

The Use of Audio-Visual Media to Improve Early Childhood Language Development

Isnania Primastuty^{1*}, Tri Asmawulan²

^{1,2} Department of Early Childhood Teacher Education, Universitas Muhammadiyah Surakarta, Surakarta, Indonesia

Abstract

Early childhood, typically the developmental stage from birth to six years old, is often regarded as the “golden age” of human development. Children are expected to achieve significant developmental milestones across various domains during this formative period. Language development holds particular significance among these domains, as it empowers young children to effectively communicate their thoughts, feelings, and desires to parents, educators, and peers alike. Audio-visual media emerges as a potent tool in fostering language development from early childhood onward. This study aims to explore the impact of audio-visual media on young children’s language development, with a specific focus on KB Ar Rosyid Kartasura Sukoharjo. The research subjects comprise groups of 3 to 4-year-old children enrolled in the An Nahl class, totaling 20 participants, including 9 boys and 11 girls. This study uses a qualitative research approach to rely on human speech or writing and observable behavior as primary data sources. Data collection techniques encompass interviews, observations, and note-taking. The research findings from KB Ar Rosyid Kartasura Sukoharjo indicate that audio-visual media contributes positively to language development in young children.

Introduction Section

Children aged 0 to 6 years, often called the golden age, experience rapid growth and development. Research indicates that approximately 40% of human development occurs during this early period, encompassing physical health, intellectual abilities, social skills, and emotional security. This phase serves as the foundational stage for subsequent development and growth, laying the groundwork for future stages of development. Within this critical period, children are expected to attain optimal levels of ability across various developmental domains.

Early childhood development encompasses six key aspects: moral and religious values, cognitive development, physical motor skills, social-emotional development, language acquisition, and artistic expression. Early development is paramount, as it sets the stage for subsequent growth and is heavily influenced by learning and experiences. It is a dynamic process through which children progressively master higher levels of various developmental domains, with language development playing a pivotal role.

Language, as defined by the Big Indonesian Dictionary (KBBI), is a system of arbitrary sound symbols humans use for communication, interaction, and identification. It serves to convey ideas or thoughts from a sender to a recipient through verbal and non-verbal codes. Language encompasses various modalities, including spoken, written, and read forms, and functions as a symbol system for communication. It encompasses listening, speaking, writing, and reading skills as a fundamental interpersonal communication and cognitive development tool.

Language development is paramount for preschool children as it serves as a vital tool for communication, enabling them to express their thoughts, opinions, and desires to parents, teachers, and peers. This developmental process unfolds across two main stages: pre-linguistic (0-1 years old) and linguistic (1-6 years old). Scholars such as Dworetzsky P. John (1990) and Johan Amos Comenius (Kartini Kartono, 2007) have delineated these stages, emphasizing their significance in language acquisition during early childhood.

Children’s language development progresses with biological maturation and unfolds systematically as they age. The preschool period, typically from 1 to 6 years old, represents a critical phase for language acquisition (Purwo, 1997; Enny Zubaidah, 2004). Rapid technological advancements have introduced new avenues for promoting children’s language development in contemporary times. Audio-visual media, for instance, allows students to engage visually and audibly with content, facilitating practice and reinforcement of language skills (Nurhidayat et al., 2021). Digital media platforms offer opportunities for preschoolers to engage with letters and literacy activities, effectively enhancing their literacy skills (Merchant, 2007).

* Corresponding author: a520221026@student.ums.ac.id

Using audio-visual and digital media presents promising avenues for supporting language development in preschool children, bridging gaps in understanding and facilitating childhood literacy. Audio-visual media, characterized by sound and imagery, provides a comprehensive and optimal platform for delivering educational content to students. Broadcast media, a subset of audio-visual media, leverages sight and sound to disseminate information effectively.

Defined as a conduit for conveying ideas, opinions, and perspectives, broadcast media is an intermediary medium humans utilise to express and communicate thoughts to their intended audience. By incorporating auditory and visual elements, audio-visual media enriches the learning experience, engaging multiple sensory modalities to reinforce language acquisition and comprehension in young children.

In this study, researchers endeavored to harness the potential of audio-visual media to enhance language development in preschool children. By leveraging the synergistic interplay of audio and visual elements, audio-visual media holds promise as a dynamic and immersive platform for promoting language acquisition and fostering early literacy skills in young learners.

Table 1. Stages of language development for children from 3 to 4 years old according to STPPA (Standar Tingkat Pencapaian Anak) PAUD/ Children’s Achievement Level Standards.

Standard Achievement Lele’s for Children Aged 3 to 4 years old	
Understand language	<ol style="list-style-type: none"> 1. Pretend to read a picture story from a book in your own words. 2. It begins to understand two commands given at the same time; for example, it takes a toy from the table and gives it to the caregiver or educator.
Express language	<ol style="list-style-type: none"> 1. Start expressing your desires by saying simple sentences (6 words) 2. Start telling your experiences with simple stories.

Research Method

The research methodology employed for this review article is qualitative. The qualitative methodology entails a research approach that yields descriptive data, manifesting in human speech or text and observable behaviours (Moleong, 2012). In qualitative research, the involvement and engagement of researchers in the field hold paramount importance, as the researcher serves as the primary instrument for data collection within authentic real-life settings (Moleong, 2012). This approach underscores a contextual and holistic understanding of individuals. Thus, in qualitative inquiry, individuals or organisations are not isolated as mere variables or hypotheses but are perceived as integral components of a broader context (Rosyid Ridho & Markhamah, 2015).

This study was conducted at KB Ar Rosyid Kartasura Sukoharjo, with research activities scheduled for October 2023. The study subjects comprise groups of children aged 3-4 years, specifically those enrolled in the An Nahl classroom, totaling 20 children, inclusive of 9 boys and 11 girls. The data collection techniques employed in this study encompassed interviews, observations, and note-taking. Data analysis was conducted utilising Milles and Huberman’s interactive analysis model (Rohidi, 1999), comprising data collection, reduction, presentation, and conclusion. Observation is an indispensable tool for advancing scientific knowledge (Denzin & Lincoln, 2009), as posited by Johnson (1975), who asserts that observation is accessible to all, from rudimentary forms to more intricate levels.

Observational methods in each research endeavour vary depending on contextual factors, exigencies, and research objectives (Santana, 2007). Qualitative observation, distinct from its quantitative counterpart, serves the purpose of contextual understanding, as elucidated by Gerdner C.B (1988), delineating between objective interpretation, interactive interpretation, and well-founded interpretation. Babbie (1986) underscores the strengths of qualitative observation in specification, imitation, and generalization.

Further expounding on the function of observation, Rahmat (2005) delineates its roles in the description, augmentation, and provision of generalizable data. Augmentation entails observations that enrich the scientific understanding of the social phenomena under investigation through research techniques. At the same time, generalizable data pertains to any research activity eliciting responses or reactions from the observed subjects, thereby enabling researchers to formulate overarching conclusions.

Scientific data and references are meticulously collected, analysed, and scrutinised to derive cogent conclusions, which form the crux of discussion within this review article. The presentation of data and references in this review assumes a

theoretical stance, drawing from diverse sources on psycholinguistics and the utilisation of audio-visual media in the language development of young children.

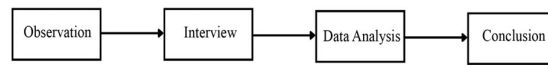


Figure 1. Flow of research stages.

Result and Discussion

Result

The study was conducted at KB Ar Rosyid Kartasura Sukoharjo, with research activities slated for October 2023. The research cohort comprised 20 children enrolled in the An Nahl class playgroup of 9 boys and 11 girls. Regarding research outcomes, researchers could extrapolate insights from observations made during learning sessions and interviews conducted with educators and students, bearing in mind that researchers diligently documented activities pertinent to the research. Initial measures entailed ensuring the availability of all requisite tools and materials essential for the research, including televisions, DVD players, and flash disks containing pertinent videos.



Figure 2. Tools and materials.

In the initial activity (depicted in Picture 3), students view the provided video content. They enjoy the freedom to choose their seating arrangements. During this phase, students immerse themselves in educational materials related to environmental themes and various sub-themes pertaining to different household sections through audio-visual media. Following the video screening depicted in Figure 4, students articulate their interpretations of the video content in their own words.



Figure 3. Students watch videos with the theme of my environment and sub-themes of parts of the house.



Figure 4. Students retell the content of the video using simple sentences.

Subsequently, the researcher interviewed educators and selected students from the An Nahl class at KB Ar Rosyid Kartasura Sukoharjo. Interviewing constitutes a communicative and interactive process aimed at eliciting information through a dialogue comprising questions and responses between the researcher and the information provider or research subject. To ensure the efficacy of the interview process, several steps were meticulously followed, as delineated by Yunus (2010):

- 1) Introduction: The researcher commenced by introducing themselves.
- 2) Purpose Clarification: The researcher elucidated the purpose behind their visit.
- 3) Material Explanation: The interview material was comprehensively explained.
- 4) Inquiry: Questions pertinent to the research were posed.

Throughout the interview sessions, the researcher posed inquiries to educators and students, diligently recording notes and transcribing the interview activities' outcomes.

Table 2. This summarizes the result of the researcher's interview with educators and KB Ar Rosyid Kartasura Sukoharjo students.

Interview with educators	
Question	Answer
Do you feel comfortable using audio visual media as a learning media? What is the reason?	Yes, of course, it is very comfortable because it is easy to use and practical.
Is audio visual media easy to find around the school environment?	Yes, it is very easy to find material for videos because of the development of technology in social media and the internet.
Can audio visual media improve children's language development?	Yes, of course, because when children see the video it feels fun and it makes an impression on the child's mind and increases the child's vocabulary
In the future, will you apply learning using loose parts media? Why?	Yes, of course audio visual media is very easy to use, practical, easy to find materials, and attracts children's interest in learning

How do you feel when studying with audio visual media?	Ayra “very happy” Almahdi “happy” Xhaka “relly like”
Is audio visual media an interesting medium?	Ayra “good, veru funny” Almahdi “funny” Xhaka “really like”

Discussion

Childhood, particularly from 0 to 6 years old, constitutes a pivotal phase wherein children become increasingly receptive to various stimuli. A proficient teacher employs diverse methods, recognising that no single approach universally suits all subjects (Junita Dwi Wardhani, Sri Katoningsih, Tri Asmawulan & Mahaeswari, 2023). In this study, as the teacher-instructor prepared tools and materials, children demonstrated heightened curiosity, actively seeking clarification on the activities unfolding before them. It is worth noting that each child’s sensitive period and developmental trajectory are unique (Heny Friantary, 2020). Children undergo multifaceted developmental changes encompassing physical, motor, cognitive, linguistic, social, and emotional domains. Concurrently, they exhibit a burgeoning interest in their surroundings, embark on a journey of self-discovery, and gradually learn to recognise and regulate their emotions (Latipah, E., Cahyo, H., Kistoro, A., & Putranta, 2020).

The developmental trajectory of preschoolers assumes paramount significance as it profoundly shapes their future (Sri Slamet, 2021). Hence, optimising stimulation and fostering holistic development during early childhood assumes critical importance. Central to this developmental panorama is language acquisition. Depdiknas (2003) expounds upon the multifaceted advantages of language development in young learners. Language serves as a conduit for interpersonal communication, enhances individual intellectual capacity, and empowers students to articulate their feelings and opinions confidently. According to Hurlock (1978), language facilitates conveying emotions and thoughts through symbolisation, thereby imbuing communication with meaning. Language, as elucidated by Syamsu Yusuf LN. (2007) serves as a medium for interpersonal communication, facilitating the exchange of ideas and sentiments among individuals.

From the diverse definitions of the language aforementioned, it can be surmised that language embodies a communicative tool utilising sound systems, lexicons, and patterns to convey thoughts and ideas. The rapid evolution of information technology in contemporary society profoundly impacts various facets of life, including childhood development, which increasingly leverages audio-visual media (D. L. Fithri and D. A. Setiawan, 2017).

Audio-visual media comprises tools designed for projecting dynamic images and accompanying sounds. The amalgamation of visual and auditory elements engenders characteristics akin to the original subject (AH Sanaky, 2010). According to Hermawan, H.A. (2007), audio-visual media epitomises a contemporary educational avenue in light of globalization and technological advancements. Leveraging audio-visual media enhances the efficacy and comprehensiveness of delivering learning content to students. Moreover, within certain parameters, media can assume the roles and responsibilities traditionally attributed to teachers or educators.

In this study, audio-visual media affords students direct auditory and visual engagement. Consequently, throughout the learning process, students read and directly perceive and comprehend content through presented videos. Adopting audio-visual media streamlines family planning educators’ tasks at KB Ar Rosyid Kartasura Sukoharjo and proves convenient and user-friendly. Furthermore, with the advent of social networks and the internet, educators find it considerably easier to procure materials for video creation (Adri, 2007). The ubiquity of the internet enables educators to access requisite information anytime, anywhere.

The delivery of educational material via video offers a novel learning experience for students, as underscored by Agung Setiawan (2019), who posits that audiovisual-based digital learning media represents a strategic initiative to foster innovative learning experiences. Previously, students’ learning activities were often monotonous, primarily reading, which could swiftly engender boredom and disinterest. Presently, students engage in learning through diverse modalities; including sound, imagery, and motion in video content invigorates the learning atmosphere, catalysing students’ active participation and enthusiasm. Additionally, this medium empowers students to pose questions directly concerning aspects they find perplexing.

To ensure students grasp the studied material effectively (Nurhidayat, Sri Katoningsih, Ratnasari Dwi Utami, Windri Maryana & Yasir Sidiq, Dwega Irfadhila, 2021), research findings indicate a more vibrant learning atmosphere, with students demonstrating increased engagement and resilience against boredom or fatigue (Fatmawati, Yusrizal, & Marhamah Hasibuan, 2021). Audio-visual media can stimulate language development in young children, as observed in the heightened language proficiency among children at KB Ar Rosyid Kartasura Sukoharjo after exposure to audio-visual materials. Children exhibit enhanced linguistic capabilities, manifested through acquiring new vocabulary, comprehension of instructions on household items, and articulation of desires through simple phrases. When prompted to share their experiences and insights regarding the viewed content, children effectively meet the STPPA indicators (Kemendiknas, 2009) suitable for their age range of 3 to 4 years. These indicators include narrating illustrated stories in their own words, comprehending and executing dual instructions, expressing desires through simple sentences (e.g., “I want to play”), and recounting personal experiences through simple narratives.

Conclusion

Based on the findings and discussions from the research above, it is evident that audio-visual media holds immense potential for enhancing language development, particularly in young children. This medium amalgamates sound and imagery and provides a captivating and enriching learning experience. Referred to as auditory visual media, audio-visual resources offer a comprehensive and optimal platform for delivering educational content to students. Moreover, as attested by researchers, the utilisation of audio-visual media is convenient, user-friendly, and readily accessible, courtesy of technological advancements epitomized by social media and the internet. Furthermore, audio-visual media exerts a magnetic pull on children's attention, offering access to otherwise elusive educational materials and fostering a more enjoyable learning environment. Consequently, students are less prone to experiencing boredom or fatigue, enhancing their overall engagement and receptivity to learning.

References

- Adri, M. (2007). Pemanfaatan Internet sebagai Sumber Pembelajaran. Makalah Dalam Rangka Semiloka Pengembangan Model Pembelajaran Berbasis Teknologi Informasi FT Padang.
- Afifah Fatihakun Ni'mah Wahidah & Eva Latipah. (2021). Pentingnya Mengetahui Perkembangan Bahasa Anak Usia Dini Dan Stimulusnya. *Jurnal Pendidikan*, 4(1), 44–62. <https://journal.uinsgd.ac.id/index.php/japra/article/view/10940/pdf>
- Agung Setiawan, dkk. (2019). Implementasi Media Game Edukasi Quizizz Untuk Meningkatkan Hasil Belajar Matematika Materi Sistem Persamaan Linear Tiga Variabel Kelas X Ipa 7 Sma Negeri 15 Semarang Tahun Pelajaran 2019/2020. Seminar Nasional Edusaintek.
- AH Sanaky, H. (2010). *Media Pembelajaran*. Buku Pegangan Wajib Guru Dan Dosen. Yogyakarta: Kaukaba Dipantara.
- Angraini, V., Yulsyofriend, Y., & Yeni, I. (2019). Stimulasi Perkembangan Bahasa Anak Usia Dini Melalui Lagu Kreasi Minangkabau Pada Anak Usia Dini. *Pedagogi: Jurnal Anak Usia Dini Dan Pendidikan Anak Usia Dini*. <https://doi.org/10.30651/pedagogi.v5i2.3377>
- Arsyad, A. (2010). *MEDIA PEMBELAJARAN*. Jakarta: Rajawali Press.
- Aulia Setyaningsih & Sri Katoningsih. (2022). Installation Of Language In Communicating Early Children Age 5-6 Years. *Early Childhood Research Journal (ECRJ)*, 4(2), 68–70.
- Babbie, E. (1986). *Observing Ourselves: Essays in Social Research*, USA: Weveland Press.
- D. L. Fithri and D. A. Setiawan. (2017). Analisa Dan Perancangan Game Edukasi Sebagai Motivasi Belajar Untuk Anak USia Dini. *Simetris Jurnal Tek. Mesin, Elektro Dan Ilmu Komput.*, Program Studi Sistem Informasi Universitas Muria Kudus.
- Denzin & Lincoln. (2009). *Handbook of Qualitative Research*. Yogyakarta : Pustaka Pelajar.
- Dworetzsky P. John. (1990). *Introduction to Child Development*. West: Publishing Company.
- Enny Zubaidah. (2004). PERKEMBANGAN BAHASAANAK USIA·DINI DAN TEK1aKPERKEMBANGANNYADISEKOLAH Oleh: Enny Zubaidah. *Cakrawala Pe.Didih.*, 3(c), 459–479.
- Erisa Kurniati. (2017). Perkembangan Bahasa Pada Anak Dalam psikologi Serta Implikasinya Dalam Pembelajaran. *Jurnal Ilmiah Universitas Batanghari Jambi*. <https://doi.org/10.33087/jiubj.v17i%0A3.401>
- Fatmawati, Yusrizal, & Marhamah Hasibuan, A. (2021). Pengembangan Media Pembelajaran Berbasis Aplikasi Android Untuk Meningkatkan Hasil Belajar Ips Siswa. In *Esj (Elementary School Journal)*.
- Fitria, N. "Aini. (2019). Penerapan Metode Bercerita Untuk Meningkatkan Kemampuan Bahasa Anak Kelompok A RA Muslimat NU 26 Malang. *Jurnal Dewantara*. <http://riset.unisma.ac.id/index.php/%0Ajd/article/view/1821>
- Gabriela, N. D. P. (2021). Pengaruh Media Pembelajaran Berbasis Audio Visual Terhadap Peningkatan Hasil Belajar Sekolah Dasar. *Mahaguru: Jurnal Pendidikan Guru Sekolah Dasar*, 2(1), 104–113. <https://doi.org/10.33487/mgr.v2i1.1750>
- Gerdner C.B. (1988). *Access Information: Public Lies and Privat Peril*, Social Problem.
- Heny Friantary. (2020). *Perkembangan Bahasa Pada Anak Usia Dini*. 1.
- Hermawan, H.A, D. (2007). *Media Pembelajaran Sekolah Dasar*. Bandung : Upi Press.
- Hurlock, E. . (1990). *Psikologi Perkembangan Edisi 5*. Jakarta:Erlangga.
- Johnson, J. (1975). *Doing Field Research*, Newyork: Free Press, 1975.
- Junita Dwi Wardhani , Sri Katoningsih, Tri Asmawulan, N. M. N., & Mahaeswari, A. C. (2023). Penguatan Keterampilan dengan Stimulasi Literasi Berbasis TIK bagi Guru Ikatan Guru Aisyiyah Bustanul Athfal (IGABA) Kartasura. *Buletin KKN Pendidikan*.
- Kartini Kartono. (2007). *Psikologi Anak*. Bandung: CV.Bandar Maju.
- Kemendiknas. (2009). *Peraturan Menteri Pendidikan Nasional Nomor 58 Tahun 2009 tentang Standar PAUD*. Jakarta: Kemendiknas.
- Kholilullah, Hamdan, H. (2020). www.ejournal.annadwahkualatungkal.ac.id 75 | P g e. *Perkembangan Bahasa Anak Usia Dini*, 10(Juni), 75–94.

- Latipah, E., Cahyo, H., Kistoro, A., & Putranta, H. (2020). The Effects of Positive Parenting toward Intolerance in Preschool Children. *International Journal of Early Childhood Special Education (INT-JECSE)*.
- Merchant, G. (2007). 'Digital writing in the early years', in J. Coiro, M. Knobel, C. Lankshear & D. Leu (Eds.). *New Literacies Research Handbook*. Mahwah, NJ: Lawrence Erlbaum.
- Moleong, L. (2012). *Metodologi Penelitian Kualitatif*. Bandung: Remaja Rosdakarya.
- Mulianah Khaironi. (2020). Konsep Perkembangan Anak Usia Dini. *Early Childhood Islamic Education Journal*, 1(1), 92–105.
- Mulyadi, Febry Fahreza, dan R. J. (2018). PENGGUNAAN MEDIA AUDIO VISUAL UNTUK MENINGKATKAN PRESTASI BELAJAR PADA PEMBELAJARAN IPS SISWA KELAS V SDN LANGUNG. *Jurnal Visipena*, 9(1), 430–439.
- Nurhidayat, Sri Katoningsih, Ratnasari Dwi Utami, Windri Maryana, N. I., & Yasir Sidiq, Dwega Irfadhila, H. S. (2021). Pemanfaatan Media Audio Visual dalam Pembelajaran Daring Materi IPA Siswa SD Kelas Rendah. *Buletin KKN Pendidikan*, 3.
- Omayya M. Al-Hassan. (2018). Developments of early childhood education in Jordan. *Early Years*, 38(4), 351–362.
- Purwo, B. K. (1997). *Pelba 10*. Jakarta: Lembaga Bahasa Unika Atmaja Jaya. Jakarta. Hlm. 2.
- Qonitah Faizatul Fitriyah, Utama, Anindya Desy Pinastika Putri, N. R. A. (2023). Pengembangan Media Critical Smart Bounding pada Perilaku Online Anak di TK Aisyiyah Kartasura. *Jurnal Obsesi: Jurnal Pendidikan Anak Usia Dini*.
- Rahmat, J. (2005). *Metode Penelitian Komunikasi*, Bandung: PT. Rosdakarya.
- Rohidi, T. (1999). *Analisis Data Kualitatif*. Jakarta: UI Press.
- Rosyid Ridho, Markhamah, & D. (2015). Pengelolaan pembelajaran pendidikan anak usia dini (paud) di kb “cerdas” kecamatan sukorejo kabupaten kendal. 3, 59–69.
- Santana, S. K. (2007). *Menulis Ilmiah: Metode Penelitian Kualitatif*, Jakarta: Yayasan Obor Indonesia.
- Sistem, D. (2003). Undang-undang RI No.20 tahun 2003.tentang sistem pendidikan nasional.
- Sri Slamet. (2021). Stimulasi Perkembangan Anak Usia Dini Melalui Kegiatan Mewarnai dan. 24(1), 59–68.
- Susanti Etnawati. (2022). Implementasi Teori Vygotsky Terhadap Perkembangan Bahasa Anak Usia Dini. *Jurnal Pendidikan*, 22(2), 130–138.
- Syamsu Yusuf LN. (2007). *Psikologi Perkembangan Anak Dan Remaja*. Bandung: Remaja Rosdakarya.
- Yunus, H. S. (2010). *Metodologi Penelitian Wilayah Kontemporer*. Yogyakarta: Pustaka Pelajar.