



THE INFLUENCE OF USE AUDIO VISUAL MEDIA TO INCREASE THE
DEVELOPMENT OF EARLY CHILDHOOD LANGUAGE

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Abstrak

Permasalahan dalam penelitian ini adalah perkembangan bahasa anak usia dini yang belum sesuai dengan yang diharapkan. Penelitian ini bertujuan untuk mengetahui pengaruh penggunaan media audio visual terhadap perkembangan bahasa anak usia dini. Metode penelitian yang digunakan adalah metode eksperimen dengan desain pra-eksperimental. Sampel dalam penelitian ini adalah anak usia 5-6 tahun yang berjumlah sebanyak 41 anak. Teknik pengumpulan data yang digunakan adalah observasi. Analisis data dalam penelitian ini menggunakan uji regresi linier sederhana. Hasil penelitian menunjukkan bahwa ada pengaruh yang signifikan penggunaan media audio visual terhadap kemampuan bahasa anak usia dini. Hal ini berarti penggunaan media audio visual dalam proses pembelajaran pada anak usia dini dapat membantu meningkatkan perkembangan bahasa anak usia dini. Dengan demikian, peran guru diharapkan dalam penggunaan media audio visual untuk meningkatkan perkembangan bahasa anak usia dini.

Abstract

The problem in this research is the development of early childhood language that has not been expected. The research aim to determine the influence of use audio visual media to increase the development of early childhood language. The research methods used are experimental methods with pre-experimental design. The samples in this research were children aged 5-6 years, amounting to 41 children. The data collection techniques used are observations. Analysis of data in this research using simple linier regression tests. The results showed that there was a significant influence on the use of audio visual media against early childhood language skills. This means that the use of audio visual media in the learning process in early childhood can help to increase the development of early childhood language. Thus, the role of teacher is expected in the use of audio visual media to increase the development of early childhood language.

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INTRODUCTION

Early childhood education is a form of guidance given to children through an educational process that aims to help the child's physical and spiritual growth and development so that children can enter further education. In accordance with Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 137 of 2014 Article 10, there are several aspects of development in early childhood. Some of these aspects include aspects of moral and religious values, cognitive, physical (motor), language, socio-emotional, and art.

Early childhood has good potential. At this time the brain grows rapidly and is ready to be filled with various information and experiences. Therefore, all the potential and aspects of development possessed by early childhood must be able to be developed to the maximum. One aspect of development that must be developed is language. Language has a very important role in a communication, both verbally and in writing. Therefore language must be developed early.

According to Montessori (in Yuliani, 2009), in the age range of birth to 6 years the child experiences a golden age (the golden age). The golden period is a time when children begin to be sensitive / sensitive to various stimuli that come from their environment. Children begin to be sensitive to receive stimuli in the form of education from their environment. Children will easily receive various stimuli from what they see and hear from their environment. Therefore, children need to develop their language skills to communicate in their environment. The development of the language includes the ability to understand stories, commands, like reading, expressing language, question and answer, and communicating.

The ability to speak early childhood is very important because children can communicate with peers or people around them. Language is a form of expression of mind and knowledge to establish relationships with others. This is in accordance with the opinion of Kartono (2014), that language is a communication tool that is useful for exchanging opinions

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and sharing experiences with others in aspects of life.

At the Minister of Education Regulation no. 58 of 2009 that the development of children's language, especially the age of 5-6 years from the aspect of its development, namely: (1) the aspect of development receives language: understanding several commands simultaneously and repetition of sentences in the story; (2) aspects of expressing language: answering questions clearly in communicating, telling stories, reading and writing; (3) aspects of literacy development: understanding sounds, recognizing letters, reading and writing them.

Based on introduction observations made on children aged 5-6 years at Attarbyah Kindergarten Surabaya it can be found that the majority of children have not shown language development as expected. This can be seen from the many children who understand some of the commands and stories from their teacher. Because there are several factors including the learning method used by the teacher is still classical. The learning media that are used are

still less attractive and do not respond to children.

Children's language development requires the role of learning media which is very important. The interesting role of learning media is expected to be able to respond to what is thought without anxiety or fear, so that children can understand and know the contents of the story told by the teacher. The teacher's role is to utilize appropriate learning media for stimulating children's language development.

In this modern age the media is growing rapidly. Many teachers assume that the change in education today with technology-based learning methods is a solution in the classroom. The use of learning media can provide stimulus for early childhood development excellent (Hanifah, 2014). Based on this the use of appropriate learning media can stimulate language development in early childhood.

Based on these problems, researchers have a solution to solve problems in children's language development through learning media using audio visual media. Audio

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visual media can provide a moving picture and sound, so that it can attract children's interest in learning and can improve children's language development. Audio visual media will provide a lot of vocabulary to children, so that children become more intelligent in understanding language.

The use of audio-visual media is adjusted to pay attention to the principles of education and in accordance with the characteristics of early childhood. The use of audio-visual media is a good learning method to improve children's language development. According to Sanaky (2009), audio-visual media is a tool that can display images and make sounds. These tools can be in the form of television, video (VCD), sound slides, and films. Information in this media can be verbal and nonverbal messages.

Research conducted by the British (in Zaman, 2005) that the average amount of information obtained by a person through the senses shows the following components: 75% through the sense of sight (visual), 13% through the

sense of hearing (audio), and 6% through the sense of touch.

Based on the problems described above, this study aims to determine the effect of the use of audio visual media in improving early childhood development at Attarbyah Kindergarten Surabaya.

LITERATURE REVIEW

The Development Of Early Childhood Language

Syamsu (2007) explains that language development is closely related to the development of early childhood cognition. Language skills in early childhood have a role to complete the main task of language development. The main tasks of this development include: (a) understanding; (b) vocabulary development; (c) arrangement of words into sentences; and (d) the ability to pronounce words.

Early childhood language development can be influenced by various factors, namely intelligence, family socioeconomic status, and family relationships. Things that can improve language skills of early

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childhood, namely: (a) children are not depressed and are in a positive environment; (b) parents and teachers must pay high attention to children; (c) giving verbal messages with non-verbal messages; (d) parents must involve the child to be active in communication.

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Audio Visual Media

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Rinanto (1982) explains that audio-visual media has a role function in everyday life, namely: (a) providing convenience to the limitations of the experience of early childhood; (b) giving advantages to the limitations of space and time by applying audio-visual media in the classroom; (c) provide direct interaction between early childhood and their environment; (d) can provide intelligence development and change children's attitudes to be active.

METHOD

This research uses quantitative research. This research method uses experimental research methods. This research was conducted at Attarbyah Kindergarten Surabaya. The sampling technique in this study uses

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population research (saturated sample). The population in this study were all children aged 5-6 years with a total of 41 children. All population members were sampled in this study.

Data collection techniques carried out by observation and documentation. The observations used are rating scale. The process of children's activities is made in a list of assessments that have been grouped based on the characteristics that will be assessed in accordance with the indicators applied and already contains a level of scores in the research instrument. The validity test in this study used the content validity test. Reliability test in this study uses Cronbach's Alpha. In this study the research instrument was used first for testing by expert lecturers.

The instrument validity test results from the two expert lecturers stated that all instrument items were valid and could be used in research. The instrument reliability test results showed that the reliability coefficient of the instrument using audio visual media was 0.62 and included in the high criteria. The reliability coefficient of the instrument of

language development is 0.71 so that it is included in the very high criteria. Based on this, it can be concluded that the instruments of using audio visual media and language development are valid and reliable.

The indicators that can be assessed on the variable use of audio-visual media, namely (1) observing activities; (2) listening to video shows; and (3) the activity of making conclusions. The indicators on the language development variables, namely: (1) aspects of language development receive; (2) aspects of expressing language; and (3) aspects of literacy development.

The data analysis technique used in this study is simple linear regression analysis, because (1) this study only uses two variables, namely one dependent variable and one independent variable; (2) this research aims to determine the effect of changes in independent variables.

RESULT

The use of audio-visual media can be obtained by observing the activity of watching animated video which is carried out as many as 4 meetings with the theme of work,

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animals, and transportation. The observation results obtained were then categorized into three categories namely Active (H), Normal (N), and Low (L) using the interval formula.

Table 1. Distribution of audio visual media usage categories

No	Category	Total	
		N	%
1	H (84-100)	22	56,53
2	N (67-83)	12	28,83
3	L (50-66)	7	14,64
Total		41	100

Based on the above table, it can be concluded that the majority of children are active in using audio visual media that is equal to 56,53% (22 children), children with normal activity amounted to 28,83% (12 children), and children with low activity are only 14,64 % (7 children).

Language skills can be obtained through observations made after using audio visual media to children when watching animated videos. Observational data that can be obtained are then categorized into 4 categories, namely Very High (VH), High (H), Normal (N), and Low (L).

Table 2. Distribution of language skills categories

No	Category	Total	
		N	%
1	VH (82-100)	26	68,83
2	H (63-81)	9	20,52
3	N (44-62)	6	15,65
4	L (25 – 43)	0	0,00
Total		41	100

Based on the above table, it can be concluded that as many as 26 children are included in the Very High category (VH), 9 children are included in the High category (H), and 6 children are included in the Normal category (N).

DISCUSSION

Early childhood development is an integration of the development of moral values, religion, physical, cognitive, language, and art. All these developments must use media that can make children happy and interested. Learning media that can make children happy and interested must involve the five senses, one of which is audio visual media. This is in accordance with the opinion of Rusman (2012). The learning process of children uses the sense of hearing

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and the sense of sight, so as to provide language stimulus.

The results of statistical analysis (simple linear regression test) of 13,35 showed the influence of the use of audio visual media on language skills of children aged 5-6 years. Based on this, learning that the use of audio visual media in the form of watching animated videos has an effect on the language skills of 41 children in Attarbyah Kindergarten Surabaya. This influence is supported by a number of theories that form the basis of this research. This is in accordance with the opinion of Wulandari (2013) which states that children's activities in learning will be responded to through all five senses.

These effects occur after using audio visual media. This is consistent with the theory of behavior which states that with a stimulus there will be a response. Thorndike in behavior learning theory views that behavior can be changed through practice by providing stimulus and response (Pavlov in Djuanda, 2006). The theory is used in early childhood learning to change children's behavior by practicing their habits. Changes

related to early childhood attitudes can only be done with repeated practice. The activity is a habit pattern such as praying before and after the activity and give thanks when finding a solution to a difficulty.

In this research, the stimulus provided can be in the form of the use of audio-visual media by watching animated videos and responding after watching animated videos in the form of children's language development. The response from children can be in the ability to receive language, the ability to ask questions, the ability to answer questions, the ability to understand stories, and communicate. When watching an animated video, the child listens and observes the animated video, so that the child has a lot of language vocabulary which in turn raises questions that arise in the child. Thus it can improve children's language skills. This is in agreement with research from Hanifah (2014) which states that the stimulus provided is in accordance with the characteristics of early childhood in the learning process. Learning media can also influence learning goals.

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Based on the results of this research, it can be seen that the more children are actively involved in the learning process when using audio-visual media, the understanding of children's language vocabulary will increase very high. This increase occurs because children get a stimulus from the use of audio-visual media in the form of watching animated videos during the learning process. This agrees with the theory from Brets (in Sanjaya, 2008) which states that with the animated video the five senses of the child will work, such as the sense of sight. Children will pay attention to the contents of the story in the animated video. In addition to the sense of sight, the sense of hearing is also used by children when listening to sounds from animated video shows, such as the voice of an animated character and the sound of music. This makes the child imitate the sound in the animated video.

Based on this, the child's language development can increase at the age of 5-6 years. It can be proven that children can form sentences, speak correctly, have a lot of vocabulary, write and read correctly.

This can promote good language development in early childhood.

CONCLUSION

Based on the results of this research, it can be concluded that:

- 1) there is an influence of the use of audio-visual media on language development of children aged 5-6 years at Attarbyah Kindergarten Surabaya. The influence shows that the more active the children use learning media in the form of the use of audio visual media, the more language development of early childhood will also increase.
- 2) The influence that occurs after using audio visual in this research is in accordance with the theory of behavior, which explains that in the presence of a stimulus there will be a response. The stimulus given can be in the form of the use of audio-visual media by watching animated videos and the response that occurs is an increase in language understanding of early childhood.
- 3) Other researchers are expected to be able to make the results of this

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research a guideline for better research in developing language development in early childhood.

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