# Audio Visual Media as a Means of Developing Language Skills for Early Childhood

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**Abstract.** Language development is listed in the curriculum and becomes one of the indicators of aspects of language development. This study aims to assist teachers and parents in dealing with language difficulties in early childhood. Therefore, it is necessary to take action to handle children's language development disorders with several models and approaches taken by the teacher. This model and approach is carried out so that the approach and implementation process can run well and get the results expected by educators. So that children can communicate expressing their desires according to their feelings, desires, and difficulties with the correct language.The research we use is descriptive qualitative research. Data collection techniques were obtained by observation, interviews, documentation, and field notes.In planning, educators make RPPM and RPP before carrying out learning activities, as well as designing learning materials, activities, and media to be used. Before starting the teacher plans everything from the child's sitting position as well as the tools and media that will be used. 2.) in the implementation goes well the teacher tells a little of the content of the video that will be shown to students or students. And the teacher also ensures that all readiness and the tools to be used are ready. 3.) After carrying out the activity of watching videos with audio-visual media the teacher begins to evaluate by asking and answering questions with students what they have seen. And there are some students who can retell the contents of the video well. Children can also add new vocabulary by watching videos that have been provided by the teacher. So it can be concluded that the use of Audio Visual media for early childhood is very effective to apply, because it can increase vocabulary and vocabulary and children are able to tell in expressive language according to what they see and understand.

**Keywords:** Language development disorders · Media audio visual

## 1 Introduction

Early childhood is children aged 0-6 years. At that age, proper educational stimulation is needed. Because at an early age children's intelligence will develop optimally, which is 80% so that this period is called the golden age [7]. Proper educational stimulation in early childhood can develop aspects of religious and moral values, physical motoric, language, cognitive, social emotional and art [8]. For the nature of early childhood is a unique

individual where he has a pattern of growth and development in the physical, cognitive, social emotional, creativity, language, and special communication in accordance with the stages that are being passed by the child. Childhood is the most appropriate time to develop language because childhood is in the phase of the most rapid growth and development. This childhood is referred to as The Golden Age, namely the golden age. At this time the various potentials that exist in humans are growing rapidly.

Early childhood is a child who is in the age range between 1 to 5 years who experience very rapid development and growth. From some of the opinions above, it can be concluded that early childhood is a child who has an age between 0-6 years. At that age is an age that experiences very rapid development and growth so it is easy to provide a stimulus for the development of intelligence [7].

Language development is the process of developing one's ability to understand and pronounce words. Language involves five rule systems, namely phonology, morphology, syntax, semantics and pragmatics. Language development can be studied in events in infancy, early childhood, middle and late childhood, and adolescence. In addition, the impact of parenting and the environment is very influential on children's language development. According to Carolyn and Jessica (2004), that children who cannot develop home language skills may experience difficulties in vocabulary mastery, auditory memory, mastery differences, simple task problems, and the ability to follow in sequence [5].

Language for all social beings is very important. Because humans as social beings need language to communicate and socialize in every activity. Language must also be possessed by all levels, not only adults, early childhood also really needs language to carry out their life activities. Early childhood language skills can be obtained through stimulation provided by parents, teachers, and the surrounding environment wherever they are. In order to develop children's language skills, the thing that parents and teachers need to do is to develop children's language skills. Because through activities, children will be stimulated to get good language acquisition, be active and creative in receiving and conveying the messages they hear. In this regard, Munir et al. emphasized that language development is the ability to communicate with others [6].

Basically, in our institution, there are still problems regarding early childhood language that need to be fixed and we are reviewing the truth. The children's language problems that the authors found in the institution were about children's expressive language problems. Expressive language development disorders can be termed as expression difficulties, where the child can understand what other people or the teacher is saying, but it is difficult for him to put words together to reply and has difficulty saying what the child wants to say. This is in line with what was stated by Santrock (2011), that language disorders are significant damage that occurs in children's receptive and expressive language [1]. Receptive ability is where a person can receive messages conveyed by the interlocutor well. And implement it. While expressive ability is where a person is able to express the wishes he wants to convey, either through body language or agreed symbols [3]. Dewi (2009) explains that children with language disorders may be able to pronounce one word clearly but cannot arrange two words properly to express their wishes [1].

Language development is listed in the curriculum and is one indicator of aspects of language development. In our PAUD institution there are still some students who have problems with language development and expressive speaking. When learning the teacher has difficulty in dealing with children who have expressive language disorders because students are only silent and there are students who can reveal.

## 2  Method

The research we use is descriptive qualitative research, which is a research method used to examine the condition of children's natural objects, where the researcher is the key instrument. Data collection techniques obtained by: observation, interviews, documentation, and field notes. The researcher is the key instrument, the data collection technique uses triangulation, the data analysis is inductive, and the results of qualitative research emphasize meaning rather than generalization [4].

Observation is the activity of a process or object with the intention of feeling and then understanding the knowledge of a phenomenon based on previously known knowledge and ideas, to obtain the information needed to continue a research. The information presented is a fact, objective and can be accounted for An interview is a conversation between two or more people and takes place between the source and the interviewer. Question and answer activities orally to obtain information. The form of information obtained is expressed in writing or audio, visual, or audio visual recordings. The steps in conducting an interview are: interview preparation by determining the theme, sources, and a list of interview questions. Writing interview results, namely summarizing, analyzing, and concluding interview results. According to the KBBI, the definition of documentation is the process of collecting, selecting, processing and storing information in the field of knowledge, providing or collecting evidence from information such as image quotes, quotes, newspaper clippings, and other reference materials. When viewed in general, the function of documentation is to provide information related to the contents of the document for its use. As evidence and accurate data related to document information. To protect and store the physical contents of the document and avoid damage to the document.

Field notes are written notes about what is heard, seen, experienced, and thought in order to collect data in qualitative research. The subjects in this study were 10 children, consisting of 4 girls and 6 boys. As well as the number of teachers who teach there are 2 people 1 teacher as a companion. Determination of the subject is done when starting to enter the field and during the research. The object is all students in the Kbit Abata Gedongan environment. The object of this research is the problem under study, namely the use of audio-visual media in developing early childhood language skills. The place of this data research is located at Kbit Abata which is located at Gedongan, Colomadu District as the object of research. Because they want to know the use of audio-visual media in developing children's language skills. This research was conducted on 19 September – 19 October 2022.

## 3   Results and Discussion

From the results of observations, interviews, documentation and field notes that have been carried out by researchers, researchers can describe the results of the study as follows:

### 3.1   Planning of Audio-Visual Media to Develop Early Childhood Language Skills

Activity planning is very important before starting an activity or learning in PAUD because without a plan all activities will not achieve maximum results. The teacher before carrying out the activity first makes a plan that is contained in the daily RPPM & RPP. The teacher plans this activity starting from determining later learning materials, learning activities, learning media, and evaluating planned activities. The teacher designs learning materials in accordance with the objectives to be achieved, and adapted to the predetermined theme. Before stepping into learning activities, the teacher first prepares the media that will be used. In this case the teacher uses Audio Visual media to develop children's language skills in PAUD. Then the teacher prepares a learning video according to a predetermined theme.

Before viewing videos using audio-visual media, the teacher adjusts the sitting position of early childhood children so that they are comfortable and the children can see all the videos. Because the sitting position also affects the achievement of the teacher's goal to improve early childhood language development. Because if the children are not in a comfortable sitting position, the child will not be able to survive sitting and watching the video. So that the purpose of using this Audio Visual is not achieved. This is in accordance with the results of the researcher's interview with the teacher at Kbit Abata, namely (the teacher tidying and cleaning the room, rolling out the carpet, and positioning the children's seat to be more comfortable and able to see all the videos that have been provided by the teacher) 2022 interview.

### 3.2   Implementation of Audio-Visual Media to Develop Early Childhood Language Skills

From the results of observations and interviews before the children listen to the video that will be shown through Audio Visual media, the teacher first provides direction and reinforcement at the beginning. The supporting teacher before starting the activity first provides initial steps such as clapping, singing, and simple activities that support video watching activities. Then at the beginning the tutor also explains to students about the video that will be watched by the children. The teacher tells a little about the purpose and storyline at the beginning so that children can easily understand the content of the video to be watched. This is the result of our observations and interviews with the supervising teacher at KBIT ABATA, Mrs. Dwi.

After the teacher makes sure all the tools, videos, the child's sitting position and the conditions in the room are safe, the teacher starts showing the video that will be presented to the children. The students were very enthusiastic and enthusiastic to see the educational video. (interview 2022). However, from the observations of the researchers that the teacher was less than optimal in conditioning the children before seeing the video

and when telling the contents of the video. So that many children do not pay attention to the video. So when children have to retell the contents of the video, many children do not understand the storyline. But there were some children who were enthusiastic and orderly when they saw the video. So when the teacher asks the child to retell the contents of the video, the child can tell it well. By mastering language, it can maximize other aspects of development, such as cognitive, linguistic, social emotional [2].

And there are 2 children who are really disturbed in their concentration so that the child cannot catch what the video shows. This child prefers to run around and is not interested in video shows using this audio-visual media.

### 3.3 Evaluation of Audio-Visual Media to Develop Early Childhood Language Skills

After each activity, the teacher always evaluates students by asking questions about what the children see and understand. After completing the activity of viewing videos through audio-visual media, the teacher always asks students about the contents of the video, and the teacher gives activities to children to retell what they have seen and heard. This is in accordance with the expression of Mrs. Dwi. (Interview 2022).

Based on the above expression that the teacher helps in providing direction and encouragement so that children can understand the contents of the story in the video, can increase the child's vocabulary, can listen well to what he sees and hears, and can participate with his friends in a conversation. The goal is that the activity goes well for the child, namely the child can listen, distinguish, and pronounce certain sounds/sounds. They often.

## 4    Conclusion

From the results of research, interviews, observations, and field notes. Children's activities in the use of Audio Visual media, it can be concluded that: 1) In planning the educators make RPPM and RPP before carrying out learning activities, as well as designing learning materials, activities, and media to be used. Before starting the teacher plans everything from the child's sitting position as well as the tools and media that will be used. 2) in the implementation goes well the teacher tells a little of the content of the video that will be shown to students or students. And the teacher also ensures that all readiness and the tools to be used are ready. 3) After carrying out the activity of watching videos with audio-visual media the teacher begins to evaluate by asking and answering questions with students what they have seen. And there are some students who can retell the contents of the video well. Children can also add new vocabulary by watching videos that have been provided by the teacher.

Using this media is very effective to improve early childhood language development. The results obtained from the number of 10 children and 3 children who were able to express expressive language after using the Audio Visual method increased to 8 children who were able to convey expressive language. So it can be concluded that the use of Audio Visual media for early childhood is very effective to apply, because it can increase vocabulary and vocabulary and children are able to tell in expressive language according to what they see and understand.

**Fig. 1.** Children Watch Videos using Audio Visual Media

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