

# Using Audio Visual Learning Media to Improve Language Capability in Early Children in RA Dinda Hafidzah Islamic School Patumbak, Deli Serdang Regency, Academic Year 2021/2022

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**Abstract:** This research is a classroom action research. Classroom action research is one of the efforts that can be done by teachers to improve the quality of the roles and responsibilities of teachers in classroom management. Serdang Academic Year 2021/2022. data collection techniques using Observation, Documentation. Based on the results of the research conducted, this shows that the learning outcomes have not reached the success criteria, so it is necessary to carry out the second cycle of learning actions. In cycle II, the researcher made improvements to the delivery method of learning, but still with learning activities through the use of audio-visual media. After the second cycle of action, it is known that the development of children's language skills is developing, namely, a) Being able to listen and retell simple stories reaches 85.71%, b) Being able to imitate sounds or words according to the video seen reaches 100%, c) Able to answering simple questions reached 92.85%, d) Mentioning known words reached 85.71%.

**Keywords:** Language Ability, Audio Visual Media

## I. INTRODUCTION

Early childhood education (PAUD) is a coaching effort shown to children from birth to the age of six years, which is carried out through the provision of educational stimuli to assist physical and spiritual growth and development, so that children have readiness to enter further education (Law No. 20 of 2003). Early childhood education aims to develop all aspects of children's development to bring out their potential optimally. These developmental aspects include aspects of religious and moral values, social emotional aspects, cognitive aspects, language aspects, and physical motor aspects. One aspect of development that early childhood wants to achieve is the aspect of speaking skills. This ability is needed as a basis for children to interact with other people.

Early childhood must always be accustomed to always being given educational stimulation in improving aspects of its development, including language development. Language is a tool for thinking, expressing oneself and communicating. Language skills begin with listening skills, both orally and in writing. With language children will try to communicate ideas, thoughts, and feelings.

Developments in children's language skills can be developed with audio-visual learning media. Learning media are everything that can be used to channel messages so that they can stimulate children's thoughts, feelings, and desires. Learning media can stimulate students' interest in learning and help teachers and students in the learning process to achieve learning objectives. Audio visual media is a means of learning through sight and hearing to achieve learning objectives.

In fact, the language skills of early childhood group B at RA Dinda Hafidzah Islamic School are still lacking, especially in spoken language skills. The causes that arise are due to the teacher's lack of accuracy in using interesting teaching techniques, and teachers also rarely use learning media so that early childhood language development is not as expected. In addition, teachers lack facilities and infrastructure that support early childhood language skills. The learning media used are also not optimal in improving children's language skills.

One of the methods used to improve the language skills of early childhood group B at RA Dinda Hafidzah Islamic School is by using audio-visual learning media. Because the use of audio visual learning media can clarify the message

to be conveyed to children, and can help increase children's motivation in learning, learning is more varied by using audio visual learning media children will be motivated to develop their language skills.

Based on the background of the existing problems, the researcher intends to conduct further research on children aged 5-6 years in semester 2 with the title "Use of Audio Visual Learning Media to Improve Early Childhood Language Skills at Ra Dinda Hafidzah Islamic School Patumbak, Deli Serdang Regency. Teachings 2021/2022."

Can the language skills of early childhood group B be improved through audio-visual learning media at RA Dinda Hafidzah Islamic School for the 2021/2022 Academic Year? To find out how the language ability of early childhood group B after using audio-visual learning media RA Dinda Hafidzah Islamic School Patumbak Deli Serdang Regency

## II. METHOD

From the above definition, it can be concluded that Classroom Action Research is an activity by observing and observing the learning process in the actions given by the teacher to students by using planned activities in the classroom through certain actions to solve problems that occur in the learning process. which aims to improve the quality of learning in the classroom. This research was conducted in semester 2 of the 2021/2022 academic year. This research was conducted at RA Dinda Hafidzah Islamic School which is located at Marindal Jl. Lotus Sari V.

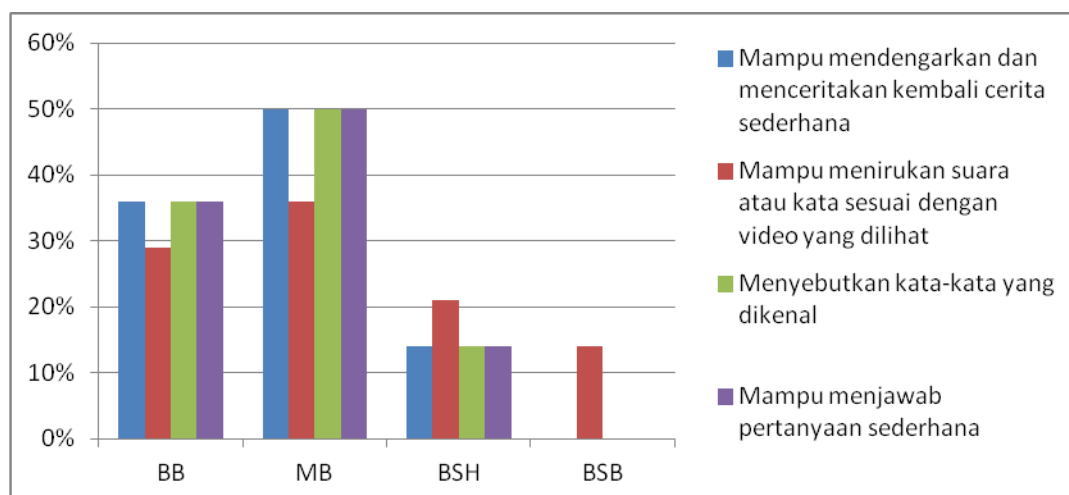
This study uses qualitative descriptive analysis techniques and quantitative descriptions. Calculations in data analysis produce the percentage of achievements which are then interpreted in sentences. The data in this study were obtained through direct observation and documentation of the learning process to recognize numbers in Group B PAUD RA Dinda Hafidzah.

## III. RESULTS AND DISCUSSION

This research was conducted on children aged 5-6 years at RA Dinda Hafidzah Islamic School with 15 children with problems experiencing difficulties and expressing their feelings and thoughts, children have not been able to mention and explain something. Seeing from the problems above, the teacher needs to provide more interesting learning in improving the language skills of children aged 5-6 years through this audio-visual media, which involves the following aspects, among others: Able to listen and retell simple stories, Able to imitate sounds or words according to the video viewed, Able to answer simple questions, mentions known words. This is done to improve the language skills of children aged 5-6 years through audio-visual media.

**Table 1**  
Percentage of Language Ability of 5-6 Years Old Children in Pre-Cycle

No	Indicator	Many kids				Percentage
		BB	MB	BSH	BSB	
	Able to hear right and retell a simple story	5 (36%)	7 (50%)	2 (14%)	0 (0%)	100%
	Able to imitate sounds or words according to the video you are watching	4 (29%)	5 (36%)	3 (21%)	2 (14%)	100%
	Able to answer simple questions	5 (36%)	7 (50%)	2 (14%)	0 (0%)	100%
	Able to say familiar words	5 (36%)	7 (50%)	2 (14%)	0 (0%)	100%



**Image 1**  
**Bar Chart of Research Results of Children's Language Ability in Pre-Cycle**

Based on the results of the pre-cycle pre-action research in the table above shows the percentage level of children's language ability development on each indicator as follows: a) Able to listen and retell simple stories that are not yet developed (BB) as many as 5 children (36%), starting to develop (MB) ) as many as 7 children (50%), developed as expected as many as 2 children (14%), and developed very poorly (0%). b) Able to imitate sounds or words according to the video they have seen, namely 4 children (29%), starting to develop (MB) 5 children (36%), developing as expected 3 children (21%), and developing very well none (0%). C) Able to answer simple questions, namely 5 children (36%), undeveloped (BB) 7 children (50%), starting to develop developed according to the expectations of 2 children (14%), and developed very well as many as 0 children (0%). d). mentions words that are known, namely not yet developed (BB) 5 children (36%), starting to develop as many as 7 children (50%), developing as expected as many as 2 children (14%), and developing very well none (0%) . The low results achieved in the implementation of pre-cycle actions so that research is needed in the first cycle with audio-visual media. Action research aims to improve the weaknesses found in the implementation of cycle I and cycle II. The low results achieved in the implementation of pre-cycle actions so that research is needed in the first cycle with audio-visual media. Action research aims to improve the weaknesses found in the implementation of cycle I and cycle II. The low results achieved in the implementation of pre-cycle actions so that research is needed in the first cycle with audio-visual media. Action research aims to improve the weaknesses found in the implementation of cycle I and cycle II.

Although in the first cycle the level of development of children's language skills in each indicator was quite good, but still did not achieve maximum and satisfactory results because the actions taken in this study were said to be successful if 85% could increase the child's language skills in each indicator, namely with information that developed very well and get a score of 4 (\*\*\*\*). Therefore, the teacher continues his activities so that every indicator of improving children's language skills can reach a good percentage and meet expectations.

Judging from the implementation of cycle I, it can be concluded that some of the actions need to be improved. Before taking action in cycle I, the researcher has prepared a lesson plan that is carried out in the classroom, including:

1) Planning Phase (Planning)

At this planning stage, several improvements were made, namely:

1. Researchers Prepare Daily Learning Implementation Plans (RPPH) with the theme of Animals.
2. Researchers show cartoons that match the indicators of language skills that they want to improve for children.
3. The researcher gave questions related to the film that was watched to the children and the children responded by answering the questions given by the researcher.
4. Prepare observation sheets to improve children's language skills.

Based on the four indicators, the improvement of language skills for early childhood 5-6 years at RA Dinda Hafidzah Islamic School is carried out using audio-visual media to children, because using audio-visual media makes children not bored quickly. This is evident from the results of the research in cycle I and cycle II which show that the language development of children aged 5-6 years at RA Dinda Hafidzah Islamic School has increased. The following is a graph of the percentage of children's independence development that develops very well in each indicator in each class.

**Table 2.**  
**Percentage of Language Ability of 5-6 Years Old Children in Pre Cycle I**

No	Indicator	Many kids				Percentage
		BB	MB	BSH	BSB	
	Able to hear right and retell a simple story	0 (0%)	0 (0%)	1 (7%)	13 (93%)	100%
	Able to imitate sounds or words according to the video you are watching	0 (0%)	0 (0%)	1 (7%)	13 (93%)	100%
	Able to answer simple questions	0 (0%)	0 (0%)	1 (7%)	13 (93%)	100%
	Able to say familiar words	0 (0%)	0 (0%)	1 (7%)	13 (93%)	100%

This research was conducted to improve language skills in group B children at RA Dinda Hafidzah Islamic School through learning using audio-visual media. This learning was carried out in two cycles, each carried out for two meetings. Before carrying out the first cycle, the researcher carried out pre-action activities to determine the child's early language abilities. Based on the results of each cycle above, it can be concluded that the children's language skills have increased.

From the research conducted in cycle I and cycle II, it was found that the average child experienced an increase. The improvement of children's language skills shows that learning using audio-visual media is more effectively used in improving children's language.

Thus the use of audio-visual media is one of the efforts that can improve the language skills of children aged 5-6 years.

#### IV. CONCLUSIONS

The results of the observations show that the learning outcomes have not reached the success criteria, so it is necessary to carry out the second cycle of learning. In cycle II, researchers made improvements to the delivery of learning by researchers, but still with learning activities through the use of audio-visual media. After the second cycle of action, it is known that the development of children's language skills is developing, namely, a) Being able to listen and retell simple stories reaches 85.71%, b) Being able to imitate sounds or words according to the video seen reaches 100%, c) Able to answering simple questions reached 92.85%, d) ) Mentioning known words reached 85.71%.

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