

DEVELOPMENT OF CHILDREN INTERACTIVE KARAOKE MULTIMEDIA TO INCREASE VERBAL COMMUNICATION ABILITY IN EARLY CHILDHOOD

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ABSTRACT

ABSTRACT: This study aims to 1) know the effectiveness of children interactive karaoke multimedia in improving the ability of verbal communication in the form of know writing (letters and numbers) for early childhood education. 2) know the significance of the difference the ability of children to know writing between those who apply interactive karaoke multimedia in learning with those not applying the interactive karaoke multimedia.

This research method uses Research and Development multi years. Subject and location of this research that is kindergarten children Class B1 and B2 PAUD Pedagogia Bantul Yogyakarta. The sampling technique used is purposive sampling. In the third year or the last year is using true experimental research method with technique data collection: questionnaires, tests, observations, and documentation. Data analysis technique used t-test statistic analysis.

The results showed that 1) interactive karaoke multimedia products of children effective to improve the ability of verbal communication in the form of know writing for early childhood. This is indicated by a comparison score between the abilities of the child in recognizing the writing beginning and end to 10,571 with to $t_{5\%} > 2.048$ means the ability to recognize the initial and final writings for the experimental group shows a significant difference. 2) There is a significant difference the verbal communication skills of the child in the form of knowing the writing, between those who are applying interactive karaoke multimedia with non-implementing interactive karaoke multimedia in learning. This is demonstrated by comparison scores between the ability to recognize the initial writing between experimental and group groups control is obtained to equal to 0.343, to $t_{5\%} < 2.048$ meaning absence significant differences or depart from the same starting point. As for the score a comparison between the ability to know the final writing between the experimental group and the control group obtained to amounted to 2.356. This means to $t_{5\%} > 2.048$. It can be concluded that the ability to recognize the final writing between the control group and the experimental group showed a significant difference.

Kata Kunci: Development, Multimedia Karaoke Interactive Children, Ability Verbal Communication, Early Childhood Education