An Analysis of Kindergarten's Conversation Skills Through Comma 2.0 Application as an Audio-Visual-Based Learning Medium

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Highlights
This study aims to evaluate English conversational skills in early childhood through the use of the Comma 2.0 application as a learning medium.

ABSTRACT: This study aims to evaluate English conversational skills in early childhood through the use of the Comma 2.0 application as a learning medium. The research method follows an experimental approach, applying the ADDIE model (Analysis, Design, Development, Implementation, Evaluation) in instructional design. In the analysis stage, we identified the needs and characteristics of early childhood learners in English language acquisition. We then designed the lessons by integrating the audio-visual-based Comma 2.0 application, adhering to instructional design principles that are engaging and suitable for early childhood development. The implementation was conducted with two groups: a control group using conventional learning methods and an experimental group using the Comma 2.0 application. The results showed a significant improvement in the experimental group, validating the effectiveness of the Comma 2.0 application in enhancing English conversational skills in early childhood. The findings underscore the potential of technology-based learning tools in fostering language development, providing valuable insights for educators in designing interactive and child-centered curricula. For policymakers, this study highlights the importance of integrating innovative, technology-driven approaches into early childhood education frameworks to better equip learners with foundational language skills essential for future success. These findings support the use of technology-based learning approaches in early childhood development, creating an interactive and engaging learning environment.

Keywords: ADDIE, Comma 2.0, English, SPSS.

Introduction

English, as one of the dominant global languages in international communication, plays a crucial role in this era of globalization (Abimanto et al., 2023; Oktania et al., 2023; Roinah, 2022). English language skills are not only a necessity but also a requirement to keep up with progress and compete globally (Ariyani & Festiyed, 2019; Rahayu, 2023). Therefore, laying the foundation for English language proficiency from an early age has become an essential educational strategy. Early Childhood Education (PAUD) plays a key role in shaping children's developmental foundation (Suciliyana & Rahman, 2020; Suryatini et al., 2021; Umroh, 2019). At this stage, children experience rapid learning processes and are able to absorb information easily (Supriyani & Arifudin, 2023). Consequently, teaching English in early childhood education not only introduces a new language but also establishes a strong foundation for future communication skills (Collins, 1990). Developing English conversational skills in early childhood is the main focus of this study (Fajri & Bako, 2021). Conversation is a vital aspect of language, playing a central role in daily communication (Fono et al., 2023; Gymnastiar & Burhanuddin, 2023). By understanding and mastering English conversation skills from an early age, children will not only gain a competitive edge in the future but also enhance critical and creative thinking skills (Nadhiroh & Anshori, 2023; Hariyani & Sejati, 2020). Communication skills in English are crucial in preparing children to face future challenges. Instilling these skills should begin at an early age, considering the optimal learning potential during early childhood (Rohman et al., 2023; Maghfiroh & Suryana, 2021).

Based on observations conducted at TK Roudhlotul Muttaqin, an early childhood education institution, the school faces real challenges in developing English conversational skills among its students. A lack of resources and a less interactive curriculum often hinder the creation of a stimulating environment for optimal English language development. Additionally, the limited number of teachers with English language expertise is a factor that restricts children’s potential in this area. Thus, given the limitations in resources and teaching staff, technology emerges as an effective solution to enhance English learning for early childhood. In this digital era, integrating technology into learning is essential. Young children are growing up in environments surrounded by technological devices and access information through digital platforms. Therefore, the use of applications in the context of English education for young children is an attractive approach. Applications not only make learning more interactive but can also boost children’s motivation to learn. One promising solution is the use of English learning applications, particularly Comma 2.0, specifically designed to meet the developmental needs of children at this stage.

The success of early English education is not only reflected in grammatical and vocabulary skills but also in conversational abilities, which are key in everyday communication (Bahrani et al., 2023; Burhanuddin & Ramdani, 2024). In developing English conversational skills in early childhood, having a structured learning model is essential. The ADDIE model (Analysis, Design, Development, Implementation, Evaluation) emerges as a systematic and holistic approach that provides an effective framework for planning, executing, and evaluating the

learning process. In the context of language development, this model can guide the design of lessons that are appropriate for young children. The implementation of the ADDIE model involves learning sessions where teachers act as facilitators and students as active participants. Interactive and play-based approaches are applied to create a fun and engaging learning environment for young children (Wahyuningsih et al., 2021; Yulsyofriend et al., 2019). The evaluation phase is an integral part of this research, focusing on measuring children's progress in English conversational skills. The evaluation results will provide insights into the effectiveness of Comma 2.0 in achieving the established learning objectives.

The use of the Comma 2.0 application was selected as a learning medium because it has a child-friendly interface and content specifically designed for early childhood English learning. Through the application of the ADDIE model, this study aims to provide in-depth insights into the effectiveness of Comma 2.0 in enhancing English conversational skills in young children and to contribute to the development of English learning methods at the early childhood education level as a whole. By involving young children in this learning process, this research aims to create a stimulating learning environment that supports the development of English language skills from an early age. Consequently, the findings from this study are expected to make a positive contribution to the development of English language curricula at the early childhood level, forming a foundation for innovative and effective learning approaches.

Method

The research method is based on the ADDIE (Analysis, Design, Development, Implementation, Evaluation) educational development model to ensure that early childhood English conversation skills can be enhanced through the use of the Comma 2.0 application. This study involves the following steps:

a. Analysis:

The first step involves analyzing the needs and characteristics of the research subjects. Identifying the need to develop English conversation skills in early childhood is the main focus. Information is gathered through a literature review, interviews with teachers, and preliminary observations of children in the context of English learning.

b. Design:

The design phase includes planning the learning process by selecting the Comma 2.0 application as a learning medium. This stage also involves developing learning materials appropriate for the comprehension level of young children. The research design includes dividing subjects into control and experimental groups and planning data collection instruments.

c. Development:

In this stage, the Comma 2.0 application is integrated into the learning process. The learning materials are adapted to the characteristics of young children. Development includes creating materials, interactive activities, and visual aids to enhance children's engagement and understanding of the material.

d. Implementation:

The implementation process includes conducting the learning sessions using the Comma 2.0 application with the experimental group, while the control group continues with conventional learning methods. During implementation, the researcher monitors children's interaction with the application, provides support as needed, and records relevant observations.

e. Evaluation:

Evaluation is conducted to measure the impact of the Comma 2.0 application on early childhood English conversation skills. Data collection methods include observations, questionnaires, and tests. Observations provide contextual understanding and direct interaction with the application. Questionnaires are given to teachers and parents to gather their perspectives on children's development, while tests are used to measure learning outcomes quantitatively.

Fig 1. Research Stages

The research subjects were one learning materials expert, one learning media expert and one practitioner. The test subjects were 20 early childhood children from Roudhlotul Muttaqin Kindergarten. Data collection methods use observation, questionnaires and tests. Observation is used to find out problems that occur. The questionnaire method is used to collect data in the form of expert scores. The test method is used to collect student learning results. Data collection methods, particularly questionnaires and observations, may be subject to response and observer biases. Teachers and parents might overstate the benefits due to positive expectations of the technology, while researchers may unintentionally influence children's responses during implementation. Data analysis was carried out using appropriate statistical techniques to evaluate significant differences between the control group and the experimental group. Conclusions are drawn based on evaluation findings to provide comprehensive insight regarding the effectiveness of the Comma 2.0 application in improving English conversation skills in early childhood. To ensure the accuracy and consistency of the findings, a triangulation approach was applied. The rating scale used in the questionnaires was tested for internal consistency using Cronbach's alpha, which demonstrated satisfactory reliability scores the standard threshold ($\alpha > 0.7$). The data collection instrument uses a rating scale. The following is a grid of the instruments used, presented in the table below.

Table 1

Learning Media Instrument Grid

No	Indicator
1	Low app storage
2	Easy application use
3	Display of pictorial learning media
4	Display of audio learning media
5	Suitability of image illustrations based on the problem or question
6	Clarity in delivering material
7	Clarity in pronunciation of words in audio
8	Voice acting in media

9	The material is appropriate to daily activities
10	Attractive color and clarity of the displayed image

Table 2
Learning Expert Instrument Grid

No	Indicator
1	Ease of inputting values
2	Students are integrated directly with the teacher
3	Students are divided by class
4	Makes it easier for teachers to teach
5	Helps teachers convey material easily
6	Registering teachers and students is easy
7	Student report cards are available for each class
8	Makes it easier to monitor students
9	Knowing student activity in class
10	Students are motivated and enthusiastic in participating in learning

The data analysis in this study utilizes three main techniques: qualitative descriptive analysis, quantitative descriptive analysis, and inferential statistics, to provide a comprehensive overview of early childhood English conversation skills through the Comma 2.0 application. First, qualitative descriptive analysis is used during the observation phase. This observation provides an in-depth understanding of children's interactions with the application, learning dynamics, and their responses to the material. The observation results are analyzed descriptively to narratively depict the phenomena, allowing the researcher to understand the context and qualitative factors influencing the study outcomes. This qualitative descriptive analysis is closely related to the analysis steps in the ADDIE method, particularly in the analysis and implementation phases. Next, quantitative descriptive analysis is conducted on data obtained through questionnaires. These questionnaires were distributed to teachers and parents to gather their perceptions of the children's progress in English conversation skills. This data is analyzed quantitatively, providing statistical insights into possible shifts in perceptions following the implementation of the Comma 2.0 application. This quantitative descriptive analysis supports evaluation within the ADDIE framework, especially in assessing the effectiveness of learning development. Finally, inferential statistics are used to test significant differences between the control and experimental groups in English conversation skills. This test offers a deeper quantitative understanding of the impact of the Comma 2.0 application on early childhood learning outcomes. Inferential statistics specifically relate to the evaluation phase in the ADDIE method, enabling researchers to draw broader conclusions about the application's effectiveness as a learning medium. With the combination of these three analysis techniques, this study can provide holistic insights into the influence of the Comma 2.0 application on early childhood English conversation skills, in alignment with the ADDIE method's principles, which emphasize comprehensive analysis, sound design, directed development, careful implementation, and thorough evaluation.

Findings and Discussion

Indicator

In data analysis, we focused on measuring early childhood English conversational abilities through defined indicators. The method used to analyze data refers to the ADDIE (Analysis, Design, Development, Implementation, Evaluation) model in learning development. In the Analysis stage, the research uses an experimental approach, dividing research subjects into control and experimental groups. Here we use a sample of around 20 students. This is designed to compare the effectiveness of the Comma 2.0 application as an English learning medium with conventional methods. Indicators for measuring conversational ability include the number of words used, level of vocabulary understanding, and ability to speak in simple sentences.

Table 3.

Indicators for Measuring Conversation Ability

No	Indikator
1	Vocabulary
2	Sentence Structure
3	Pronunciation

The next stage is the design, which focuses on developing the Comma 2.0 application as an interactive and interesting learning media for young children. This application is designed to improve English conversation skills through features that support active and fun learning. Design also includes designing a trial that allows measurements before and after the intervention to compare results between the control and experimental groups. The Comma 2.0 application was implemented in the experimental group as an additional learning method. The control group received English learning through conventional methods, such as textbooks and classroom activities.

Application and Results Views

The following is a design created to support the comma 2.0 application.

Fig 2. Audio-Visual Based Daily Activity Material Design

Next is development, at this stage development is carried out from designs that have been previously created using or based on audio visuals (figure 2). Then we carried out testing on the experimental group and the teacher as admin. Here the experimental group registered themselves by registering in the application, then they logged in using the email and password specified when registering. After logging in, they will enter their respective classes (TK-A or

TK-B) then take the quiz which is available in the form of the design image . The design image will later produce sound because it is audio-visual based, so that the experimental group can digest it and know how to read it correctly. After they have done all the existing quizzes, the grades will come out and can be used as their report card in the application. The grades produced by the experimental group will later be synchronized with the teacher or admin. The following is the initial display of the application login along with the experimental results from the experimental group.

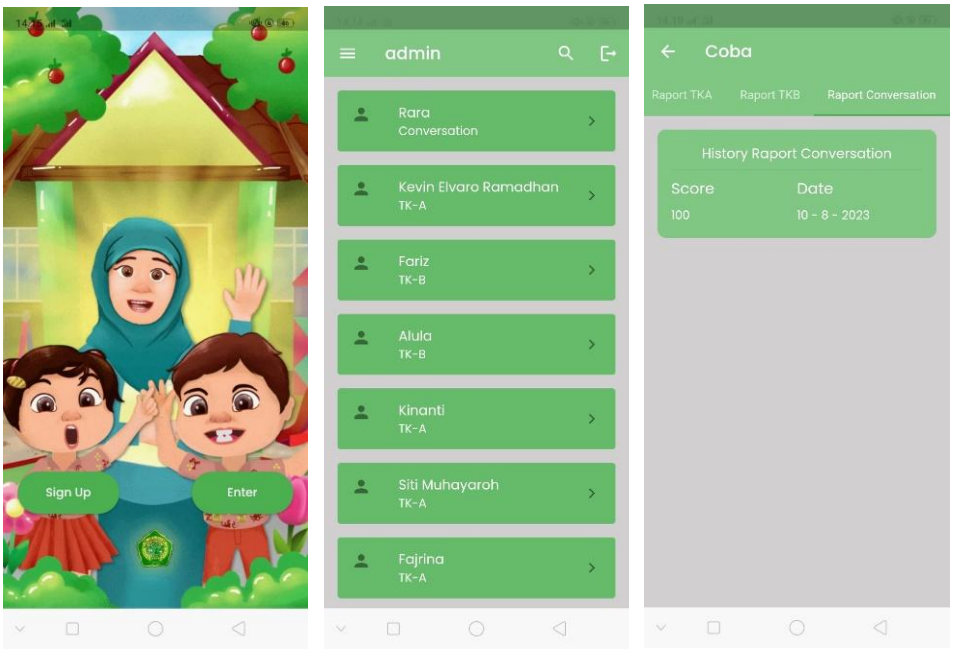


Fig 3. Application view, data and values from the experimental group

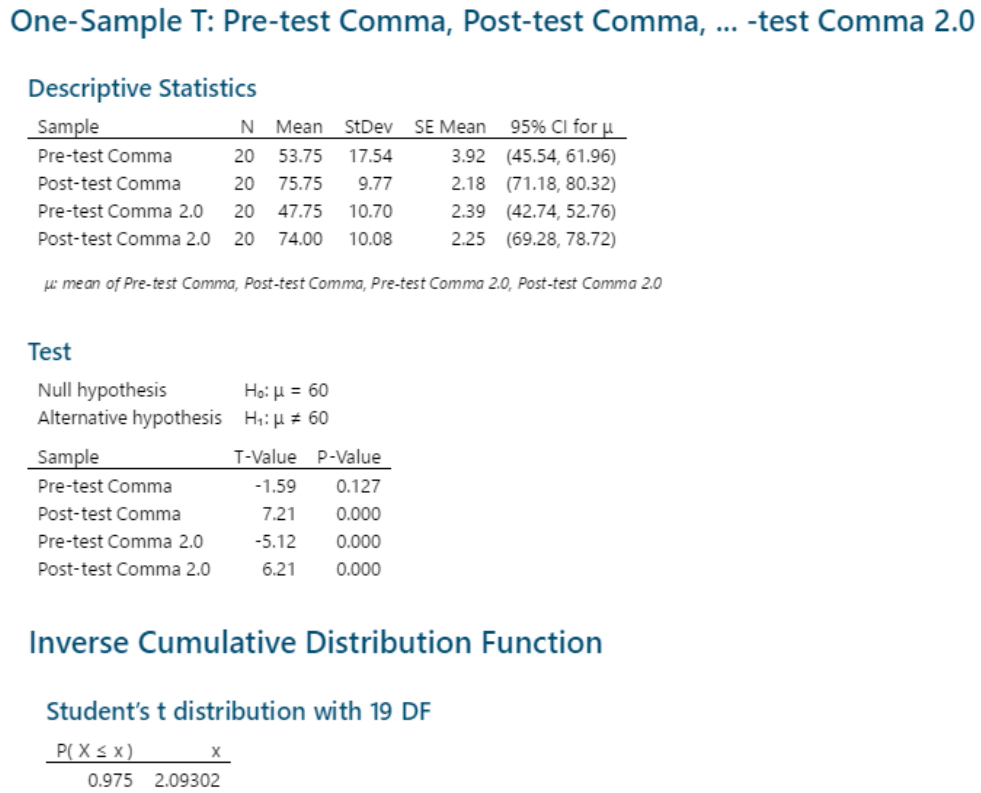
The fourth stage is implementation like figure 3 . In this study, we conducted data analysis to evaluate the effectiveness of using the Comma 2.0 application in improving English conversation skills in young children. Data analysis was carried out by comparing the results of the control group, which received conventional learning, with the experimental group which used the Comma 2.0 application. Several key indicators are used, including the number of words used, level of vocabulary understanding, and ability to speak in simple sentences. The following are the results of indicators of English conversation skills at Roudhlotul Muttaqin Kindergarten.

Table 4.
Results of English Conversation Ability Indicators

Group	Word count Average (Before)	Word count Average (After)	Percentage Improvement Word Count	Understanding Vocabulary (Before)	Understanding Vocabulary (After)
Control	50	55	10%	Good	Very good
Experiment	48	65	35%	Very good	Very good

Data Processing Using SPSS

The implementation process includes implementing learning using the Comma 2.0 application in the experimental group, while the control group continues to receive conventional learning. During implementation, researchers monitored children's interactions with the app, provided support where necessary, and recorded relevant observations. Below is a calculation of the implementation carried out by the control group and experimental group using SPSS. Here we use the control group data on comma data, while the experimental group uses comma 2.0 data.



One-Sample T: Pre-test Comma, Post-test Comma, ... -test Comma 2.0

Descriptive Statistics

Sample	N	Mean	StDev	SE Mean	95% CI for μ
Pre-test Comma	20	53.75	17.54	3.92	(45.54, 61.96)
Post-test Comma	20	75.75	9.77	2.18	(71.18, 80.32)
Pre-test Comma 2.0	20	47.75	10.70	2.39	(42.74, 52.76)
Post-test Comma 2.0	20	74.00	10.08	2.25	(69.28, 78.72)

μ: mean of Pre-test Comma, Post-test Comma, Pre-test Comma 2.0, Post-test Comma 2.0

Test

Null hypothesis	$H_0: \mu = 60$
Alternative hypothesis	$H_1: \mu \neq 60$

Sample	T-Value	P-Value
Pre-test Comma	-1.59	0.127
Post-test Comma	7.21	0.000
Pre-test Comma 2.0	-5.12	0.000
Post-test Comma 2.0	6.21	0.000

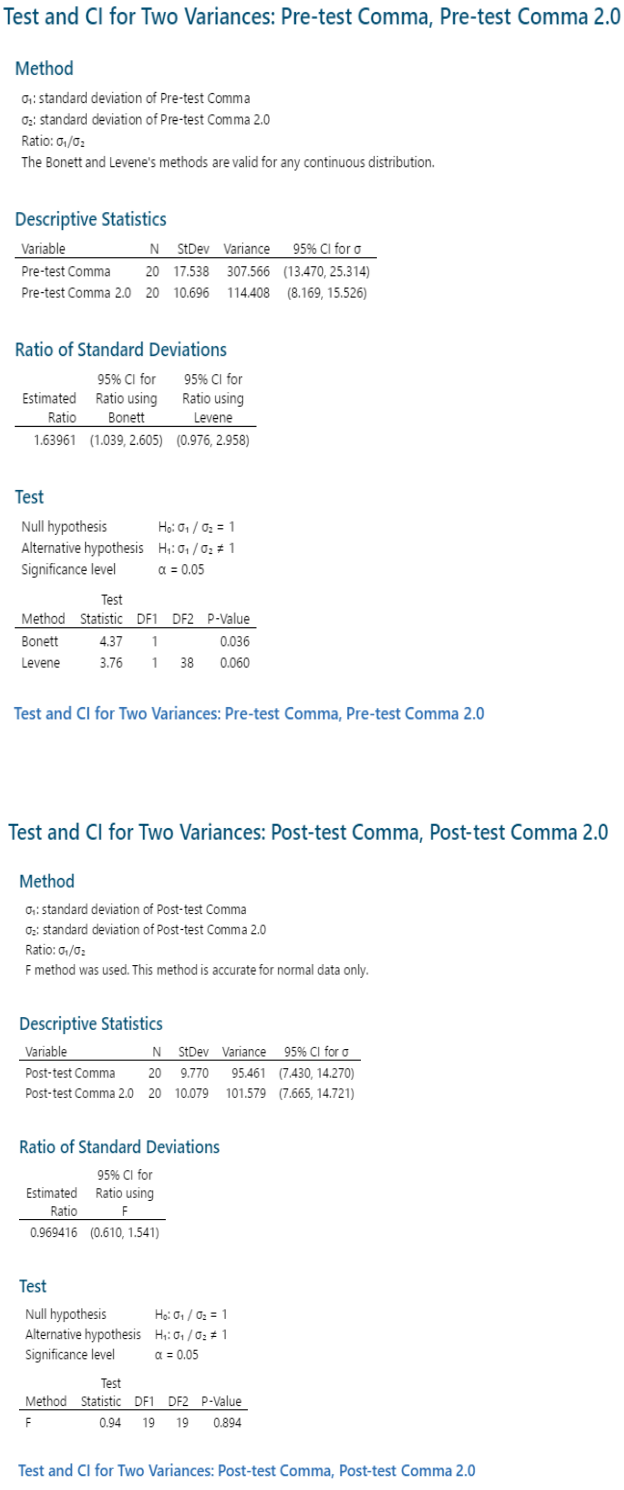
Inverse Cumulative Distribution Function

Student's t distribution with 19 DF

P(X ≤ x)	x
0.975	2.09302

Figure 4. One Sample T-Test Value

Based on figure 4 , it is found that the calculated t value from the pre-test comma is -1.59 while the post-test comma is 7.21. The pre-test scores obtained small results because of kindergarten students. Roudhlotul Muttaqin was still just learning and didn't understand much about learning English, then after testing using the comma application his grades increased and became better because the features of the application made it easier for them to understand or learn English easily because it was equipped with sounds and images to help they learn. Then the comma application was upgraded to the difficulty of the comma 2.0 application, but their post-test scores were also considered high even though they were higher before. This means they are able to overcome the obstacles of learning English.



Test and CI for Two Variances: Pre-test Comma, Pre-test Comma 2.0

Method

σ_1: standard deviation of Pre-test Comma
σ_2: standard deviation of Pre-test Comma 2.0
Ratio: σ_1/σ_2
The Bonett and Levene's methods are valid for any continuous distribution.

Descriptive Statistics

Variable	N	StDev	Variance	95% CI for σ
Pre-test Comma	20	17.538	307.566	(13.470, 25.314)
Pre-test Comma 2.0	20	10.696	114.408	(8.169, 15.526)

Ratio of Standard Deviations

Estimated Ratio	95% CI for Ratio using Bonett	95% CI for Ratio using Levene
1.63961	(1.039, 2.605)	(0.976, 2.958)

Test

Null hypothesis	$H_0: \sigma_1 / \sigma_2 = 1$
Alternative hypothesis	$H_1: \sigma_1 / \sigma_2 \neq 1$
Significance level	$\alpha = 0.05$

Method	Test Statistic	DF1	DF2	P-Value
Bonett	4.37	1		0.036
Levene	3.76	1	38	0.060

Test and CI for Two Variances: Pre-test Comma, Pre-test Comma 2.0

Test and CI for Two Variances: Post-test Comma, Post-test Comma 2.0

Method

σ_1: standard deviation of Post-test Comma
σ_2: standard deviation of Post-test Comma 2.0
Ratio: σ_1/σ_2
F method was used. This method is accurate for normal data only.

Descriptive Statistics

Variable	N	StDev	Variance	95% CI for σ
Post-test Comma	20	9.770	95.461	(7.430, 14.270)
Post-test Comma 2.0	20	10.079	101.579	(7.665, 14.721)

Ratio of Standard Deviations

Estimated Ratio	95% CI for Ratio using F
0.969416	(0.610, 1.541)

Test

Null hypothesis	$H_0: \sigma_1 / \sigma_2 = 1$
Alternative hypothesis	$H_1: \sigma_1 / \sigma_2 \neq 1$
Significance level	$\alpha = 0.05$

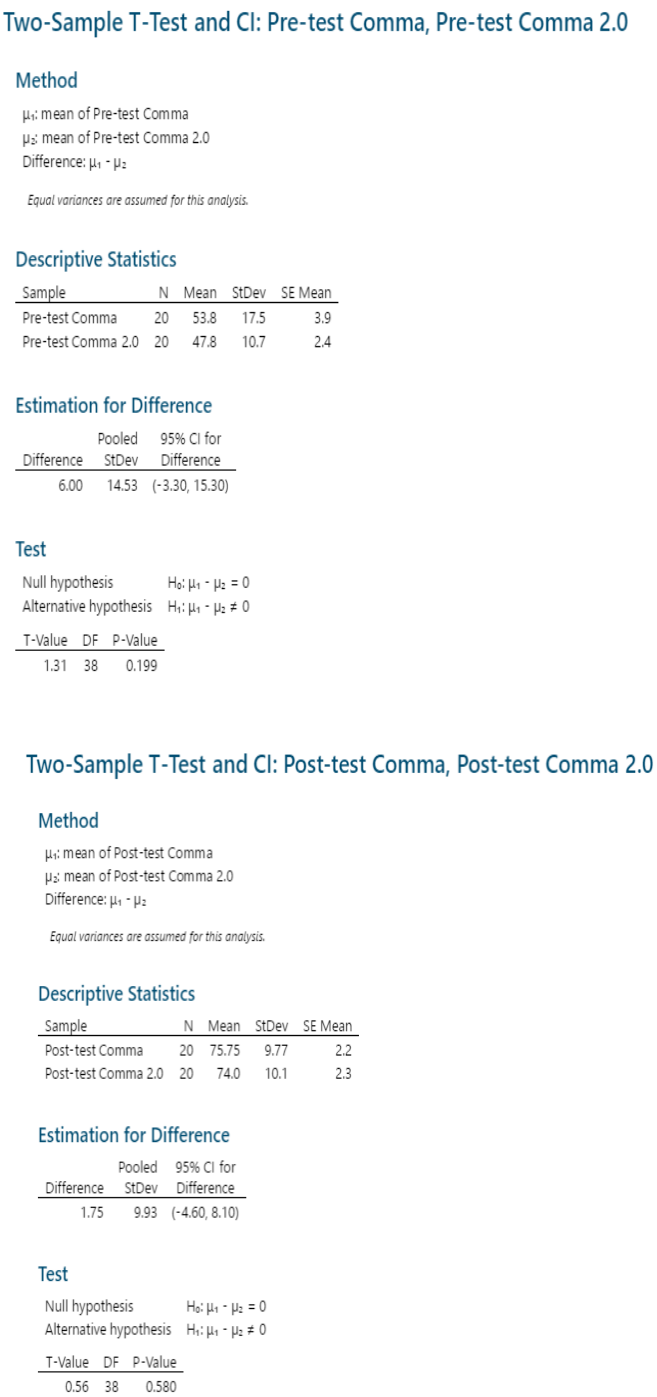
Method	Test Statistic	DF1	DF2	P-Value
F	0.94	19	19	0.894

Test and CI for Two Variances: Post-test Comma, Post-test Comma 2.0

Fig.5. Variance value at comma and comma 2.0

Based on figure 5, the pre-test comma variance value is 307.566 with a standard deviation of 17.538. Meanwhile, the pre-test comma 2.0 was found to be 114.408 with a standard deviation of 10.696. For the post-test on the comma application, the variance value was 95.461

with a standard deviation of 9.770. Meanwhile, the post-test comma 2.0 was found to be 101.579 with a standard deviation of 10.079.



Two-Sample T-Test and CI: Pre-test Comma, Pre-test Comma 2.0

Method

μ_1: mean of Pre-test Comma
μ_2: mean of Pre-test Comma 2.0
Difference: $\mu_1 - \mu_2$

Equal variances are assumed for this analysis.

Descriptive Statistics

Sample	N	Mean	StDev	SE Mean
Pre-test Comma	20	53.8	17.5	3.9
Pre-test Comma 2.0	20	47.8	10.7	2.4

Estimation for Difference

Difference	Pooled StDev	95% CI for Difference
6.00	14.53	(-3.30, 15.30)

Test

Null hypothesis H_0: $\mu_1 - \mu_2 = 0$
Alternative hypothesis H_1: $\mu_1 - \mu_2 \neq 0$

T-Value	DF	P-Value
1.31	38	0.199

Two-Sample T-Test and CI: Post-test Comma, Post-test Comma 2.0

Method

μ_1: mean of Post-test Comma
μ_2: mean of Post-test Comma 2.0
Difference: $\mu_1 - \mu_2$

Equal variances are assumed for this analysis.

Descriptive Statistics

Sample	N	Mean	StDev	SE Mean
Post-test Comma	20	75.75	9.77	2.2
Post-test Comma 2.0	20	74.0	10.1	2.3

Estimation for Difference

Difference	Pooled StDev	95% CI for Difference
1.75	9.93	(-4.60, 8.10)

Test

Null hypothesis H_0: $\mu_1 - \mu_2 = 0$
Alternative hypothesis H_1: $\mu_1 - \mu_2 \neq 0$

T-Value	DF	P-Value
0.56	38	0.580

Fig. 6. Two Sample T-Test value comma and comma 2.0

Based on figure 6, the pre-test comma p-value is 0.199 with a pre-test comma mean SE of 3.9 and a standard deviation of 17.5, while the pre-test comma mean SE 2.0 is 2.4 and a standard deviation of 10.7. In the picture there are also post-test comma results with a post-test comma

mean SE value of 2.2 and a standard deviation of 9.77 while post-test comma is 2.0 with a post-test comma mean SE value of 2.3 and a standard deviation of 10.1.

Lastly, the ADDIE method used is Evaluation. The evaluation was carried out to measure the impact of using the Comma 2.0 application on young children's English conversation skills. Data collection methods involve observation, questionnaires, and tests. Observations were carried out to gain contextual understanding and direct interaction of children with the application. Questionnaires are given to teachers and parents to gain their perspective on child development, while tests are used to measure learning outcomes quantitatively. Data collection involves the application of triangulation methods to ensure the validity and reliability of the results. Data analysis was carried out using appropriate statistical techniques to evaluate significant differences between the control group and the experimental group. Conclusions are drawn based on evaluation findings to provide comprehensive insight regarding the effectiveness of the Comma 2.0 application in improving English conversation skills in early childhood

Conclusion

The research results indicate that implementing the Comma 2.0 application as an English learning medium can significantly improve the conversational abilities of young children. Regarding the ADDIE model, data analysis supports the Analysis and Design stages that have been designed. The Comma 2.0 app successfully achieves its design goals by providing an interactive and fun learning experience, which is necessary at an early age. The conventional method in the control group, although providing improvement, was not as effective as the Comma 2.0 application. This analysis provides a basis for recommending the use of interactive applications in developing English curriculum for early childhood. Apart from that, the results of this research can also strengthen the view that the use of interactive learning technology has a positive impact on language skills in children.

In this study, we evaluated the impact of using the Comma 2.0 application as a learning medium on early childhood English speaking skills. The results showed a significant improvement in English-speaking abilities within the experimental group using Comma 2.0 compared to the control group that followed conventional learning methods. Early childhood English-speaking skills were the main focus, and these findings strongly support the effectiveness of using technology, particularly the Comma 2.0 app, as a learning medium for English at an early developmental stage. The results support the view that a fun and technology-based learning approach can positively impact children’s language skills. Moreover, the findings support constructivist theories that emphasize the importance of active, meaningful, and contextually relevant learning experiences for young children. The importance of providing interactive and engaging learning experiences at an early age is also emphasized in this conclusion. Comma 2.0, with its child-friendly design focused on English learning, creates a stimulating learning environment. Thus, early childhood English education can become more effective and enjoyable through the integration of technology into learning. This study provides a strong case for integrating interactive technology, such as the Comma 2.0 application, into early childhood English curricula. Educators can use such tools to create engaging and effective

learning experiences, fostering foundational language skills critical for later academic success. Policymakers should consider supporting the development and implementation of similar educational technologies in early childhood programs, particularly in under-resourced areas where access to high-quality learning materials may be limited. To build on these findings, future research should explore the long-term impact of technology-based learning on language acquisition and overall cognitive development. Expanding the scope of research to include diverse demographic and cultural contexts will provide deeper insights into the universal applicability of tools like Comma 2.0. By addressing these aspects, educational stakeholders can better understand the role of technology in shaping the future of early childhood education.

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