

A Preliminary Study the Usage of Interactive Multimedia Based Learning Model to Stimulate English Communication Skills of the Kindergarten Students

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Abstract: *This preliminary study to develop an interactive multimedia-based learning model aims to collect information needed to improve the existing instructional model so that it will be more effective, efficient and fun and also able to stimulate the communication skill of students, especially in English. Data was collected through direct interviews, questionnaires, and field observation. This preliminary study was held at Bait Al Falah Kindergarten, which is located in Indonesia, from January 2017 until April 2017. The results of the analysis and data interpretations show that 1) the students were passive and they didn't speak actively in English, 2) the teachers have low English skills, 3) one-way communication still dominates the learning process, 4) Inadequate equipment's and facilities, 5) most of the parents of the students are non-English speakers. From these findings, we developed an interactive multimedia based learning model that consists of six steps to stimulate the English communication skills of the Kindergarten students. The six steps are 1) introduction, 2) group formation, 3) warming up, 4) main activities, 5) reinforcement, and 6) feedback. These six steps adopt the creative-play curriculum model.*

Index Terms: *Keywords: English, Interactive Multimedia, Learning Strategy, Creative-Play Curriculum Model*

I. INTRODUCTION

English is an international language spoke globally and thus play significant role in the way the world communicates. Regardless of race, ethnicity and religion, the use of English as a mean of communication does not become a barrier, instead it is continuously expanding. English is not used only in international gatherings such as in UN and NATO conferences, English is also the official language used in aviation, sport and art. Many developed countries such as the United States, England, Canada, Australia, and New Zealand use English in their daily life. Most of these countries are leading in science, technology, education and economy; they have significant influences to other countries in the world.

English is the first mother language used in the United States or Australia. English as second language is used in trading, administration and educational institutions such as in Ghana or Singapore. There are two types of motivation for

learning foreign language, facility motivation and integrative motivation. When learning foreign language with facility motivation, learners such as foreign tourists, traders and students need to apply the facility directly in order for the purpose of learning foreign language to be achieved, that learners would have the capability to communicate in foreign language and read books written in foreign language. When foreign language is learned interactively, learners are trying to identify and have deeper understanding of various foreign languages, the behaviors involved and perspective of the community that learners will feel that they are a part of the community.

English as second language is used in news media, newspaper, radio and television. It is also used in various institutions, in law, educational institutions, local and central government. English is also used in trade and industry organization. It is clear that if learners are able communicate in English well as second language, learners will have the opportunity to be well-advanced in their social and economic life. A successful learner is a person who is able to identify and use English in various situations in community.

The usage of English gives significant impacts in life aspects. The role of English language in daily life in a state can't be separated from the geographic, historical, cultural and political influences even though those fields are not vulnerable to change. However, the role of English language at some point has brought impacts to two things, one, how the language is taught and two, the results of the new teaching process will be apparent in the growth and daily life of learners.

In this era of globalization or free trade, where there is no barrier between states, the role of those states in educational, information technology, economy and tourism become role model for the states in other regions. The role of English language is very dominant in nurturing relationship between countries, not only at regional level, but also at international level. To catch up with the superpower states, other states, especially those in South East Asia, need to build relationship or communicate with these developed states, bilaterally or multilaterally. Communication is the mean needed to build the relationship. Since English is used by most of the developed states, then the states in South East Asia don't have any other

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choice other than building up their English skills and use it in their communications.

As implied, no states can stand alone without any relationship with other states. The fact that the ASEAN Free Trade Area (AFTA) and ASEAN Economic Community (AEC) will be realized soon, also stresses the importance of having proficiency in English language. It means that every individual in each state, other than mastering their field, they also have to be proficient in English. The English skill is needed to extract deeper information with regards to the fields involved. More precisely, each state must able to compete and create innovations that can compete with innovations from other states. Therefore, if Indonesia doesn't want to be left behind in competing with other ASEAN states, then the old paradigm which considers English as not important must be changed. This paradigm believes that the person who learns English will have less nationality spirit. Truly, this belief is not entirely correct, because other than mastering Indonesian language as a unity language or national, English language is also very important. English is needed to communicate and interact with other states, especially the ASEAN states.

Since the old paradigm has not changed much, it makes the English proficiency in Indonesia can't grow as fast as it should. Also, English in Indonesia is only used as foreign language, unlike in other states such as Malaysia, Singapore and Philippines who enact English as their official language or second language. English is used only as foreign language that the Government and Indonesian people don't appreciate it as much as needed. At school, it is apparent that in 2013 curriculum, English subject is no longer classified as a required subject; instead it is put under local subjects. As the consequences, the interest and motivation of students to learn English can decrease that it will cause new problems. Students would not be able to interact optimally in new environment due to their low skill in English. Furthermore, society these days are too narrowminded that they only see English as a school subject and the purpose of learning it is just to have good grades or as a condition for graduation. This kind of mindset would not help students in building their proficiency in foreign language. Likewise, even though MEA is coming soon, only few Universities are ready with bilingual curriculum. It should be that the bilingual curriculum must be prepared very early that it is used to train students learning in bilingual material. The universities are not very optimistic that the bilingual curriculum would run smoothly. This pessimistic attitude must be put aside by consistently implementing the bilingual curriculum.

It will give good impacts, directly or indirectly to the failure of students receiving scholarship that they would not be able to continue their education to a higher level. There are not many English books available that it is not easy to gather information needed. In fact, a person can draw information directly from English books that they will be able to have perspective, mindset, broader mind and broader social relationship. Thus, that person would have good competency and able to compete. The difficult thing is that the Government has not provided enough information about MEA that not many people know and understand about the

coming free trade. This proves that Indonesia still uses the old paradigm that put the quality of our human resources behind those of other ASEAN states. Thus Indonesia has to choose whether they will hold on the old paradigm with the consequences of losing to the competition, or change the paradigm so that Indonesia will be able to compete with other ASEAN states.

It is our opinion that the Government should choose the second alternative to have a new paradigm. The Government should make a new policy in regard to the development of English proficiency in Indonesia. The new policy does not need to make drastic changes such as enacting English as a second language or official language, but at least in this transition period, Government creates a policy that will allow teachers or instructors to use and create new learning models. One of innovations in learning models used in universities, as mentioned by the Ministry of Research, Muhammad Nasir, is the design of the new learning model which will use two languages, that is the Dual Language curriculum. Thus, the English proficiency would be given. That means that Indonesia must immediately upgrade its English proficiency to be able to compete globally.

English can be learned in formal or informal institutions. At the kindergarten level, English is offered as optional activities. Bait Al-Falah Kindergarten, an Islamic kindergarten, is using National-Plus Curriculum and they use English language as one of aspects to be developed by their students since 2005. In the scope of Early Childhood Education, it is put as language skill development aspect. This development has the goals of developing language skill that kindergarten students would be able to express their thoughts in simple language accurately, communicate effectively and get motivated to speak Indonesian and their mother tongue. In this case, students would be able to communicate verbally in English in their environment. That means that students would be able to express their thoughts in simple English accurately, communicate effectively and get motivated in having proficiency in English. However, until now, the result shows that students have not been able to achieve the development goals as expected.

II. LITERATURE REVIEW

A. Creative-Play Curriculum Model

1) The Role of Creative-Play Curriculum

Gagne defined curriculum as consecutive steps of learning that students would master each step. Nana Syaodih Sukmadinata also stated that curriculum has the central position in the whole educational process. Curriculum directs all forms of educational activities to attain educational goals. Curriculum also constitutes an educational plan used to give guidance and guidelines in regard to types, scopes, and list of content as well as the educational process. Besides those two functions, curriculum also constitutes a study field, pursued by curriculum experts or specialists, which becomes sources of concepts or theoretical bases for the development of curriculum of various educational institutions.



Furthermore, Carol E. Catron, Jan Allen believe that curriculum is a set of activities to attain both general and specific purposes, a framework of decisions to determine learning material and activities, or approaches in understanding and improving a whole child's progress. Likewise, Ramayulis concluded that the definition of curriculum is a set of plans and organization of content and learning materials to influence children to learn inside or outside school in order to attain the determined goals.

Therefore, the role of Creative-Play in the early childhood curriculum provides a mechanism in learning process. In this case, instructors will determine methods used in learning process to create a conducive learning environment. The life of a very young child could not be separated from playing. Play plays significant role in the process of growth and development of children. By playing, children will have the freedom to imagine, explore and create. Basically, children would be very motivated in play activities. As the results, children's cognitive, affective, and psychomotor aspects will be developed. That means that on the cognitive aspect, a child's curiosity will be satisfied, on the affective aspect, a child would have more social skills, and on the psychomotor aspect, a child will have optimal physical growth and development. Play gives children opportunity to produce lot of ideas that in the future children are expected to have capability to overcome various problems in life.

This is supported by Maria Montessori who defined play for children as fun, voluntarily, full of purposes and spontan activities. Play falls under activities that enhance creativities, problem solving skills, social skills, language skills and physical ability. Play is very important for children because it helps children to practice their skills, adapt to their environment, and solve emotional problems. Maria Montessori believes that playing games with children is very precious.

2) *Fostering the Development of the Whole Child*

In Creative-Play, there are six aspects of children growth and development:

a) *Creative Play Enables the Development of Personal Awareness*

Play activities will create children's awareness that they will more independent to do things by themselves. For example, eating, putting on clothes, going to the toilet, and sleeping.

b) *Creative-Play Enables the Development of Emotional-Being*

Through play activities, children would learn how to receive, express and overcome various emotions that occurs that will develop positive behaviors.

c) *Creative-Play Enables the Development of Socialization*

Play activities would help children to have social skills. Children would be able to interact, cooperate, share and appreciate others.

d) *Creative-Play Enables the Development of Communication*

Through play activities, children will gain understanding of the language in their own. Children will have skills to

communicate with others. In this case, children would be able to express ideas through the language they use.

e) *Creative-Play Enables the Development of Cognition*

Through play activities, problem solving, concept understanding, memory and differentiation skills will develop.

f) *Creative-Play Enables the Development of Perceptual Motor Skills*

Through play activities, physical coordination, balance, flexibility, and speed will develop and improve.

3) *Invisible Curriculum*

The six aspects of children growth and development in Creative-Play curriculum are supported by various program components:

a) *The Role of the Teacher*

Teacher plays significant role in determining the quality of early childhood program, including their behavior, attribute, and capability. That means that from the behavior perspective, a teacher must be able to create a supportive learning environment, from the attribute perspective, a teacher must be a flexible, open and cheerful person. From the capability perspective, a teacher must have skills to improve children's knowledge in terms of plans, interaction and communication as well as application.

b) *Partnerships with Parents*

Parents' participation in early childhood program will benefit the children, parents and teachers. This is because children need the attentions and supports from their environment, especially their family. A good relationship and communication between teachers and parents will help the children growth and development in all aspects, at home, at school and in society.

c) *Classroom Management and Guidance*

Guidance helps to prevent and diminish children misbehavior, develop children-teacher interactions, create positive learning environment, and improve children self-esteem that they will be able to control themselves.

d) *Classroom Design and Organization*

The characteristics of a well-planned environment include comfortable and healthy environment. The environment should be created to meet the needs of the children and their parents.

e) *The Outdoor Play Environment*

Outdoor activities and plays will help the development of the children's growth and development and their learning.

4) *Visible Curriculum*

The design of Creative-Play curriculum consists of activity plan, activity implementation, assessment, and individual purposes and programs.

5) *Inclusion*

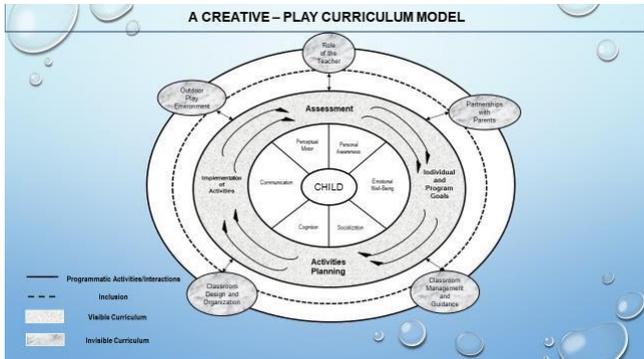
Inclusion is an educational activity done together by parents, Early Childhood teachers, and Early Childhood consultant.

6) *Curriculum Model*

The description above about the Creative-Play curriculum model can be seen in Figure 1.



This curriculum is expected to be able to support children with unique personality to explore during their interactions with others and their environment to increase their curiosity and interests in learning as a part of life. Creativities in play activities provide challenges of their own to children in their development. Changes, risks and life facts will help to prepare children to be loving, creative and smart in the future.



III. METHODS

The preliminary study was conducted at the Islamic Kindergarten Bait Al Falah. The participants in this study were principal, teachers, students and parents. The aim of this preliminary study is to see the possibility of an interactive multimedia instructional model to be implemented in the English program for the kindergarten students. The method used was through research and data collecting: direct interviews, questionnaire, and field observation. It is necessary to get information about the English program, teachers’ characteristic, students’ motivation to learn English, and parents’ background.

Table I: Preliminary Study Instrument Blueprint.1

Indicator	Data Criteria	Instrument Type
1. Role of the Teacher	1. The process of implementing the English program	1. Interview Guidance
2. Personal Interests	2. The engagement of the teacher in implementing the English program	2. Interview Guidance
3. Personal Learning	3. The curriculum implementation in the English program	3. Interview Guidance
4. Emotional Well-Being	4. The expectation outcome of the students towards the English program	4. Interview Guidance
5. Individual and Program Goals	5. The apprehension concept of the English program	5. Interview Guidance
6. Communication	6. The use of the instructional media in the English learning process	6. Interview Guidance
7. Cognitive	1. School satisfaction towards the English teachers’ characteristic	1. Interview Guidance
8. Socialization	2. Conducting training, workshop and seminar in becoming professional English teacher.	2. Interview Guidance
9. Classroom Management and Guidance	3. Teachers are active participant in training, workshop and seminar in becoming professional English teacher.	3. Interview Guidance
10. Partnership with Parents	4. Teachers’ English proficiency.	4. Interview Guidance
	5. The system recruitment of English teacher	5. Interview Guidance
	6. Teachers’ skills in using media in the learning process	6. Interview Guidance

Data Source: Principal, Teacher

1. The process of implementing the English program
 2. The engagement of the teacher in implementing the English program
 3. The curriculum implementation in the English program
 4. The expectation outcome of the students towards the English program
 5. The apprehension concept of the English program
 6. The use of the instructional media in the English learning process
1. School satisfaction towards the English teachers’ characteristic
 2. Conducting training, workshop and seminar in becoming professional English teacher.
 3. Teachers are active participant in training, workshop and seminar in becoming professional English teacher.
 4. Teachers’ English proficiency.
 5. The system recruitment of English teacher
 6. Teachers’ skills in using media in the learning process
- 1) How is the process of implementing the English program?
 - 2) How is the engagement of the teacher in implementing the English program?
 - 3) How is the curriculum implementation in the English program?
 - 4) Is the expectation outcome of the students towards the English program accomplished?
 - 5) How deep is the apprehension concept of the English program?
 - 6) Is the use of the instructional media in the English learning process frequently applied?
- 1) How is the school satisfaction towards the English teachers’ characteristic?
 - 2) Are training, workshop and seminar in becoming professional English teacher conducted regularly?
 - 3) How is role of the teachers in participating training, workshop and seminar in becoming professional?
 - 4) How is the teachers’ English proficiency so far?
 - 5) How is the system recruitment of the English teachers?
 - 6) Do the teachers consistently use the media in the learning process?

Dimension	Data Criteria	Instrument Type
Students' motivation to learn English	<ol style="list-style-type: none"> The students' interest towards the English program Type of motivation given to the students in the English learning process Rewarding the students' achievement in the English program The use of media in the English learning process The students' language communication skill 	Interview Guidance
	<ol style="list-style-type: none"> How is the students' interest towards the English program up to now? What type of motivation is given to the students in the English learning process? Is the rewarding treatment to the students' achievement in the English program effective? How is the use of media in the English learning process? How is the students' language communication skill so far? 	
Parents' background	<ol style="list-style-type: none"> Parents' education The comprehension of the English program Parents' English proficiency The role of parents in supporting the students' needs to learn the language The parents' engagement in using the instructional media technology 	Interview Guidance
	<ol style="list-style-type: none"> What is the parents' education? How is the comprehension of the parents towards the English program so far? How is the parents' English proficiency? How is the role of parents in supporting the students' needs to learn the language? How is the parents' engagement in using the instructional media technology? 	

Table II: Preliminary Study Instrument Blueprint.2

Dimension	Data Criteria	Instrument Type
Teachers' Characteristic	<ol style="list-style-type: none"> Teachers' English proficiency The English teaching method The interaction between the student and the teacher in the English learning process The teachers' effort to motivate the students to learn English Rewarding the students' achievement in the English program 	Questionnaire
	<ol style="list-style-type: none"> The students' interest in learning English The students' English comprehension The students' interaction in using the language The games' activities in the English program The use of media builds up the students ' strong motivation to learn English 	
Students' Motivation to Learn English	<ol style="list-style-type: none"> The school English program The English learning process in the classroom The implementation of the English conversation practice The English communication skill The use of media in the English 	Observation Guidance
	<ol style="list-style-type: none"> The teachers' English proficiency The English teaching method The interaction between the teacher and the student in the English learning process The teachers' effort to motivate the students to learn English Rewarding the students' achievement in the English program 	
Students' Motivation to Learn English	<ol style="list-style-type: none"> The students' interest in learning English The students' English comprehension The students' interaction in practicing the language The activities' game in the English program The use of media builds up the students strong motivation in learning the language 	Observation Guidance
	<ol style="list-style-type: none"> The students' interest in learning English The students' English comprehension The students' interaction in using the language The games' activities in the English program The use of media builds up the students ' strong motivation to learn English 	

Table III: Preliminary Study Instrument Blueprint.3

4	Parents' Background	<ol style="list-style-type: none"> 1) The parents' education 2) The comprehension of the English program 3) Parents' English proficiency 4) The role of parents in supporting the students' needs to learn the language 5) The parents' engagement in using the instructional media technology 	Observation Guidance
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IV. RESULTS AND FINDINGS

A. Fig. 1: Creative-play Curriculum Model.

Data gained from the preliminary study which was done by conducting direct interviews, questionnaires and field observations shows that students were still passive, not active. That means that students were not actively speaking in English. The goals of English language development aspect as determined is still not achieved due to (a) the low skill of the teacher, (b) inappropriate learning strategy, (c) inadequate facility, (d) the background of most of parents of the students who are non-English speakers.

Currently, during our observation on the learning process at formal school, particularly at Bait Al-Falah Kindergarten, the Islamic Kindergarten, the teachers still use conventional learning method in teaching English where students are not encouraged to actively speaking in English. Teachers were dominantly use one-way communication. The English subject at Bait Al-Falah Kindergarten was only thought once a week for 35 minutes. In their learning process, the kindergarten still used classic method or one-way communication and rarely used computer. They have a native speaker before, but it was not optimal. The reasons were because the hetegenous backgrounds of students that their reception of English material were not optimal. Furthermore, the teachers do not have enough proficiency in English and knowledge in Teaching Method. At every level, students were given English textbooks. The learning process only revolved around grammar use and theory that students were not trained or directed to practice English as a way to communicate. In the communication-based method, students are encouraged to interact more and use the language that students will have the ability and skills to communicate in English. Here, two-way communication is used.

As it become more apparent that a proficiency in foreign language, especially in English is very important, foreign language should be introduced into a child as early as possible that they will be proficient in that language in the future. Language is the first tool and it is very essential in social interaction; a child needs to be able to use language to achieve important goals. Learning a language is a challenge for a young student because they are not only learning the language, but they also learn through the language. At early childhood, students will have faster language development. If at this critical age they are not supported in learning language, then they will experience unfavorable consequences in their whole life.

Students' confident and skills as learners and language user could decrease due to the carelessness or the loss of opportunity of getting education. Young students who have

very little language understanding will be uncommunicative. Even students having problem in reading will soon give up continuing their education.

Referring to the explanation above, the solution is tested with a study on learning that shows that learning is not done only by using one-way communication but it can also done by using multimedia-based two-way communication. This can be used to improve English communication skills of the students at kindergarten level. The alternative proposed to improve English communication skills of kindergarten students is the interactive multimedia-based learning model. This interactive multimedia-based learning model is a method of teaching English by using computer, CD, DVD in the form of Language Art Activities and Games. This learning model can shift the learning paradigm where the teacher is the center of attention to a new paradigm where the students become the center of attention. This model also provides more opportunities to develop motivation and interests of the students in learning foreign language in fun and effective atmosphere. The advantage of using this model is that the learning process encourages students to take parts in various activities, in games and Language Art Activities. The point is that technology and media play significant roles in this type of learning that it will encourage students to use the media or direct students to explore various new opportunities by learning. Multimedia is very useful to deliver information and tasks, not only through spoken words, but also through images shown. A printed learning material and teachers are not enough to present learning. Students who want to interact directly in learning process need more adequate learning material and tools.

A previous study even showed that the usage of multimedia could eliminate the time and space limit that it has been proofed that multimedia is very helpful in educational field. In the process of gaining knowledge, multimedia makes the process more efficient particularly when students need to experience an event through a simulation for example. Multimedia technology plays significant role in providing reasons for more interactions between teachers and students. It is a fact that multimedia makes it easier for teachers and students that it gives more freedom in teaching and learning and more opportunities to take into account the important matters of the pedagogy strength and the multimedia limitation which potential can be used fully and become important tool in the new educational technology.

The results gained from previous study also show that playing games on computer does not only motivate students, it also provides a learning mechanism. Games help students with all kinds of learning styles and it also helps students to gain self confidence through various literacy model as provided in video, audio, and text. The players in games especially children are more interested in games that have high quality audio and video. The playing games experiences give students hopes in learning. Thus, the ideas of combining learning process with computer games in a curriculum become important study topic in education.

Computer usage becomes more customary in education even at the level of early childhood education. Computer is used at early childhood institutions to increase their motivation.

As explained in the previous study that the main purpose of language learning through multimedia is to increase motivation and interest of students in learning and the multimedia can be viewed as a practical way to increase students' participation in learning another language. In English teaching process through multimedia, students are not always depending on their mother language; instead students will be more motivated and led to communicate with each other. Looking at the technology advancement, we believe that multimedia as teaching tool will be continually developed in the future. English learning process will focus more on students with shorter learning duration. Thus, certainly the teaching quality would improve and students who practice their English skill will be effectively trained which means the communication competency of students will be developed further.

The learning process of students in kindergarten combines and expands the skills and capability formed in the first phase and in the next phase, that at the end, students will gain the real knowledge and skill. This can't be separated from the playing activities as mentioned by Montessori in Britton Lesley. Likewise, Jean Piaget in Brewer also believes that the learning process of very young students in the purpose of gaining knowledge should be done interactively through experiences. Thus, every experience a student has before will be matched with the new experience he or she encounters. Thus, growth happens due to the efforts of students to gain understanding of their surroundings. This is also confirmed by Vygotsky who stated that the learning process of very young children can't be separated from their social context that is active interaction with their family, school and neighbors. To increase learning motivation of students, B.F. Skinner said that reinforcement is needed at the end of learning event. Students, who are able to finish the series of activities well and correctly, are entitled to a reward. For kindergarten students, the rewards are usually in the form of stickers, stationary or other things usually needed by students. On the other hand, students who are not able to finish the series of activities correctly would be positively motivated.

V. CONCLUSIONS

Based on data and information gains from previous study and the development of the interactive multimedia-based learning model collected through direct interviews, questionnaires, and field observation, we conclude that a new model needs to be developed to stimulate English communication skill of kindergarten students. The creative-play curriculum model is expected to become the right solution to make students active users of English, a mean to improve teachers' knowledge and mastery in English teaching strategy and increase parents' participation in monitoring their children's advancement in English.

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