



# Improving Language Skills Through Storytelling Method with Audio Visual Media in Group a Early Childhood Department

Sariyati<sup>1,2</sup> and Junita Dwi Wardhani<sup>1</sup>(✉)

<sup>1</sup> Faculty of Teacher Training and Education, Muhammadiyah University of Surakarta,  
Surakarta, Indonesia

[jdwi126@ums.ac.id](mailto:jdwi126@ums.ac.id)

<sup>2</sup> Kindergarten Desa Sraten 02, Gatak, Sukoharjo, Indonesia

**Abstract.** This study aimed to: 1) develop language skills in children; 2) provide fun learning through storytelling method using audio-visual media in Early Childhood Department Group A. The research method was carried out by classroom action. The research subjects were students, consisting of 16 children, in Early Childhood Department. The data analysis technique used was descriptive percentage and descriptive activities of students. The results showed that the language skills achieved by the students of group A Early Childhood Department increased more than before where the average child's language development only reached 28%, but after the practice of classroom action research through the storytelling method using audio-visual media, in the first cycle experienced an increase of 40%, therefore re-examination was carried out so that in the second cycle it increased to 92%, where the level of achievement has met the research target of 85%. Likewise, teachers are easier to convey storytelling methods, and provide learning which are fun. Based on the results of this study indicate that: learning through the storytelling method with audio-visual media can be said to be successful in order to improve children's language skills, it is recommended that all teachers can provide storytelling activities with the help of audio-visual media so that it can attract and please children.

**Keywords:** Language · Skills · Children

## 1 Introduction

Development is a process of change in which children learn to master higher levels of various aspects. One of the important aspects in child development is the aspect of language development. Language is a system of symbols used to communicate with other people [1].

Language skills development includes four aspects, the ability to listen, speak, read, and write. Ability to pronounce articulation sounds of words to express, and convey thoughts, ideas, and feelings [2]. According to Jamaris in Susanto, the characteristics of the vocabulary mastery of children aged 5–6 years, children are able to pronounce

more than 2,500 vocabularies, are interested in using new words, are able to repeat 6–8 vocabularies that have just been heard, participate in a conversation, ask a lot of questions, and very talkative [3]. Both articulations are not clear, early childhood is difficult to pronounce certain words and certain combinations of sounds and letter, which causes children to sound like slurred. The development of speaking skills of children aged 5–6 years in the articulation aspect is being able to pronounce words clearly and fluently [4]. Meanwhile, according to Ferliana, children pronounce all sounds/phonemes correctly [5].

In this study, the aspects that are observed and measured are in improving children's speaking skills, vocabulary mastery, articulation, and sentence structure. [6] Storytelling is one of the productive language skills which means generating ideas and thoughts [7].

Media are classified into three types, namely audio media that can convey messages through sound or voice, visual media that can convey messages visually through sight, and audio-visual media that can convey messages through hearing (sound) and sight. Audio visual media can be in the form of TV, VCD, computer, radio, and Tape [8–10].

Therefore, the researcher also wants to do class action in group A Early Childhood Department, with the hope that it can make improvements and can improve children's language, one of which is by using the storytelling method with video and Audio Visual media, with this method it is expected that learning activities are meaningful and fun. And it is no longer boring for children, with the method and use of these media, it is hoped that children's language skills are achieved well.

## 1.1 Audio Visual and Language

### 1.1.1 Language

According to the Oxford Advanced Learner Dictionary, language is a system of sounds, words, patterns used by humans to communicate through thoughts and feelings. Meanwhile, according to Hurlock's view, language is a means of communication by symbolizing thoughts and feelings to convey meaning to others. Syamsu Yusuf said that language is a means of communicating with other people. In this sense, it includes all ways to communicate, where thoughts and feelings are expressed in the form of symbols to express an understanding [11].

According to Syamsu Yusuf, language development is closely related to the development of children's thinking. The development of the mind begins at the age of 1,6–2 years, which is when the child can compose sentences of two or three words. [11]. Meanwhile, according to Mulyani Sumantri and Nana Syaodih, language development is divided into two major periods, there are the Prelinguistic period (0–1 years) and Linguistics (1–5 years). This linguistic period begins when the child utters the first words. The development of children's language, especially the age of 5–6 years seen from the aspects of its development are as follows: [12].

1. Developmental aspects of receiving language: understanding several commands simultaneously, repeating more complex sentences in the title of the story, understanding the rules that apply at home and at school.
2. Aspects of uttering language: answering more complex questions in the title of the story, mentioning groups of pictures that have the same sound, communicating orally;

able to answer questions posed, have a vocabulary and recognize symbols for preparation for reading, writing, and arithmetic; able to name and number of characters in the story compose simple sentences in complete structure (main sentence-predicate-description); have more words to express ideas to others; continue some of the stories/fairy tales that have been heard.

3. Aspects of literacy development: mentioning known letter symbols; recognize the sound of the initial letters of the names of objects around them; mention groups of pictures that have the same initial letter sound; understand the relationship between sound and forms; read own name; write your own name.

Therefore, the three aspects mentioned above are very influential on the development of children's language skills, children's language development can be stated to develop optimally if: children can receive and express language well, and can recognize and understand literacy well.

### 1.1.2 Audio Visual Media

Media is the plural form of the word medium. This word comes from Latin which literally means intermediary or introduction [13, 14] Sadiman said that the media is something that is used to transmit messages from the sender to the recipient so that it can stimulate the thoughts, feelings, interests, and attention of students so that the learning process occurs.

Media as quoted in the Kamus Besar Bahasa Indonesia are (1) tools; (2) means of communication such as newspapers, magazines, radio, television, films, posters, and banners; (3) which lies between the two parties; (4) intermediary, liaison [15] Meanwhile, in Kamus Kata Serapan, media is an object/tool/means, which is an intermediary to deliver something [16].

Media refers to something that delivers/forwards information (messages) between the source (messenger) and the recipient of the message. In the world of education, the source (messenger) is the teacher, the recipient of the message is the student, while the information (message) is the subject matter that the teacher must convey to students [17]. Media is human material that builds conditions that enable students to acquire knowledge, skills, and attitudes [18].

In this definition, teachers, textbooks, and the school environment are media. More specifically, the notion of media in the teaching and learning process tends to be defined as graphic, photographic, or electrical tools for capturing, processing, and rearranging visuals and verbals. One type of teaching media is audio-visual media. According to Sanaky Hujair, "audio-visual media is a set of tools that can project images and sounds". Tools that include audio-visual media, for example television, video-VCD, sound slides, and films [19].

Audio visual media is a media consisting of visual media that is synchronized with audio media, which is very possible to establish two-way communication between teachers and students in the teaching and learning process. Audio-visual media is also a mutually supportive combination of images and sound, which is able to arouse feelings and thoughts for those who watch. Examples of audio-visual media are sound slides, television, films, and so on. The types of audio-visual media consist of software, namely

information materials contained in sound slides, television tapes, films, and hardware, namely all technical equipment that allows software to be enjoyed, for example tapes, projectors, slides, and film projectors [14].

The audio-visual media has advantages as follows:

1. Overcoming the limited experience possessed by students, the experience of each student is different, determined by family and community factors. These differences are things that are not easy to overcome if in teaching the teacher only uses verbal language because students are difficult to bring to the object of the lesson. By presenting audio-visual media in class, all students can enjoy it.
2. Transcending the boundaries of space and time. Not all things can be experienced directly by students, this is caused by: 1) objects that are too large such as mountains or objects that are too small such as bacteria, with the help of audio-visual media we can display them in class; 2) movements that are too slow, such as the movement of amoeba or movements that are too fast, such as the movement of clouds, can be followed by presenting audio-visual media in the classroom; (3) obstacles to studying seasons, climate, and geography, for example the process of the formation of the earth, can be presented in class with the help of audio-visual media.
3. Allows direct interaction between students and their environment. For example, when the teacher explains about a volcano erupting, if it is conveyed in verbal language, direct contact between students and the object will be difficult, so audio-visual media is needed to present the real situation of the object to create a deep impression on students. Rinanto also added that in addition to accelerating the learning process, with the help of audio-visual media, it was able to quickly increase the level of intelligence and change passive and static attitudes towards active and dynamic attitudes [14].

## 2 Research Method

This research used classroom action research (CAR), carried out in the form of a two-stage cycle assessment process, namely: Planning Stage, Action Stage, Observation and Reflection. The CAR model according to Kemmis and Taggart consists of 4 components, including: planning, action, observation and reflection.

The CAR model that the researcher used in this research was the spiral model from Kemmis and Taggart (1988), in the Class Action Research method book, which is as follows: All activities from cycles I, and II are carried out with the planning, action stages, observation and reflection [20]. The planning stages include making learning tools, preparing research facilities and infrastructure and determining performance indicators. The research instrument was a tool used to measure the value of the variable [21]. This study used the main instrument, that was the observation sheet.

This Classroom Action Research was conducted in Early Childhood Department in group A with a total of 16 children. In this study used content validity. Content validity is the validity of the instrument related to the ability of an instrument to measure the content (concept) to be measured. Here the researcher had determined the indicators and sub-indicators based on the variables to be examined using a research Likert scale and giving weights or equated with quantitative values of 4 (best), 3 (good), 2 (less), 1 (poor).

This research included quantitative and qualitative research. Quantitatively the data collected were analyzed descriptively by percentage. The rate of change that occurs is measured in percent. The number of children who are able to achieve the success indicator is divided by the total number of children studied multiplied by one hundred percent, then the percentage of the success rate of the action is known. This can be known by the formula:

$$P = \frac{N}{A} \times 100\%$$

Information:

P = Percentage rate of change

N = Score obtained

A = Number of children

While qualitatively explaining the activities of children and teachers obtained through observation, interviews and performance in ongoing research. Indicators of success in this study if at least 85% of the number of students completeness criteria that have been determined by the researcher. Children who have scored 4 means that they have met the criteria for complete completion, while children who are able to achieve the criteria with a value of 3 mean the child has met the criteria for completion, then for children who have scored 1 and 2, it means that the child has not reached the criteria for completion and the expected indicator aspects cannot be reached by children. The 85% success rate was obtained from children who scored 4 and 3.

### **3 Results and Discussion**

#### **3.1 Research Results Before Action**

The results obtained by classroom action research procedures through learning with storytelling methods with the help of audio-visual media in an effort to improve the language development of group A students of Early Childhood Department can be described as follows. Observations were carried out on the RKH planning program or daily activity plans. The focus of observation is on planning programs that aim to assist children's development in an effort to improve language. The result of the next observation is an evaluation before the action of storytelling activities with audio-visual media (Table 1).

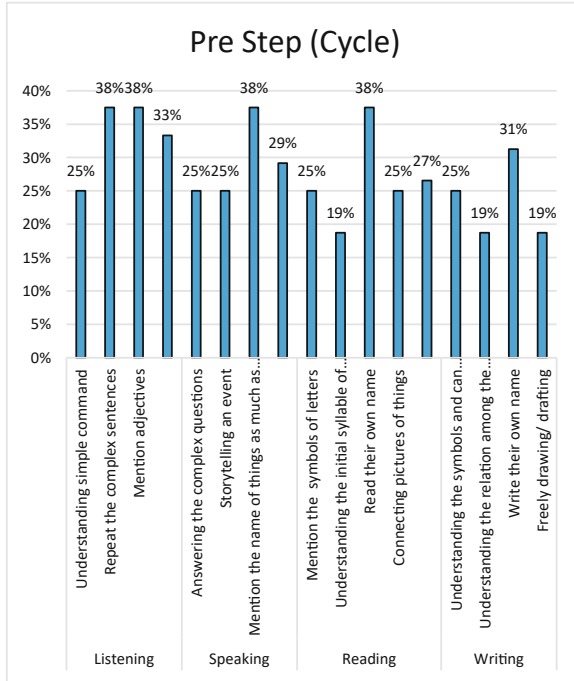
**Table 1.** The Results of Observation Language Skills by Storytelling Method with Audio Visual Media Before The Action in Group A Early Childhood Department

Characteristics	Indicators	Results				Completion	%
		1	2	3	4		
Listening	Understanding simple command	3	4	5	4	4	25%
	Repeat the complex sentences	2	4	4	6	6	38%
	Mention adjectives	4	3	3	6	6	38%
Speaking	Answering the complex questions	5	4	3	4	4	25%
	Storytelling an event	3	6	3	4	4	25%
	Mention the name of things as much as possible	3	3	4	6	6	38%
Reading	Mention the symbols of letters	6	2	4	4	4	25%
	Understanding the initial syllable of things around them	7	4	2	3	3	19%
	Read their own name	4	2	4	6	6	38%
	Connecting pictures of things	3	6	3	4	4	25%
Writing	Understanding the symbols and can write the letter and numbers	7	3	2	4	4	25%
	Understanding the relation among the sound and its features	7	5	1	3	3	19%
	Write their own name	5	3	3	5	5	31%
	Freely drawing/drafting	6	4	3	3	3	19%

## Score Description:

- 1 = poor
- 2 = less
- 3 = good
- 4 = best

The results of pre-cycle observations are also shown in the chart below.



It is shows that in each indicator shows the percentage below 50% which does not even meet the minimum percentage of 85%. This means that the language skills of the children of group A are not good. Therefore, the researcher carried out the first cycle of action. With the following results:

### 3.2 Research Results After First Cycle (Steps)

Table 2 the Results of Observation Language Skills by Storytelling Method with Audio Visual Media After First Cycle in Group A Early Childhood Department.

**Table 2.** The Results

Characteristics	Indicators	Results				Completion	%
		1	2	3	4		
Listening	Understanding simple command	2	2	4	8	8	50%
	Repeat the complex sentences	1	1	6	8	8	50%
	Mention adjectives	2	1	5	8	8	50%

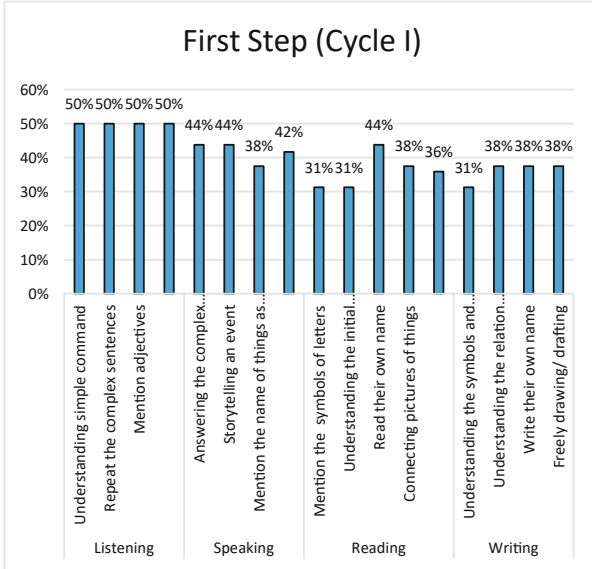
(continued)

**Table 2.** (continued)

Characteristics	Indicators	Results				Completion	%
		1	2	3	4		
Speaking	Answering the complex questions	2	3	4	7	7	44%
	Storytelling an event	1	3	5	7	7	44%
	Mention the name of things as much as possible	2	3	5	6	6	38%
Reading	Mention the symbols of letters	3	3	5	5	5	31%
	Understanding the initial syllable of things around them	3	3	5	5	5	31%
	Read their own name	1	2	6	7	7	44%
	Connecting pictures of things	1	4	4	6	6	38%
Writing	Understanding the symbols and can write the letter and numbers	3	3	5	5	5	31%
	Understanding the relation among the sound and its features	2	3	5	6	6	38%
	Write their own name	2	2	6	6	6	38%
	Freely drawing/drafting	2	2	6	6	6	38%

The results of First-cycle observations are also shown in the chart below.





Based on the data above, it can be seen that there are 50% of students who understand some simple commands, 50% repeat more complex sentences, 50% can mention some adjectives, can answer more complex questions 43.75%, can tell a story cause and effect 43.75%, 37.5% can name as many objects as possible, 31.25% can read symbols, 31.25% can recognize initial letters, 43.75% can read one’s own name, can connect pictures with words there are 37.5%, can recognize numbers 31.25%, can understand between sounds and shapes there are 37.5%, can write their own names 37.5%, can make free pictures 37.5%.

Based on the percentage data above, the researcher was not satisfied with the results achieved, then the researcher conducted classroom action research again in the second cycle.

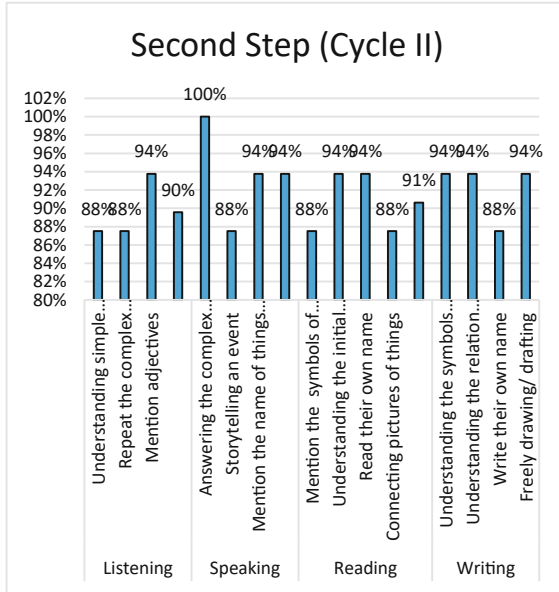
### 3.3 Research Results After Second Cycle (Steps)

Table 3 the Results of Observation Language Skills by Storytelling Method with Audio Visual Media After Second Cycle in Group A Early Childhood Department.

**Table 3.** The Results Second Cycle

Characteristics	Indicators	Results				Completion	%
		1	2	3	4		
Listening	Understanding simple command	0	0	2	14	14	88%
	Repeat the complex sentences	0	0	2	14	14	88%
	Mention adjectives	0	0	1	15	15	94%
Speaking	Answering the complex questions	0	0	0	16	16	100%
	Storytelling an event	0	0	2	14	14	88%
	Mention the name of things as much as possible	0	0	1	15	15	94%
Reading	Mention the symbols of letters	0	0	2	14	14	88%
	Understanding the initial syllable of things around them	0	0	1	15	15	94%
	Read their own name	0	0	1	15	15	94%
	Connecting pictures of things	0	0	2	14	14	88%
Writing	Understanding the symbols and can write the letter and numbers	0	0	1	15	15	94%
	Understanding the relation among the sound and its features	0	0	1	15	15	94%
	Write their own name	0	0	2	14	14	88%
	Freely drawing/ drafting	0	0	1	15	15	94%

The results of Second-cycle observations are also shown in the chart below.



In the learning process in cycle II with storytelling activities with audio-visual media in an effort to develop language, 87.5% can understand simple commands, 87.5% can repeat more complex sentences, 93.75% can mention some adjectives, 100% can answer more complex questions, 87.5% can tell of causal events, 93.75% can mention as many names of objects around him, 87.5% can mention the symbols of letters that are known, 93.75% recognize initial syllables, 93.75% can read own name, 87.5% can connect pictures of objects with words, 93.75% recognize symbols can write letters, 93.75% understand between sounds and shapes, 87.5% can write their own name, can draw freely 93.75%. The learning outcomes have reached the mastery of classical learning.

The use of the storytelling method with audio-visual media in learning in group A Early Childhood Department was carried out for two cycles, where the results of the research can be seen in the table of research results in cycles I, and II, in the description above it can be seen that the results of the study showed the development of language to 100%, when the researcher used the storytelling method using audio-visual media. In the Table 4, it can be seen the average language ability of children from pre-cycle to cycle II.

The observation above, described on this below chart.

**Table 4.** The Results Second Cycle

	Percentage
Pre Cycle	28%
Cycle I	40%
Cycle II	92%

Based on the implementation of the activities carried out in cycle II, it was found that the child's ability to develop language had increased as expected. Obtained the following advantages:

1. Children's activities are quite good as evidenced by the cooperation of children in doing tasks or activities given by the teacher, a fun learning system for children, so that children easily socialize with other friends.
2. Children's learning motivation has improved very well, it is shown that children who are not used to expressing their ideas are now able to express their ideas through storytelling, and children can understand the explanations from the teacher.
3. Teachers can be more innovative in providing methods to students.

## 4 Conclusion

The children of Group A Early Childhood Department are easier to communicate with, express their opinions and are able to accept language as a source of information through the storytelling method using audio-visual media. Based on observations from cycles I and II, it can be concluded that the storytelling method with audio-visual media can improve the language skills of the students.

## References

1. Santrock, Life-Span Development. Jakarta: Erlangga, 2002.
2. Suhartono, Pengembangan Keterampilan Bicara Anak Usia Dini. Jakarta: Depdiknas, 2005.
3. A. Susanto, Perkembangan Anak Usia Dini. Jakarta: Kencana Prenada Media, 2011.
4. E. Syaodih, Bimbingan di Taman Kanak-kanak. Jakarta: Depdiknas, 2005.
5. Ferliana, Meningkatkan Kemampuan Berkomunikasi Aktif pada Anak Usia Dini. Jakarta: PT. Luxima Metro Media, 2015.
6. Hurlock, Perkembangan Anak Jilid I. Jakarta: Erlangga, 1978.
7. Y. Mulyati, Keterampilan Berbahasa Anak Usia Dini. Jakarta: Universitas Terbuka, 2008.
8. D. Nurbiana, Metode Pengembangan Bahasa. Jakarta: Universitas Terbuka, 2008.
9. B. Zaman, Media dan Sumber Belajar. Jogjakarta: Ombak, 2009.
10. Hasnida, Media Pembelajaran Kreatif. Jakarta: Erlangga, 2015.
11. S. Yusuf, Psikologi Perkembangan Anak. Bandung: Rosdakarya, 2007.
12. N. Syaodih, Perkembangan Kurikulum. Bandung: Rosdakarya, 2004.
13. A. Sadiman, Media Pendidikan. Jakarta: PT. Raja Grafindo, 2009.
14. R. A. Wahyuningsih, "Efektivitas Penggunaan Media Audio Visual dalam Pembelajaran Keterampilan Menulis Bahasa Perancis," Jogjakarta, 2011.
15. KBBI, Kamus Besar Bahasa Indonesia. Jakarta: Balai Pustaka, 2001.
16. Martinus, Kamus Serapan. Jakarta: Gramedia Widya Sarana Nusantara, 2001.
17. Iatuhu, Media Pembelajaran. Jakarta: Depdikbud, 1988.
18. Elly, Teaching & Media. Englewood Cliffs: Prentice Hall Inc., 1971.
19. S. Hujair, Media Pembelajaran. Jogjakarta: Safira Insania Press, 2009.
20. R. Wiriaatmadja, Metode Penelitian Tindakan Kelas. Bandung: Remaja Rosdakarya, 2008.
21. Sugiyono, Metode Penelitian Kuantitatif. Bandung: Alfabeta, 2007.

**Open Access** This chapter is licensed under the terms of the Creative Commons Attribution-NonCommercial 4.0 International License (<http://creativecommons.org/licenses/by-nc/4.0/>), which permits any noncommercial use, sharing, adaptation, distribution and reproduction in any medium or format, as long as you give appropriate credit to the original author(s) and the source, provide a link to the Creative Commons license and indicate if changes were made.

The images or other third party material in this chapter are included in the chapter's Creative Commons license, unless indicated otherwise in a credit line to the material. If material is not included in the chapter's Creative Commons license and your intended use is not permitted by statutory regulation or exceeds the permitted use, you will need to obtain permission directly from the copyright holder.

