



## **THE INFLUENCE OF THE USE OF AUDIOVISUAL MEDIA ON THE EXPRESSIVE LANGUAGE ABILITIES OF EARLY CHILDREN IN KINDERGARTEN**

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### **Abstract**

Expressive language proficiency plays a crucial role in everyday life, allowing children to express their needs and desires more easily and helping others to understand them better. However, the challenge of developing these skills, particularly in young children, remains a key issue in education. This study aims to assess the impact of audiovisual media on improving the expressive language abilities of children at Chamsiyah Kindergarten, located in Ulugalung Village, Bantaeng Regency. The research adopted a quantitative approach using a quasi-experimental design. Data was gathered through observations in a one-group pretest and posttest format. The educational tool employed was audiovisual media. The sample consisted of 15 children aged 5 to 6 years who voluntarily participated in the study. The analysis revealed a significant increase in the average scores between the pretest and posttest. Hypothesis testing showed that the t-statistic was -15.427, compared to a t-table value of 1.761, indicating that the t-statistic was greater than the t-table value, supporting the acceptance of the alternative hypothesis (Ha). Thus, it was concluded that the use of audiovisual media significantly enhanced the expressive language skills of early childhood learners. This research contributes to early childhood education by demonstrating the practical effectiveness of audiovisual media as a tool to support the development of expressive language skills in children.

**Keywords:** Expressive Language, Audiovisual Media, Early Childhood

### **INTRODUCTION**

Early childhood education plays a crucial role in laying the foundation for children's growth to fulfil their number of challenges, especially in developing children's language skills. In fact, developing language development in kids is essential as language helps them build and strengthen relationships with others (Adelia and Hananik 2023). Literacy is closely related to literacy activities such as reading, writing and arithmetic. The developmental focus is on aspects of language and cognitive abilities, with the aim of increasing language proficiency (Cut Citra Novita 2020; Hasmawaty, Duwi Purwanti,

Hajerah, Intisari 2023). Through language, children are given the opportunity to interact and share experiences, as well as improve their intellectual abilities (Ardiana 2021) As parties responsible for children's language development, parents and teachers must improve their children's language skills (Syamsiyah and Hardiyana 2021).

According to the Oxford Advanced Learner Dictionary, language is defined as a system of patterns, text, and audio that people use to communicate through their thoughts and feelings (Yurita 2019). Language serves as a means of communication, both orally and in writing, using symbols and signs (Yuniati and Rohmadheny 2020). Speaking ability is one aspect of basic skills development in kindergarten. A person's language can evolve with age; the older a person is, the better their language skills become (Khotimah, Mustaji, and Jannah 2021). The ability to use language to communicate is essential to a child's development. Children can use language to express their desires and thoughts about something to others (Rizkiani, Evia Darmawani, and Padilah 2022). Literacy activities such as reading, writing, and arithmetic are strongly connected with language and cognitive development, aiming to improve language proficiency (Novita & Suyadi, 2020). Therefore, the acquisition of language skills learned at an early age will significantly influence language abilities in the future (Yenik Wahyuningsih 2022).

Providing optimal language stimulation during Childhood is important for the future development (Yuniati and Rohmadheny 2020). However, there are a number of difficulties in early language development. Vocabulary, pronunciation, and meaning are only a few of the components of language that need to be taught in detail. Numerous challenges arise when children begin to develop language skills, such as difficulties in articulating words, limited vocabulary, and challenges in understanding abstract concepts (Fertiliana Dea, Setiawan, and Asmiyati 2020).

For example, fertiliana Dea et al.'s study (2020) found that approximately 25% of young children experience difficulties with vocabulary articulation, which can impact their expressive language skills. Additionally, research by Kusbudiah (2018). also revealed that 40% of kindergarten children in urban areas exhibit delays in expressive language, including difficulties in initiating conversations and limited vocabulary. This highlights the need for appropriate interventions to improve expressive language skills in early childhood. Listening, speaking, reading, and writing are crucial aspects of language development. Among these, speaking, often referred to as expressive language, is most frequently used by children in kindergarten aged five to six years (Yayah Kusbudiah 2018). Expressive language refers to the ability to use words to convey one's ideas, feelings, and thoughts so that others can understand what one means. (Afian 2023). Moreover, expressive language includes body gestures and expressions of feelings (Kinasih 2023). Expressive language skills play an important role in everyday life as they enable children to effectively convey their needs or desires to those around them and facilitate better understanding between the child and others (Prilla Ayu Larasari, Ishak G. Bachtiar, and Indra Jaya 2021). These skills help children express their opinions, ideas, and needs, and respond effectively to communication (Fitriyah et al., 2020).

For example, research by Fitriyah et al (2020). showed that children with strong expressive language skills could reduce social conflicts by up to 30% due to their ability to clearly and effectively communicate their needs. The development of early childhood

language skills requires effective stimulation. Using audiovisual media is one form of stimulus that can be developed to help young children develop their expressive language skills. Children's learning experiences are made more engaging and dynamic by audiovisual media since it incorporates visible and audible aspects. Video recordings, various types of films, slides, sound, and other media can be used to enhance the learning experience. (Khadijah, Arlina, and Rahmadani 2021) audiovisual media can effectively address the challenges identified in developing expressive language skills in young children. Research by Sembiring, Agung, and Antara (2021) shows that the combination of images and sound in audiovisual media helps children understand and respond to messages more easily.

For example, a study by Yus and Saragih (2023) found that children exposed to audiovisual media during learning sessions were 30% more likely to remember and understand new vocabulary compared to children who only received traditional verbal instructions. Similarly, Maymunah and Watini (2021) found that during the COVID-19 pandemic, using video content in early childhood education increased children's motivation to learn at home by 25%. Even with encouraging findings from earlier research, little is known about the precise effect of audiovisual media on the development of expressive language in rural kindergarten environments. TK Chamsiyah in Desa Ulugalung, Bantaeng District, has observations that indicate children struggle with verbal communication, especially with expressive language. Asking questions, responding to teachers' inquiries during apersepsi sessions, and recounting tales or fables they have heard are among the frequent problems.

The purpose of this study is to investigate how using audiovisual media can help kids become more expressive language users. at TK Chamsiyah. The study will investigate whether audiovisual media can effectively help children overcome the identified obstacles. The primary aim of this research is to contribute to the development of more effective teaching methods in kindergarten, particularly in enhancing children's expressive language abilities. Additionally, this research hopes to provide a deeper understanding of how audiovisual media can support language development in early childhood and offer practical guidance for educators and parents in supporting children's language development at this stage. The research gap underscores the importance of this study, as there is limited research on the effectiveness of audiovisual media in rural settings.

## **METHODOLOGY**

This study adopts a quantitative approach and is designed as a quasi-experimental study (Creswell and Creswell 2018), specifically using a one-group pretest-posttest design. The children's capacity for expressive language is the dependent variable, and the use of audio-visual media is the independent variable. The study was carried out at Ulugalung Village's TK Chamsiyah in the Bantaeng Regency. Purposive sampling, which selects individuals based on predetermined criteria, was used in this study's participant selection process. These requirements included kids between the ages of 5 and 6 who showed a foundational proficiency in expressive language and whose parents or guardians gave them permission to take part in the research. Fifteen students from Group B fulfilled the aforementioned requirements and were incorporated into the study sample.

The three learning sessions with audio-visual materials made up the intervention. Data 3 were gathered using an observation sheet that was created in accordance with Piaget's Theory of Cognitive Development and Vygotsky's Sociocultural Theory, which emphasize the importance of social contact in language development and the phases of language acquisition in early life. The following indicators were used on the observation sheet to gauge the children's expressive language abilities: (1) using basic words to express needs or wants; (2) expressing emotions through words or facial expressions; (3) correctly answering simple questions; and (4) trying to mimic or retell stories or scenes they had seen.

The audio-visual materials used in this study were selected to align with the national early childhood education curriculum in Indonesia. These materials consisted of educational videos specifically designed for early childhood education, featuring animated stories and interactive scenes that encouraged children to mimic dialogues and express emotions. The content of these videos included daily routines, emotional expression, and simple narratives, all tailored to stimulate the expressive language development of kids in their fives and sixes. To ensure rigorous analysis, data were subjected to parametric inferential statistics, which required testing for normality. The hypothesis was tested using a paired sample t-test. The equipment used in this study included a projector, speakers, and a computer, chosen for their ability to deliver clear and engaging audio-visual content. These tools were essential in ensuring that the children could fully experience the multimedia content, which was key to the intervention's effectiveness.

## RESEARCH RESULT

The purpose of this study is to assess how audio-visual media affects children's expressive language skills who are between the ages of five and six. One kind of educational material that uses both visual and aural cues to teach pupils is audio-visual media. This medium is utilized in the classroom to help students understand concepts better, envision situations or difficulties, and become more involved and aware of what they are studying. Data was collected by the author through practical testing techniques; calculation results of pretest and posttest data, which were processed and obtained from sample pair test analysis using IBM SPSS

**Table 1.** Pretest Data Normality Test and Posttest Tests of Normality

	Kolmogorov-Smirnova			Shapiro-Wilk		
	Statistics	df	Sig.	Statistics	df	Sig.
pretest	,219	15	,051	,846	15	,015
posttest	,255	15	,010	,860	15	,024

The aforementioned data indicates that the data is normally distributed since the significance value in the normality test with 20 the Shapiro-Wilk test in the pretest is  $0.015 > 0.05$ . The posttest 22 indicates that the data is regularly distributed, with  $0.024 > 0.05$ . This information can be used to carry out the next test.

**Table 2.** Pretest and Posttest Descriptive Calculation Results  
 Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
pretest	15	4	9	5.47	1,407
posttest	15	14	20	16.80	2,007
Valid N (listwise)	15				

From the data above, it shows that the mean posttest value is 16.80 and the pretest value is 5.47. This figure shows that the mean posttest value is higher by a difference  $16.80 - 5.47 = 11.33$ . So it can be concluded that audio visual media can provide an increase in mean scores for group B students aged 5-6 years at Chamsiyah Kindergarten, Bantaeng Regency.

**Table 3.** Hypothesis test paired sample t test

Pair 1 calculated posttest	Table t df	Sig pretest	t value	values
	-15,427	1,761	14	,000

Table 1.3 shows that the calculated t value is -15.427 and the t table value is 1.761 with a P value = 0.00, with these results the hypothesis H0 which states there is no difference is rejected and the hypothesis H1 which states there is a difference is accepted. This means it can be concluded that audiovisual media can improve expressive linguistic proficiency in the Bantaeng district's Chamsiyah Kindergarten.

**Documentation of Pretest and Posttest Activities 1. Pretest Activity Documentation**

The following photo illustrates the pretest activity conducted in the classroom. Using audiovisual materials, students' expressive language abilities were assessed prior to the intervention during this session.



This picture shows the instructor leading a student through the pretest, where students are engaged in listening and responding to questions, thus assessing their expressive language abilities. This initial assessment provides a baseline for measuring progress after the intervention.

## 2. Posttest Activity Documentation

The posttest activity was conducted after the students experienced learning through audio-visual media. The following photo showcases this session.



In this image, children are participating in the posttest, demonstrating their improved expressive language skills following the audio-visual learning intervention. The evaluation aimed to measure the effectiveness of the audio-visual in enhancing their language abilities.

## DISCUSSION

Audio visual media is a tool that is used in learning situations to communicate knowledge, attitudes and ideas through spoken words so that they can be accepted by students. (Yurita 2019) Audio visual media is used by teachers to convey learning material so that it can be well received by students through integrated senses of hearing and sight. This media is categorized as media based on the sense of absorption, as stated by Yurmaida (2019). Verbal and non-verbal messages can be conveyed through this medium, which relies on the use of the senses of sight and hearing. Some examples of visual and audio include laptops/computers, projectors, and televisions (Fatimah, Kholijah, and Susanti 2019). Media audiovisuals should not be ignored because they are a source of knowledge that can provide encouragement, motivation and stimulation. It also affects children's memory, which can help them achieve learning goals (Muslikhah and Pamungkas 2022; Suryani and Seto 2020). One component of RA/TK learning media is audio-visual media, which is expected to unleash the potential of early childhood (Lubis, Rangkuti, and Rangkuti 2022). Early childhood educators can ascertain and heighten their students' enthusiasm in learning by utilizing audio-visual materials (Wahyuni et al., 2023).

The appeal of both the auditory and visual components of audio-visual media is what makes it advantageous. It can inspire pupils to learn and foster greater communication between educators and learners (Muliawan, Kristiantari, Rini, and Suadnyana 2016). The use of audio-visual media can make it easier for teachers to enhance pupils' public speaking abilities, while also increasing students' interest in the learning delivered by the teacher. This can result in an overall increase in students' learning motivation (Cllaudia et al., 2018; Isnaningsih & Rohman, 2019; Yanthi et al., 2020). The use of audio-visual media in learning is very effective because it saves educators' energy and creates enthusiasm for learning. Images or videos can be used as examples of learning theories explained by educators, so that the learning process will be very interesting. If educators do not use this kind of media, children will imagine pictures or fairy tales told by the teacher (Darihastining et al. 2020).

Similar to audio and visual instruction, some benefits of utilizing audio-visual media in education include the following: 1) Make sure the message is delivered clearly and without using a lot of words, either spoken or written. 2) Get above constraints imposed by time, space, and power senses, such as: a) replacing oversized things with pictures, movies, or reality; b) using micro, film, or image projectors to assist small objects; and c) excessively slow or fast movement. f) Models, diagrams, and other visual aids may be used to depict overly complex objects, such machines. f) Concepts that are very general, like climate, earthquakes, and volcanoes, can be shown through movies, images, etc. 3. Learning tutorials can be aided by audiovisual materials. Moreover, there are a number of drawbacks to audio-visual instruction. These include: a) An excessive focus on the value of the content rather than its creation and its continued view as a teaching aid. b) An excessive focus on knowing the material 12 as opposed to the process of development and the idea that the material is merely a tool to support educators in the teaching and learning process. media that emphasizes teaching as a real profession. c) A one-way communication pattern is typically used with audio and visual media. d) One of the drawbacks of employing audio-visual media is that it is often stationary and cannot be used in a flexible manner at any time or place. (Utami Dewi, Muhamad, and Sutarmanto 2014).

Three things can happen when audio-visual materials are used in the classroom: first, they can grab students' attention while delivering the subject; second, they can pique students' curiosity and create learning opportunities by summarizing the lessons from the films that are shown. (Fitria 2014) Additionally, the utilization of audio-visual materials can foster a comfortable and laid-back environment that will help kids respond more readily to queries from teachers and take an active role in their education. (Ramadhani 2021).

In early childhood education, the influence of audio-visual media on children's expressive language abilities is an interesting and important topic to understand. Audio visual media, which combines audio (sound) and visual (image or video) components, has a major impact on how toddlers learn to speak and express themselves verbally. The research results show that audiovisual media is a medium that can develop students' expressive language skills. This is because audio-visual media presents information visually and auditively, which helps children understand the concepts presented more clearly. This is in line with several previous studies which have shown that audiovisual media is effective in improving early childhood abilities, including expressive language abilities. For example, research conducted by Anita Yus and Putri Cuancy Saragih in 2023 found that the use of audiovisual media had a significant influence on early childhood learning in the area of language expression and the ease with which content might be provided via audiovisual media (Yus and Saragih 2023). Furthermore, a 2021 study by Siti Maymunah and Sri Watini discovered that incorporating video content into early childhood education can boost kids' motivation to learn at home (Maymunah and Watini 2021). According to research conducted by Dhella Ramadhani in 2021, the application of audiovisual methods can help teachers and parents introduce language to early childhood (Ramadhani 2021). Meanwhile, research conducted by Korbiyah and Kartika Rinakit Adhe found that the use of audiovisual media can help kids become more proficient speakers (Korbiyah and Adhe 2019).

Audio-visual media are closely related to early childhood's expressive language abilities because they present information and concepts visually and auditively, which helps children understand the material better and speak better. Apart from that, audio-visual media can help children broaden their horizons, increase their vocabulary, and improve their speaking abilities. For example, when children watch a story or presentation via audio-visual media, they can see lip movements and facial expressions that convey the meaning of the words spoken, which helps them understand the context and improves their ability to retell. Utilizing audio-visual materials for educational purposes makes lessons more interesting and interactive for children. Because the audio-visual method has several advantages, namely learning obtained through sight (visual) and absorption through hearing (audio), this method can definitely speed up children's absorption in understanding what is taught by the teacher (Ramadhani 2021). Children's learning experiences can be improved and their enthusiasm and interest in learning can be increased with the use of animations, brief movies, and captivating graphics. This makes studying more enjoyable and motivates kids to take an active role in their education. Aside from that, audio-visual media also helps kids learn new words and enhance their comprehension and language skills. Children can pick up new terms, phrases, and expressions that are helpful in communication by being exposed to a range of visual and auditory stimuli. With the use of audio-visual content, such as movies that introduce new



words or phrases, children can improve their speaking abilities and expand their vocabulary by practicing their ability to hear and see the material being taught (Darihastining et al. 2020). Additionally, they have the ability to see and hear how words are used in appropriate situations. This ability helps them understand its meaning and use. Thus, there is no doubt that audio-visual media can help children enrich their vocabulary. Audio visual media also really helps children improve their early reading skills and increase their vocabulary (Sari and Oktamarina 2022).

Children can benefit from audio-visual media by using it to better understand and express their emotions. Through examining the images, films, or narratives that are showcased, students can acquire the ability to identify and appropriately articulate their emotions. Furthermore, kids find it easier to recall images that are vibrant, lively, and audible; they will pay closer attention and convey the tales they encounter to their elders and friends. (Wahyuni et al., 2023) This is important for improving children's social and emotional abilities and helping them better interact with others. Furthermore, by using audiovisual media, children can gain new experiences that help them improve their speaking skills (Korbiyah and Adhe 2019). This media can help children make simple sentences and retell what they have heard or seen. By looking at example sentences and stories presented through audio-visual media, children can learn how to make correct and coherent sentences and improve their ability to retell what they have learned. Children's vocabulary grows through a process called "fast mapping," whereby they learn new words after hearing them once or twice in conversation. Children start combining syllables into words and words into sentences at a young age (Utami Dewi, Muhamad, and Sutarmanto 2014)

In order to enhance young children's expressive language abilities, audio-visual media can be a useful teaching tool in early childhood education (53). Children can improve their drive to study, get more actively involved in the process, and strengthen their expressive language abilities through the use of this media. Consequently, it is crucial to incorporate audio-visual materials into early childhood education in order to best support kids' language development.

## CONCLUSION

Overall, this research confirms that the use of audio -visual media in early childhood learning has a significant impact on improving children's expressive language abilities. Specifically, it enhances key aspects such as vocabulary acquisition, the ability to form complete sentences, fluency in verbal expression, and the confidence to articulate ideas. In addition, this medium helps kids communicate more effectively by assisting them in recounting stories, giving precise answers to inquiries, and expressing emotions with words and ten different gestures. Audio-visual media provides children with an engaging and dynamic learning environment that enhances their motivation, aids in the development of their language skills, and helps them understand concepts more clearly. Thus, incorporating audio-visual materials into early childhood education is crucial to promoting the best possible language development and the development of effective communication skills.

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