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Through Animated Children Song

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Stimulating Children's Mother Tongue Development Through Animated Children Song

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Abstract

Early childhood in the modern era is very close to various technologies so that they are less familiar with local culture. It has an impact on their mother's language skills, they are more familiar with the second language; Indonesian and English. Based on field observations that occurred in Kindergarten in Padang there was a low ability to discuss with children using their mother language. The observations show that: 1) 76.47% of children have not been able to speak fluently Minangkabau vocabulary which is meaningful so it is difficult to understand, this is seen when children do activities such as storytelling, recitation activities using Minangkabau language. It is not in accordance with the grammar in the Minangkabau regional language (*Kato nan Ampek*). 2) 80.35% of children have not been able to answer more complex questions. 3) 75.47% of children are less able to express various kinds of emotions that exist in feelings (angry, sad, happy, etc.) with appropriate expressions. 4) 88.25% of children have not been able to disclose information, objectives, messages that are felt when the child is less able to obtain a mother tongue (Minangkabau language) which has uniqueness in terms of pragmatics, children in Minangkabau are currently still lacking in upholding customs, manners, and politeness. This research design was carried out two years in a row. This research took the form of research and development using ADDIE model. Based on research data from the use of animation media; the results show the development of mother tongue skills in children. The development of mother tongue skills can be stimulated through animation media in Minangkabau songs to develop their imagination so that they are able to express and express ideas.

Keyword

development, animation media, Minangkabau song, mother tongue

1 Introduction

Early Childhood Education aims to stimulate the development of children holistically. Early childhood education provides opportunities for children to develop in aspects of their personality and potential to the fullest. And also, early childhood education provides a variety of activities that can stimulate various aspects of development, such as aspects of cognitive, social, emotional, physical, gross motor, fine motor, art and language development.

The mother tongue is the first language children accept and recognize. The use of mother tongue (regional language) in education is regulated in Law of the Republic of Indonesia number 20 article 34 paragraph 2 that (2003): Local languages can be used as the language of instruction at the early stages of education if it is required in the delivery of certain education knowledge and / or skills. Indonesia is rich in culture and language, Minangkabau Language as a mother tongue in West Sumatera used in everyday communication. But when information technology had dominated, the Minangkabau language experienced a decline in usage. The consequences felt when children are lacking of Minangkabau mother tongue, which has a peculiarity in terms of pragmatics, less upholding customs, politeness, especially in communicating that already exists in the rules called *Kato nan Ampek*.

1.1 Animation Media in Minangkabau Songs

Animation media is a series of visual images that provide the illusion of motion on a computer screen. Some functions of animation media to direct students' attention to important aspects of the material learned, can be used to teach procedural knowledge, supporting student learning in cognitive processes. Arsyad (2007, p. 171), explains animation is a series of images that form a movement. The animation is currently widely used for cartoon filmmaking. Through the concept of science, this cartoon movie situation gives life and realism. It can be concluded that animation or multimedia can improve children's abilities. Animation can be used to convey ideas, information, or messages used in various fields of life. Animation can be used to convey messages to children as listeners or viewers in education, in animation education can be used to convey material in an activity so that children are easy to understand.

In the teaching and learning process, there are two elements that must be considered, namely learning methods and media. This aspect of mutually related. The choice of one particular teaching method will affect the type of learning media that is suitable, although there are still various other aspects that must be considered in selecting learning media, including learning objectives. Nevertheless, it can be said that one of the main functions of learning media is as a teaching aid that also influences the climate, conditions, and learning environment. The environment in which the child plays greatly influences the habits of a child in language.

Minangkabau not just sing songs Minangkabau, but the songs are adapted to *Kato nan Ampek* (Speech of Minangkabau). With a view to improving Minangkabau language skills, it continues to be a local characteristic and continues to be preserved by the Minangkabau community itself, through Minangkabau creations. Arslan (2015), with a study entitled First-grade teachers to teach reading with songs, states that one of the activities carried out in order to increase phonological awareness is to sing a song. While Priska, Julita and Zulfadhli (2013, p. 2), in their study, stated as follows: Song is a verbal communication medium that has meaning. Likewise, with the process of creating lyrics in the Minangkabau song. Minangkabau's song is just a term for songs that come from Minangkabau of West Sumatra. Because of the influence of dialects, Minangkabau songs are often referred to as Minang songs only. From this, it is known that the Minang song is actually a kind of folk song, not a folk song. Regional songs reflect the norms and cultural values of the Minangkabau.

1.2 Mother Tongue Early Childhood

Childbearing is a process in which children achieve control of the native language smoothly. Children's ability to acquire and understand is acquired genetically, but the specific language used by children culturally and influenced by their environment. Hutaaruk (2015) revealed that the use of the mother tongue is less likely to be mentally retarded than the acquisition of other intellectual abilities. Children throughout the world obtain their mother tongue without guidance. Obtaining such language seems different from acquiring other abilities such as swimming, dancing, or gymnastics. Added by Gaies (2013, p. 22), in his essay entitled ESL Teachers' Classroom Speech, states that: first language acquisition is shaped and guided by innate neurological structures and cognitive tendencies for language learning, which are the unique genetic endowments of humans possessed by every child. Language learning does not, as behaviorist learning theory explains it, is only an accumulation of a series of stimulus-response associations automatically, the process in which student participation is limited to imitation, the formation of conscious habits based on differential external reinforcement and reinforced with practice, and some unspecified forms stimulus generalization. Yazıcı, İlter and Glover (2010) added in his research that: mother tongue or first language takes place from birth with parents and close family. Mother tongue skills affect the ability to learn in a second language. From the aforementioned explanation, it shows that how important mother tongue skills are that can develop one's intellectual abilities.

2 Methods

The type of research to be carried out is development research aimed at developing media animation of Minangkabau songs on children's mother tongue skills. The development model developed by Dick and Carry with the ADDIE model research stage was developed to design a learning system. The following is an example of the stages of learning media development activities, namely;

2.1 Analysis

This is the main stage for analyzing the needs of model development and analyzing the feasibility and requirements of model development. The development of new learning media begins with the problems found in the applied learning media.

2.2 Design

The design of this learning media, stage design has similarities with designing the learning process. This activity is a systematic process that starts from setting learning objectives, designing scenarios or teaching and learning activities, designing learning devices, designing learning materials, and evaluating learning outcomes.

2.3 Development

Contains product design realization activities. In the design phase, the application development conceptual framework has been prepared at the design stage. In the development stage, the conceptual framework is realized in a product that is ready to be implemented.

2.4 Implementation

This stage applies design models and methods that have been developed in real situations and those in the field. The theme is delivered in accordance with the new media being developed, this is an innovation in learning media.

2.5 Evaluation

There are two forms of evaluation used in this study, namely formative and summative evaluation. Formative evaluation can be done at the end of each meeting (weekly), while summative evaluation is carried out after the activity ends the whole meeting (semester).

3 Discussions

The process of using the Minangkabau song media for early childhood:

Scenario of Animation song

Idea	: Minangkabau song
Title	: <i>Cubolah Takok</i>
Time	: 3 minutes
Setting	: Village and Garden
Scene	: 8
Genre	: Children songs
Target	: Early childhood
Creator	: Indra Yeni, M.Pd

Table 1 Song Scenario

Scene	Time	Type of shot	Visual/Action	Audio	Title
1	20 sec	Establish	In front of a wooden building with a lawn	Intro, voice over and the sound of sheep	<i>Mbek..mbek itu bunyinyo</i>
2	10 sec	Long shoot	A yard against a wooden house, A child stands with a questioning expression.	On music, voice over	<i>Cubolah takok suaro apo</i>
3	10 sec	Two shoot Zoom in	In the yard of a house with a wide yard, A girl shows that it is the voice of a got. A got is walking.	On music, voice over	<i>Kambiang..kambiang itu namonyo</i>
4	20 sec	Medium shoot Close up	Setting a kitchen complete with a frying pan for cooking.	On music, voice over	<i>Kalua digulai lamak rasonyo</i>
5	30 sec	Full shoot	A goat mocking in a meadow.	On music, voice over	<i>Mbek..mbek itu bunyinyo</i>
6	30 sec	Full shoot	Two children who are playing swing asking each other with cheerful expressions	On music, voice over	<i>Cubolah takok suaron apo</i>
7	30 sec	Zoom out	A goat mocking in a meadow.	On music, voice over	<i>Kambiang.kambiang itu namonyo</i>
8	30 sec	Long shoot Close up	Terrace. With house building, setting a kitchen.	On music, voice over	<i>Kalua digulai lamak rasonyo</i>

The Storyboard is a sketch of images arranged sequentially according to the story script; with a storyboard the story maker can convey story ideas more easily to others.

3.1 Storyboard function

As a concept and creative expression in conveying an idea or ideas. On the Storyboard also someone can add directions such as audio directives, location or other information directions. As for some other functions such as: 1) In making a film for example a storyboard is useful to describe the story line based on the outline of the beginning, middle and end. Then it is useful for planning on film. 2) And overall can make it easier to make and understand the flow of the film. 3) Nowadays Storyboard is also useful in making a game, for example, making a sketch of the game's plot from beginning to finish.

3.2 The Purpose of the Storyboard

As a guide for the people involved in it, starting from the director, story writer, lighting and cameraman. Enables a filmmaker to visualize his ideas. As a tool to communicate the overall idea of the film. Explain the narrative plot of a story. Role in timing "timings" in sequences, experiments with camera angles, displacement and continuity between elements in a frame.

3.3 The Use of Storyboards in Animation

Using animation and special effects, on the storyboard stage can be followed by simply crafted mockups called "animatics" to produce a good depiction of scenes and scenes with movement and timing. Animated media is a series of still images that can be edited together and sequentially according to the theme. In general, grainy dialogue and sound paths are added to a sequence of stills (usually taken from a Storyboard) to test whether the sound and images are working effectively. This allows animators and directors to work on screenplays, camera lists, shoot lists, and timing issues that may exist with the current Storyboard. Storyboards and songs are changed where necessary, and new animations can be created and created by the director until the Storyboard is reviewed.

3.4 Storyboard Components

In general, writing storyboard and storyline become a mutually supportive unit consisting of several scenes arranged in which there are: 1) The shape of the scene or sketch drawing pieces. 2) The Shapes (plot lines) to clarify sketch drawings. 3) Form of dramatization (a scene that contains a certain character scene). With Storyboard not only will accelerate the process of making films, but also realize the artistic vision of Multimedia products that will be created. So, by referring to the shooting plan in the Storyboard, the cast and crew can do their respective tasks quickly or precisely. The Storyboard clearly gives a visual layout of the scene, as seen through the lens of the camera.

For that, there are rules that must exist in making storyboards. The format and composition can be adjusted by each storyboarder. The components of the Storyboard that must be present in the template are as follows: 1) Section Title: Contains Title, Episode, Scene, and Page. 2) Subtitle Section: Contains Explanation of Taking the shot, Panel, Sequence, Location, and Time Setting. 3) Visual Section: Contains a description of the scene by inserting visuals or photos, graphics, etc. You can also include text that will be displayed on the screen, or you can make other parts for text. 4) Audio section: contains an audio description that will complete in the form of the name of a music file or recording and or sound effects (SFX) that will play on each screen. 5) Dialogue / Action section: contains details of action and camera movement (framing, angle) and dialogue scenes (if any). 6) Properties section: contains an explanation of artistic, property, wardrobe, and timings or duration.

3.5 Storyboard Making Process

Here are some storyboarding processes, including: 1) The storyboard is a visualization of ideas from the application to be built, so that it can provide an overview of the application to be generated or appropriate. The Storyboard clearly gives the visual layout of the scene, as seen through the lens. 2) A Storyboard maker must be able to tell a story to achieve it, they must know a variety of films, with the understanding of a good appearance, composition, sequential picture, and editing. They must be able to work alone or in a team. They must be able to receive direction and also be prepared to make changes to their work. 3) Before making a Storyboard, it is recommended to make a Storyboard coverage in the form of detailed manuscripts, which will then be detailed graphically and visually to reinforce and clarify the theme. The last production limit will be explained to fit the specified production type; for example, Storyboard will be used for films, advertisements, cartoons, or videos. 4) For certain projects, Storyboard makers need good drawing skills and the ability to adapt to various styles. They must be able to follow the design that has been issued and produce consistent work, which is drawn on the model.

Table 2 Application of Minangkabau Song Animation media for children

Title	"Lagu Animasi Minangkabau"
Subtitle	<i>Cubolah Takok</i>
Scene	8
Location	Villages and garden

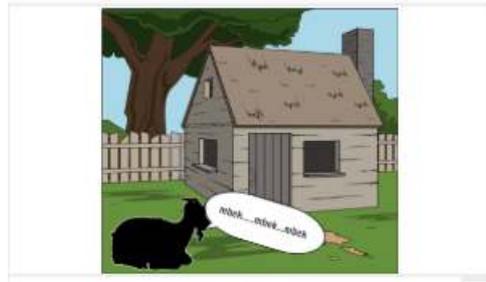


Figure 1 Script 1

Script 1: *mbek.. mbek.. itu bunyinyo.*

Action: Establishing shoot in front of a wooden cottage surrounded by tall grasses and a silhouette of a goat (including a goat audio as well)

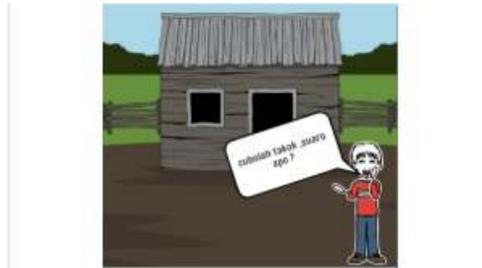


Figure 2 Script 2

Script 2: *cubolah takok suaro apo.*

Action: long shoot of the wooden cottage and a boy next to it



Figure 3 Script 3

Script 3: *kambiang.. kambing, itu namonyo.*

Action: shoot panning at a little girl who stated that the animal is called a goat



Figure 4 Script 4

Script 4: *kalo digulai lamak rasonyo.*

Action: middle shoot and close up panning to the kitchen area with a black fiery cauldron.

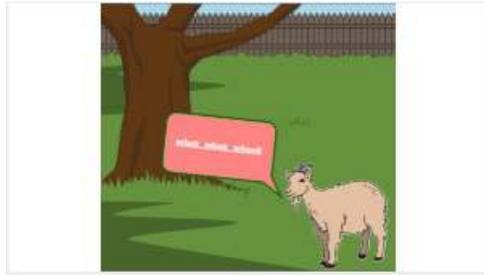


Figure 5 Script 5

Script 5: *mbek.. mbek.. mbek.. itu bunyinyo.*
Action: a full shoot of a goat at the tall grass area.



Figure 6 Script 6

Script 6: *cubolah takok suaro apo.*
Action: shoot panning to two little girls on a swing asking each other's a question.

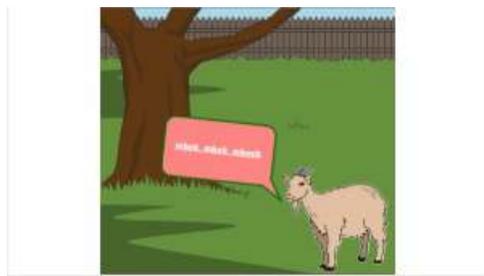


Figure 7 Script 7

Script 7: *kambiang.. kambiang, itu namonyo.*
Action: a zoom out shoot of a goat at the tall grass area.



Figure 8 Script 8

Script 8: *kalau digulai lamak rasonyo.*
Action: a long shoot – close up panning to the kitchen area, the rear part of the wooden cottage

Based on preliminary observations, there are some children whose ability to speak mother tongue is still low. This can be seen from the child being unwilling to express his idea, the child is difficult to pronounce the Minangkabau vocabulary, the child is often incorrect when saying the Minangkabau

vocabulary due to lack of mastery of vocabulary, and the child is less able to express expression. However, with the use of media animation song Minangkabau children young to reveal the vocabulary of ideas.

4 Conclusion

Based on the data obtained at the time of observation, there are children's language skills that have not developed optimally. Based on and discussion, the results of this study can be summarized as follows: 1) on activities to improve mother tongue skills both in listening to speaking through the animated media of Minangkabau songs. The provision of mother tongue development activities through the Minangkabau song animation media in Kindergarten, its application through several stages of initial activities, core activities, and closing activities. The stage is a series of processes that use the Minangkabau song animation media. 2) the results of the application of the Minangkabau song animation media, this activity uses interesting image media, such as pictures of transportation, animals, and professions. Animated media of Minangkabau songs can stimulate the speaking ability of kindergarten class children

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