

The Influence of Audio Visual Media With Animated Films on Children's Speaking Skills in Kindergarten

Yuli Ernita¹, Farida Mayar²

¹ Univesitas Negeri Padang, Padang, Indonesia ; yuliernita22@gmail.com

² Univesitas Negeri Padang, Padang, Indonesia; mayarfarida@gmail.com

ARTICLE INFO

Keywords:

Audio Visual;
Speaking Ability;
Early Childhood

Article history:

Received 2023-03-28

Revised 2023-05-17

Accepted 2023-06-17

ABSTRACT

The ability to speak provides an overview of the child's ability to compose various words that have been mastered into a structured series of conversations. The purpose of this study was to determine the influence of the application of audiovisual media with animated films on the speaking ability of children in kindergarten. The method used in this study is research with an experimental approach: One-group pre-test-post and test design. The results obtained are that the significance is $0.000 < 0.05$, then H_a is accepted, and H_o is rejected, meaning that the hypothesis states that there is a difference in children's speaking abilities after using Audiovisual Media with Animation Film. The provision that the results show an average difference of -3.956^a and a sig (2-tailed) value of 0.000. This means that the sig value < 0.05 means that H_a is accepted and H_o is rejected. Thus it can be concluded that audio-visual media with animated films can improve children's speaking skills in kindergarten.

This is an open-access article under the [CC BY-NC-SA](https://creativecommons.org/licenses/by-nc-sa/4.0/) license.



Corresponding Author:

Yuli Ernita

Univesitas Negeri Padang, Padang, Indonesia ; yuliernita22@gmail.com

1. INTRODUCTION

An essential developmental stage in early life is the acquisition of language proficiency. As Anggraeni, Hartati, and Nurani (2019) state, speaking involves the coordination of muscles to produce meaningful articulation of sounds and words to express sentiments and thoughts to the listener directly. Verbal communication is a cognitive process by which the human mind articulates and conveys thoughts and ideas (Maudyta & Wahdini, 2023). Speaking is the capacity to convey thoughts or ideas using words, some of which can be understood or communicated (Karunia, 2019). Widiyasari, Suarni, and Antara (2018) assert that optimal preparation of physical and mental readiness is crucial in the development of children's speaking ability. Additionally, the speaking style should be taken into consideration as children tend to imitate easily. It is important to provide opportunities for children to practise speaking and offer them encouragement and guidance. Speaking encompasses three distinct yet interconnected processes: acquiring the ability to articulate words, expanding one's lexicon, and constructing coherent sentences (Elya, Nadiroh, & Nurani, 2019). According to Lisharti, Fahrudin, and Nurhasanah (2020), children between the ages of 5 and 6 exhibit speech development characteristics that are influenced by their listening and reading skills. These abilities are evident in the way children interact with their surroundings, such as conveying information, asking questions, seeking assistance, and responding to inquiries. This skill assesses the child's capacity to organise a

range of mastered words into coherent, structured conversations. It includes the child's ability to reproduce explanations or dialogues they have heard accurately, using appropriate vocabulary and sentence structures to ensure comprehension by others. A child's communication skills and self-confidence are positively influenced by the extent of their vocabulary (Pradinda & Santana, 2020). It necessitates consistent practise and habitual repetition.

There are many ways to help children improve their speaking skills, one of which is audio-visual media. The use of audio-visual media in learning is very effective, because it can help educators to shape students' enthusiasm for learning with pictures or videos that can be used as examples of learning theories explained by educator (Hastining, Aini, Maisaroh, & Mayasari, 2020). Through audio-visual media, it can train children's concentration and children's ability to remember, moreover, the learning displayed through audio-visual media is very interesting and in accordance with the characteristics of children (Rifmasari, Zein, & Anggraini, 2022). Meanwhile (Santos et al., 2018) states that by using audio-visual media, moral learning from fairy tales will increase children's interest in learning and the level of understanding of children will be higher. Likewise with the results research (Pujiastuti, 2019) that audio-visual media telling *wayang* stories can help develop language skills in children which include skills of listening, reading, speaking and writing. From the child's weaknesses, it is necessary to take an action that can improve children's speaking skills by applying audiovisual media with animated films, because audiovisual media is a tool that can be used to send messages from the sender, in this case the teacher to the child, so that it can stimulate the mind, feelings, attention and motivation for achieving learning goals (Nurbiana Dhieni, 2006).

Weaknesses, especially in the area of communication, were observed throughout the course of the research. For example, 1) very few children were able to ask questions in complete sentences, 2) many children still lacked the ability to actively participate in conversations, 3) very few children were able to use words that are commonly used in general, and 4) some children were unable to use simple sentences (consisting of only three or four words) to locate the information they needed. Animated films have been shown to have a positive effect on children's language development, but this influence can only be fully realised if it is tailored to each individual child's preferred method of instruction. Conceptually and theoretically, there are three main categories of how children learn best: auditory, kinesthetic, and visual. In order to better understand how to tailor storytelling techniques, such as hand puppets and animated films, to each individual child's preferred mode of learning, it is important to conduct research experiments with this goal in mind. Therefore, the researcher is interested in studies like "The effect of audio-visual media through animated films on children's speaking skills," which are undertaken based on the aforementioned description.

2. METHODS

The type of research used in this research is research with a one-group pre-test-post test design experimental approach. This study was intended to determine the effect of the application of audiovisual media with animated films on the speaking ability of children in Kindergarten. The research design is as follows:

Table 1. One-group pre test-pos test design (sugiyono, 2007)

Before Treatment	Application of Animation Film	After Treatment
A ₁	O	A ₂

- A₁ = The results of measuring children's speaking ability before being treated with audiovisual media with Animated Films
- A₂ = The results of measuring children's speaking ability after being treated with audiovisual media with Animated Film videos
- O = (treatment) application of audiovisual media with Animation Film

This study uses data analysis techniques with the Wilcoxon test, namely by looking for differences in the mean pretest and posttest. . The Wilcoxon test to analyze the two paired data, it was carried out using test analysis through the SPSS (Statistical Package for Social Science) 23 program.

3. FINDINGS AND DISCUSSION

The study consisted of two tests, namely pre-test and post-test in the experimental group, namely kindergarten children at TK Negeri Persatuan Rokan Hulu consisting of 20 children. For this purpose, manipulation of children's speech abilities is carried out by providing treatment using audio-visual methods with animated films to improve children's speech abilities. The difference in pre-test and post-test results, because they were obtained after treatment, reflects a significant change in improving children's speech skills using audio-visual methods with animated films. If the post test results are higher, this means that audio-visual media with animated films has a positive effect on children's speech abilities.

The first start was a pre-test to find out the children's speaking ability before giving treatment through activities to children to introduce themselves in front of the class and providing debriefing with simple questions and statements to children during morning time activities. When researchers observed children's speaking abilities, it was found that many children were not yet able to speak, much of the children's speech was incomprehensible. The implementation of the pre test was given 5 statement items about the child's speaking ability.

Table 1. Speaking Ability of Children aged 4-5 years before Action

No.	Indicator	Actual Score	Ideal Score	%	Criteria
1.	Repeating simple sentences	30	80	38	MB
2.	Answer simple questions	40	80	50	MB
3.	Express feelings with adjectives (nice, happy, naughty)	31	80	39	MB
4.	Says familiar words	44	80	55	BSH
5.	Expressing opinions to others	32	80	40	MB

Based on table 1 above, the level of children's speaking ability before the action is obtained from the criteria for each indicator, starting to develop (MB) and developing according to expectations (BSH). There is no Very Well Developed (BSB) and Not Yet Developed (BB). For more details, see the table below:

Table 2. General description of children's speaking ability before using Audio Visual media with Animated Films

No.	Category	Score	F	%
1.	Height	$X > 14,5$	0	0%
2.	Currently	$10,5 < X < 14,5$	5	25%
3.	Low	$X < 11,5$	15	75%

Based on the table above, it can be seen that the level of children's speaking ability before using audio-visual media with animated films, there are no children in the high category, children who are in the medium category are 5 or 25% of children, who are in the low category are 15 children or 75%. Furthermore, this research was continued by providing treatment using Audio Visual media with animated films. The researcher conducted the treatment 3 times for two weeks, namely by using

Audiovisual Media with animated films as on the first day the researcher invited the children to watch a film about the story of the mouse deer which tells about the mouse deer who is smart and friendly with the theme turtles, birds, ducks and rabbits . All the animals in the forest are very happy with the mouse deer, and if they have a problem the mouse deer is happy to solve the problem. On the second day the children were invited to watch a film which tells of a proud turtle who wants to fly with the help of a dove. The dove agreed to help by using a tree and asked the turtle to bite the tree and not open its mouth. But the arrogant turtle, with the praise given by other animals saw the turtle could fly, and finally the turtle fell as a result of opening its mouth while flying. On the third day the children watched stories about bears and honey bees who told stories that bears stole honey in honeycombs. Finally the bee bit the bear which was damaged by the bear. At the end of each child after watching an animated film, the researcher asks the child's feelings and conducts questions and answers about the stories they have seen together. The researcher also asked the children to be able to tell the film in front of the class alternately.

Then, the researcher reassessed the ability to speak after being given treatment. The assessment was carried out using an observation sheet for children's speaking ability based on the Minister of Education and Culture Regulation No. 146 of 2013. The researcher divided it into four criteria with the provisions of BSB (Very Good Development) which was given a score of 4, Developing According to Expectations (BSH) was given a score of 3, Starting Developing (MB) is given a score of 2 and Not Developed (BB) is given a score of 1. The results of observations after being given the application of using audio-visual media with animated films on children's speaking abilities can be seen in the table below:

Table 3. Speaking Ability after Action

No.	Indicator	Actual Score	Ideal Score	%	Criteria
1.	Repeating simple sentences	57	80	71	BSH
2.	Answer simple questions	64	80	80	BSB
3.	Express feelings with adjectives (nice, happy, naughty)	58	80	73	BSH
4.	Says familiar words	70	80	88	BSB
5.	Expressing opinions to others	57	80	71	BSH

Based on table 3 above, it is obtained that the level of children's speaking ability after the action is seen from the criteria for each indicator, there are 2 indicators for Very Good Development (BSB). Developing According to Expectations (BSH) there are 3 indicators, while Starting to Develop (MB) and Not Yet Developing (BB) do not exist. For more details can be seen in the following table:

Table 4. General description of children's speaking abilities after using Audio Visual media with animated films)

No.	Category	Score	F	%
1.	Height	$X > 14,5$	12	60%
2.	Currently	$10,5 < X < 14,5$	8	40%
3.	Low	$X < 11,5$	0	0%

Based on the table above, it can be seen that children's speaking ability after using Audio Visual media with animated films is in the high category 12 children or 60% who are in the medium category 8 children or 40% and the low category is no longer there.

Based on the data before and after above, it can be seen that most of the children experienced an increase in their speaking ability, which was originally in the low category of 15 children or 75%, then in the medium category of 5 people or 25%, and not in the high category or called 0%. Then when using audiovisual media with animaci film, children's speaking ability increased, namely in the high category as many as 12 people or 60%, in the medium category as many as 8 children or 40%, and in the low category none or 0%. For more details, see the image below:

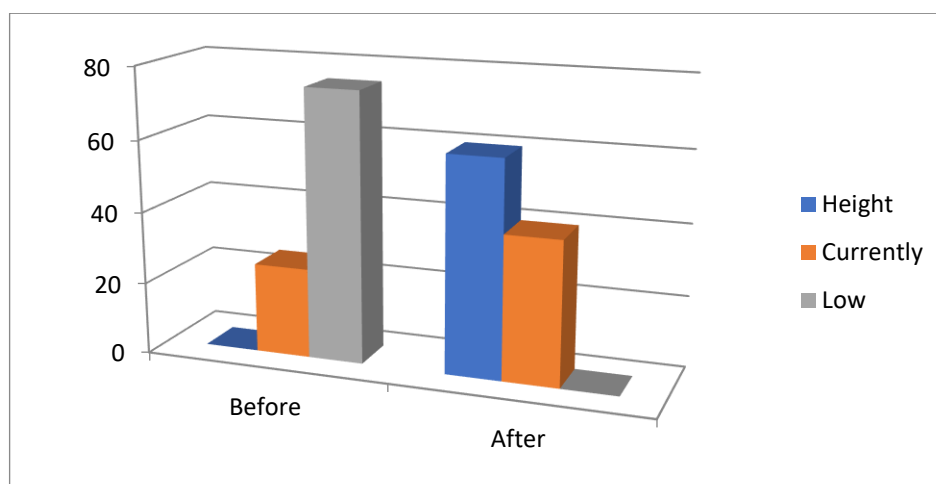


Figure 1. Children's speaking ability before and after the use of Audio Visual media with Animated Films

According to these findings, watching animated films on audiovisual media is a useful form of knowledge dissemination since it teaches youngsters to think in terms of actual objects rather than abstract concepts. Children's behaviour improved during the course of this research. This is evident from the fact that, on average, all of the children in the study improved their language skills, albeit to varying degrees. Children's ability to understand and respond to questions and retell tales they've just seen suggests that their communication skills are developing well and are on track to meet or exceed expectations. According to (Shaleha & Yus., 2020), this holds true since expanding a child's vocabulary makes it simpler for them to respond to basic queries.

The objective is to compare the disparities in children's speaking abilities before and after therapy, and to assess the extent to which the use of Audiovisual Media with Animated Film impacts these abilities. Prior to examining the impact on children's speaking proficiency before and after the experiment, it is imperative to assess the correlation between the pretest and posttest data utilising the Wilcoxon test methodology. The acquired results indicate a significance level of 0.000, which is less than the threshold of 0.05. Therefore, the alternative hypothesis (H_a) is accepted, and the null hypothesis (H_o) is rejected. This implies that the hypothesis suggests a difference in children's speaking ability after utilising Audiovisual Media with Animation Film. Assuming that the data indicate an average difference of -3.956a and a significant (two-tailed) value of 0.000. Therefore, since the significance value is less than 0.05, the alternative hypothesis (h_a) is accepted and the null hypothesis (h_o) is rejected.

After the results are obtained, it can be stated that audio-visual media with animated films can improve children's speaking skills in kindergarten. This animated film is an effective audiovisual medium for presenting messages. This media can display two elements at once, namely image elements and sound elements (Khadijah, Arlina, & Rahmadani, 2021). An additional benefit of this media is its ability to be repeated, accelerated, and decelerated based on the requirements of the class (Fitria, 2014). During the initial, second, and third sessions of the learning process, it was seen that the children had great enthusiasm while engaging in the lesson. This was likely due to the fact that the children had the opportunity to immediately see and hear the animated film they were viewing. According to Sianturi

and Yus (2022), children will comprehend knowledge more rapidly when it is immediately perceived through video. The research conducted by Siregar et al. (2022) supports the claim that using audiovisual media enhances children's focus and comprehension when receiving instruction from teachers. Compared to traditional methods without audiovisual media, delivering educational material through audiovisual means enables children to understand and grasp the content quickly.

4. CONCLUSION

Each indication improved after the study's incorporation of audiovisual stimuli in the form of animated films, including those for "Developing Very Well," "Developing According to Expectations," "Starting to Develop," and "Not Developing." However, there were 12 kids, or 60%, who scored in the high range. 40% of the kids fall into the medium-risk group 8, while none of the kids in the low-risk category 0 make the cut. Animated films are a powerful form of audiovisual medium for communicating ideas and concepts. Children's interest in learning is piqued by the media because it helps them conceptualise abstract ideas in a more tangible way. Given the existence of the aforementioned statements, it can be deduced that the use of audio-visual media in the form of animated films in this study can effectively improve children's speaking skills, allowing them to more effectively interact with others and convey or receive messages. Many elements, both internal and external, including the child's cognitive capacity and mental health, as well as the classroom teacher and the child's social and environmental context, can contribute to the development of a child's language skills. The authors will provide a number of suggestions based on the findings of the research done thus far; these suggestions are meant to serve as input for future researchers as they seek out new ways of addressing the issues at hand.

REFERENCES

- Alam, S. K., & Lestari, R. H. (2019). Pengembangan Kemampuan Bahasa Reseptif Anak Usia Dini dalam Memperkenalkan Bahasa Inggris melalui Flash Card. *Jurnal Obsesi : Jurnal Pendidikan Anak Usia Dini*, 4(1), 284. <https://doi.org/10.31004/obsesi.v4i1.301>
- Anggraeni, D., Hartati, S., & Nurani, Y. (2019). Implementasi Metode Bercerita dan Harga Diri dalam Meningkatkan Kemampuan Berbicara Anak Usia Dini. *Jurnal Obsesi : Jurnal Pendidikan Anak Usia Dini*, 3(2), 404. <https://doi.org/10.31004/obsesi.v3i2.224>
- Darihastining, S., Aini, S. N., Maisaroh, S., & Mayasari, D. (2020). Penggunaan Media Audio Visual Berbasis Kearifan Budaya Lokal pada Anak Usia Dini. *Jurnal Obsesi : Jurnal Pendidikan Anak Usia Dini*, 5(2), 1594–1602. <https://doi.org/10.31004/obsesi.v5i2.923>
- Desi Murniati Siregar, Eva Martina Simatupang, Timbul Amar Hotib Harahap, Anita Yus, & Aman Simaremare. (2022). Analisis Efektifitas Model Belajar Bermain Berbasis Proyek Tema Lingkunganku Pendidikan Anak Usia Dini. *Journal of Social Interactions and Humanities*, 1(1), 27–36. <https://doi.org/10.55927/jsih.v1i1.453>
- Elya, M. H., Nadiroh, N., & Nurani, Y. (2019). Pengaruh Metode Bercerita dan Gaya Belajar terhadap Kemampuan Berbicara Anak Usia Dini. *Jurnal Obsesi : Jurnal Pendidikan Anak Usia Dini*, 4(1), 312. <https://doi.org/10.31004/obsesi.v4i1.326>
- Fitria, A. (2014). Penggunaan media audio visual dalam pembelajaran anak usia dini. *Cakrawala Dini. Cakrawala Dini: Jurnal Pendidikan Anak Usia Dini*, 5(2), 57–62. <https://doi.org/https://doi.org/10.17509/cd.v5i2.10498>
- Girard, L. C., Pingault, J. B., Doyle, O., Falissard, B., & Tremblay, R. E. (2017). Expressive language and prosocial behaviour in early childhood: Longitudinal associations in the UK Millennium Cohort Study. *European Journal of Developmental Psychology*, 14(4), 381–398. <https://doi.org/10.1080/17405629.2016.1215300>
- Goble, P., & Pianta, R. C. (2017). Teacher–child interactions in free choice and teacher-directed activity

- settings: Prediction to school readiness. *Early Education and Development*, 28(6), 1035–1051. <https://doi.org/https://doi.org/10.1080/10409289.2017.1322449>
- Hartati, S. (2017). Penyelenggaraan Program Paud (Studi Evaluatif Di Pos Paud Kota Jakarta Timur, Provinsi Dki Jakarta). *JIV-Jurnal Ilmiah Visi*, 12(2), 155–162. <https://doi.org/10.21009/jiv.1202.9>
- Karunia, A. (2019). *Optimalisasi Kemampuan Berbicara Pada Anak Usia Dini Ade Karunia Rizky Manurung Program Pascasarjana Pendidikan Anak Usia Dini*. 5(2), 2502–7166.
- Khadijah, K., Arlina, A., & Rahmadani, R. A. (2021). Penggunaan Media Audio Visual untuk Meningkatkan Kemampuan Mengenal Huruf Pada Anak Usia Dini di RA Amanah Amaliyah. *Jurnal Raudhah*, 9(1), 1–16. <https://doi.org/10.30829/raudhah.v9i1.939>
- Lisharti, L., Fahrudin, F., & Nurhasanah, N. (2020). Penerapan Metode Bermain Peran Mikro untuk Meningkatkan Kemampuan Berbicara Anak Usia 5–6 Tahun Di TK Negeri Pembina Mataram Tahun Ajaran 2019/2020. *Indonesian Journal of Elementary and Childhood Education*, 1(2), 147–154. Retrieved from file:///C:/Users/acer/Downloads/148-Article Text-523-1-10-20200630.pdf
- Maudyta, D., & Wahdini, E. (2023). Pengaruh Tingkat Pendidikan dan Perhatian Orang Tua pada Pola Komunikasi terhadap Kemampuan Berbicara Anak. 7(2), 1302–1311. <https://doi.org/10.31004/obsesi.v7i2.3897>
- McIntyre, L. J., Hellsten, L. A. M., Bidonde, J., Boden, C., & Doi, C. (2017). Receptive and expressive English language assessments used for young children. *A Scoping Review Protocol. Systematic Reviews*, 6, 1–7. Retrieved from <https://link.springer.com/article/10.1186/s13643-017-0471-1>
- Pradinda, R., & Santana, F. D. T. (2020). MENINGKATKAN KETERAMPILAN BERBICARA PADA ANAK USIA DINI MELALUI MEDIA AUDIO VISUAL. *CERIA (Cerdas Energik Responsif Inovatif Adaptif)*, 3(5), 411–417. <https://doi.org/http://dx.doi.org/10.22460/ceria.v3i5.p%25p>
- Pujiastuti, D. (2019). Pemanfaatan Media Audio Visual Cerita Wayang Sebagai Media Pembelajaran Untuk Meningkatkan Kemampuan Bahasa Jawa Pada Anak Usia Dini. In *Seminar Nasional Pendidikan 2015*, 297–303. Retrieved from <https://core.ac.uk/download/pdf/198494343.pdf#page=308>
- Rifmasari, Y., Zein, R., & Anggraini, V. (2022). The Effect Of Audio Visual Media On The Ability To Count Of Kindergarten. *Jurnal Obsesi : Jurnal Pendidikan Anak Usia Dini*, 6(4), 2777–2784. <https://doi.org/10.31004/obsesi.v6i4.1665>
- Santos, L. H., Waldner, B. J., Fuchs, J. E., Pereira, G. A., Liedl, K. R., Caffarena, E. R., & Ferreira, R. S. (2018). Understanding structure–activity relationships for trypanosomal cysteine protease inhibitors by simulations and free energy calculations. *Journal of Chemical Information and Modeling*, 59(1), 137–148. Retrieved from <https://pubs.acs.org/doi/pdf/10.1021/acs.jcim.8b00557>
- Shaleha, K., & Yus., A. (2020). Peranan bahan ajar dalam mengembangkan bahasa anak usia dini. *EJoES (Educational Journal of Elementary School)*, 1(3), 55–58.
- Sianturi, F. V., & Yus, A. (2022). Development of Environment Based Animation Video Media As a Strategy for Developing High Level of Thinking Skills. *Sensei International Journal of Education and Linguistic*, 2(2). Retrieved from file:///C:/Users/acer/Downloads/88-Article Text-759-2-10-20230225.pdf
- Susanti, D. (2022). Meningkatkan Kemampuan Kognitif pada Kegiatan Bermain Mengelompokkan Benda Melalui Media Losse Part Saat di Rumah Saja. *Pendidikan Dan Perkembangan Anak*, 1(1), 50–62. <https://doi.org/https://doi.org/10.33369/jip.2.1.63-70>
- Widiasari, R. A., Suarni, N. K., & Antara, P. A. (2018). Pengaruh Pendekatan Fonik Terhadap Kemampuan Membaca Awal Pada Anak Kelompok B. *Jurnal Pendidikan Anak Usia Dini Undiksha*, 6(2), 158–168.
- Zalmi, R. Y., & Mahyuddin, N. (2021). Analisis Kesantunan Berbahasa Anak Pada Buku Cerita Bergambar Di Taman Kanak-Kanak. *Universitas Hamzanwadi*, 5(02), 482–492. <https://doi.org/https://doi.org/10.29408/goldenage.v5i2.3957>