of 2014. The grid of variable instruments of speaking skills is presented as follows. fluency, accuracy, grammar, word pronunciation, word choice, and content accuracy.

During the observation carried out by means of observation using a checklist of scores obtained based on the observation guidelines. The data in this study were analyzed statistically using a different test using a t-test. Before doing the hypothesis test, the classical assumption test is used which includes the normality test and homogeneity test. After the normality test was carried out, the score obtained in each class group was  $> 0.05$ . The homogeneity value is  $> 0.05$  in each class group, both experimental class and control class. Table 1 contains a grid of instruments to measure speaking skills in children.

**Table 1.** Indicators of Speaking Skills Variables

Aspect	Indicator
Smoothness	Able to continue some fairy tales or stories that have been heard Able to answer more complex questions
word pronunciation	Able to communicate orally, have vocabulary, and recognize symbols for preparation for reading, writing, and arithmetic
Word choice	Able to name groups of pictures that have the same sound Able to have many words to express ideas to others
Content accuracy	Able to demonstrate understanding of concepts in stories
Grammar	Able to compose simple sentences in complete structure (main sentence-predicate-adverb)
Confusion	Able to speak with coherent wording
Dexterity	Skilled in speaking
Vocabulary mastery	Mastering, understanding and using words contained in a language, both spoken and written
Pronunciation	Able to pronounce language sounds properly and correctly
Gestures	Shows various gestures When speaking
Expression	Shows a happy expression when talking
Volume	Able to control voice

Based on Table 1, aspects of speaking skills in early childhood include fluency, word pronunciation, word choice, content accuracy, grammar, coherence, vocabulary mastery and pronunciation. This is in line with research (Dhieni et al., 2017) which states that speaking ability is essentially the ability to produce a stream of articulation sound systems to convey wishes, ideas, feelings, and experiences to others.

A child who has good speaking skills will be able to convey his wishes, ideas, feelings, and experiences to others. The skills developed in speaking are speech, pronunciation, remembering, diction (word choice), phrases, sentence structure, grammar, accuracy, fluency, and how to ask and answer questions.

Children's speaking skills include proper pronunciation, simple sentence structure,

vocabulary, fluency, and good understanding. Based on the opinions that have been presented, it can be described that speaking ability is the power or effort possessed by children to pronounce articulation sounds or words to express, express feelings, and convey thoughts, ideas or ideas verbally so that they can be understood by others. accompanied by proper pronunciation, simple sentence structure, vocabulary, fluency, and good understanding.

In addition, the development of speaking skills of children aged 5-6 years in the articulation aspect is being able to pronounce words clearly and fluently. The child pronounces all sounds/phonemes correctly.

Furthermore, Table 2 is an indicator of listening ability in early childhood.

**Table 2** Aspects of listening ability in children aged 5-6 years

Aspect	Indicator
Reaction	Facial expressions Enthusiastic about hearing the story and trying to follow it to the end
Listening	Listening to other people's words Listen when other people talk
Understanding the meaning of communication	Understanding other people's words
Interpret	Respond to other people's words
Arrest	Mention the characters in animated films and their characteristics
Confirms	Retell the story heard
Evaluation	Answering questions according to the content of the story
Communicating language	written Redo the accepted language
Appreciate	Enjoy and appreciate reading or stories

In Table 2 it is explained that listening skills consist of capturing, informing, evaluating, communicating, written language and appreciating. This is in line with research (Renita, 2017) which states that listening indicators consist of: 1) Listening to other people's words. 2) Perform two commands given at the same time. 3) Understand the story read. 4) Recognize vocabulary. If the child at that age has not been able to listen to other people's words, then it is possible that the language aspect is not in accordance with the level of developmental achievement (TPP). Another study states that when children are accustomed to listening to good and positive things, children get a variety of information making it easier to

develop other aspects of language such as speaking.

## RESULTS AND DISCUSSION

The improvement of speaking and listening skills in early childhood Mukti Tama can be seen from the results of research observations on aspects of children's speech and observations. Data obtained from observation activities that have been carried out.

Based on the average value of listening and speaking skills, the ability of early childhood children to increase before and after the intervention. Improvements in speaking and listening skills before and after treatment are summarized in Table 3.

**Table 3.** Results of Descriptive Analysis

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	pre_control_speak	19.67	30	4.213	.769
	post_control_speak	32.47	30	2.080	.380
Pair 2	pre_eks_speak	21.33	30	1.561	.285
	post_eks_speak	38.67	30	2.339	.427
Pair 1	pre_control_listening	21.47	30	2.751	.502
	post_control_listening	25.10	30	4.436	.810
Pair 2	pre_eks_listening	18.63	30	1.474	.269
	post_eks_listening	28.60	30	2.175	.397

Table 3 explains that there are differences in the average value of improving speaking skills before and after treatment. After that, it can be seen that the average value of speaking and listening skills has increased higher, when compared to the average increase in speaking and listening skills in the control group.

The results of the pretest of the application of animated film media that were promoted in the experimental and control groups proved that the listening ability of students in the control group was still relatively low, as indicated by the average score of the Undeveloped (BB) category. The results of the pretest show that the animation media for the film "The Birth of the Messenger" cannot achieve maximum results.

These findings are relevant to research Ghilzai et al. (2017) which states that children who watch animation show high levels of language acquisition and cognitive development. The results of the study Yousaf et al. (2015) stated that through animation media it can affect language development and behavior development in early childhood. In addition, because of children's fondness for animated cartoons, children's minds are quite receptive and children can adjust more quickly. Animated media has a great influence on children and capturing children is easy to catch on to quickly. Thus, the more interest the children have, the sharper their observations will be. Children will catch information about language and behavior.

According to another opinion, Qurat et al., (2014) the influence of animated cartoons affects language and social behavior. Children's minds are easily molded into any shape we want. So, children's minds are easily influenced by cartoons and the values that exist in the animated cartoon shows. For this reason children often imitate most of the words used by children's favorite animated cartoon characters and sometimes even children fantasize about being favorite characters in the children's future lives. Cartoons that are seen in early childhood become part of the child's subconscious and bother him later in life having problems dealing with the real face of life.

In line with research Hassan & Daniyal (2013) animated films can help children acquire language and develop cognitive skills, but paying too much attention to them can sometimes cause behavioral changes. When children watch animation with good characters, it will change the child's social behavior, but if the animated film smells of violence, it will have an impact on aggressive behavior and make changes in children's routine life.

Furthermore, to test whether the animated film "Nusa and Rara" improves speaking and listening skills in children in Mukti Tama Kindergarten. Then the next step is to do a t-test. The following is Table 4 different tests in the control group and the experimental group.

**Table 3 .** Different Test Results in the Experimental Group and Control Group

		Mean	Std. Deviation	t	Sig.(2-tailed)
Pair 1	speaking_eksperiment_pretest				
	-	-9.967	3.241	-22.483	.000
	speaking_eksperiment_posttest				

Table 3 shows that there is a difference in the average difference in speaking skills in early childhood before and after being given the multimedia animated film Nussa and Rara. The result of the t-count hypothesis test is -22,483 with a probability of .000 (sig value  $0.00 < 0.05$ ), which means that there is a difference in the increase in the use of nusa and rara animation film media on the speaking ability of children aged 5-6 years at PAUD Mukti Tama. Before being shown the animated film Nussa and Rara, the child was only able to use simple vocabulary such as "I eat bread made by mother". Meanwhile, after being shown the animated film Nussa and Rara, the child is better able to use more complicated vocabulary, for example, "Today, my mother made me breakfast with egg rolls".

The results of the hypothesis are relevant to research Royani & Astuti (2020) which shows that the role of interesting and fun learning media is needed to support vocabulary and reading recognition so that it has an impact on speaking skills in early childhood. Reflianto & Syamsuar (2018) explains that the teaching and learning process allows it to be packaged effectively and efficiently so that students find it easy to learn the teaching materials delivered by the teacher, of course by utilizing information technology media to improve the quality of learning.

In line with Batubara (2015) states that through interesting interactive media will be able to stimulate or give understanding to children about something. Specifically, surrounding objects are media for children to be able to imagine, be creative, and improvise in the context of physical, spiritual, social, emotional, linguistic and intellectual growth and development.

Therefore, animation media has an impact on children's speaking ability. The results of research from Broemmel et al. (2015) state that the media in the form of electronic books has a positive impact on the development of children's vocabulary. The development of children's vocabulary has increased after using the animated e-book.

Currently digital applications are part of children's daily lives, information technology for children can be in the form of software about education to help learning activities Zaranis et al. (2018) In this digital era, the use of digital media in learning is highly recommended because every day children are in an environment full of digital media. Fun animated learning media is one way to increase children's interest in learning so that learning objectives will be achieved (Handayani & Ahmadi, 2020).

Animated films are one of the most popular video media for children (Nusir et al., 2013). In addition to film animation, the use of animation is explored to facilitate children in obtaining problem solving. Animated films and animated media are not only fun for children but also capable of stimulating the imagination, giving a lasting impression in memory, and having an extraordinary experience, the ability to attract attention, influence children's attitudes and behavior. According to Kamelia, Putri, & Utomo (2019) animated film media, which is one of the audio-visual media, is a strategy that can eliminate boredom in children so that children can easily accept stories or materials conveyed.

Furthermore, to test whether the animated film "Nusa and Rara" improves listening skills in children in Mukti Tama Kindergarten. Then the next step is to do a t-test of listening skills. The following is Table 4 .



**Table 4 .** Different Test Results in the Experimental Group and Control Group

		Mean	Std. Deviation	T	Sig.(2-tailed)
Pair 1	listening_eksperiment_pretest				
	-	-9.967	2.428	-22.483	.000
	listening_eksperiment_posttest				

Based on Table 4, it shows that there are differences in listening skills in children before and after being given the multimedia animated film Nussa and Rara. This is from the t-count hypothesis test of -22,483 with a probability of .000 (sig value  $0.00 < 0.05$ ) which means that there is a difference in the increase in the use of the animated film nusa and rara on speaking skills in children aged 5-6 years at PAUD Mukti Tama.

This means that animation media has an important role in the development of listening in children. According to Sahriana & Sugiyo Pranoto (2018) that in kindergarten learning activities, the media plays an important role in children because children are in a concrete period. In line with Ahmadi & Weijun (2014) learning media is a tool to invite children to convey their message, it can also influence their thoughts, feelings, and willingness to stimulate the learning process in children.

This is in line with research Puspitarini (2016) that the media must have interesting elements and be in accordance with the stage of the child's developmental age. Learning media that are used appropriately in the learning process will be more effective. Interesting animated learning media is a tool to invite students to convey their message, it can also influence their thoughts, feelings, and willingness to stimulate the learning process in students (Ahmadi & Weijun, 2014). The use of media in the learning process is one way to realize a quality learning process (Fakhrudin, 2017).

Animated video learning media is media that can help facilitate the delivery of information or messages to students through films or cartoon videos that can move (Priyanti & Erawati, 2017; (Silmi & Rachmadyanti, 2018). Viewed from the aspect of story

presentation, it attracts students' attention. and motivate students. The developed media presents material creatively according to children's characteristics so as to increase children's attention in learning (Wuryanti, 2016). In addition, from the aspect of clarity it is very appropriate so that it has an impact on students in improving children's listening skills. with the theory that learning media are everything that is used to channel messages from senders and recipients so that they can stimulate students' thoughts, concerns, feelings and interests (Ariani et al., 2021).

Supported by the results of Amalia's research (2020) tated that animated videos are very influential on speaking and listening skills. Young children like to watch animated videos because they are interesting. Video animations can help students understand better because they provide visual context aids that help students understand and improve their study skills.

The main advantage of using animated videos is that animation can help students understand complex ideas more easily (Maulic, 2012). In addition, the advantages of using videos provide authentic examples of the language and are fully exploitable. Videos provide access to various things, places, authentic materials usually prove to be very motivating for children.

In this study, the effects of nusa and rara animation media can improve speaking and listening skills in children aged 5-6 years. Interesting animation media makes children know many words. Through the animation media of Nusa and Rara, apart from increasing vocabulary, children also learn behavior and have moral values to be imitated by children. Through animation media, Nusa and Rara can improve listening and speaking skills. This was indicated by an increase in cycle 2.

Another opinion states that listening and speaking skills are fundamental skills for early childhood. Both are skills that are indirectly learned through the films they watch. The more learning likes to listen to audio and visual shows, the more language skills in early childhood will increase (Rahmawati, 2018).

Animated film "Nussa dan Rarra" which is educational and trains language for early childhood. The animated film is suitable to be used as motivation in language. Thus, giving animated films is a method of language development that can develop several physical and psychological aspects for early childhood according to their stage of development. For educational activities in early childhood, presenting animated films is an activity carried out by teachers to students to convey learning material in an interesting way.

The use of animated videos is a medium to convey messages that are factual or fictitious, informative, educational and instructional (Hasmira et al., 2017); (Muhson, 2010). Children enjoy the learning process more involving media and components of images, colors and motion (Najib & Elhefni, 2016); (Rose et al., 2016) (Wuryanti & Kartowagiran, 2016). Based on this, the media developed by combining several components can attract interest in learning and add to the learning experience of students more meaningfully.

This finding is reinforced by previous findings which state that animated learning videos are appropriate to be applied to the learning process because they can increase students' enthusiasm and motivation in learning (Yuniarni, n.d.).

Research on the influence of animated film multimedia on early childhood language development has been widely carried out. However, research on the multimedia impact of the animated film Nussa and Rara on speaking and listening skills in early childhood has not been carried out. In previous studies, parents or teachers used the reading aloud method to improve listening skills in children, while in this study animated films were used to improve listening skills considering that nowadays

children live in an all-digital age. This study explores in more detail the multimedia impact of the animated film Nussa and Rara on improving speaking and listening skills.

The findings of this study indicate that the multimedia animated film Nussa and Rara can be used as a medium to improve speaking and listening skills in early childhood. Nussa and Rara animated films can help parents provide speaking experiences, increase vocabulary for children, as well as provide education to children about everyday life.

The animated films nussa and rarra are very influential on the vocabulary and speaking skills of children. The vocabulary is obtained from the results of listening and visual listening. The stage before being able to speak is listening. A child will be able to listen to the show first. By listening, a child will get language experience such as how to pronounce, word acquisition with variety, and so on. (Ariani et al., 2021) The application of this film media can be applied twice a week or more. This will improve language skills in early childhood.

Animated films, especially Nussa and Rara films, have an important role in the world of early childhood, because these films come with characters played by both characters that are suitable to be shown to children. The presence of the film seems to answer all the concerns of parents due to the lack of educational shows at this time. In the film there are many lessons or religious, moral, and good values that must be applied in everyday life. The results of the study (Afrilia, 2020) show that the animated film Nussa and Rara has 18 character values that have a positive impact on children. With this (animated film) it will be easier for children to follow and memorize it either in speaking or otherwise. Therefore, the animated film media nussa and rara can improve listening and speaking skills in children aged 5-6 years.

## CONCLUSION

Based on the results that have been stated previously, it can be concluded that the nussa and rara animation media that has been applied have

an impact on speaking and listening skills in early childhood. This has a significant effect ( $p < 0.05$ ). This is indicated by the average score obtained from the indicators of speaking and listening skills after the intervention in the very well developed category.

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