

## Enhancing Children's Language Skills Through Storytelling Method with Audio-Visual Media

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### KEYWORDS

Language Improvement;  
Through Storytelling Method;  
Using Audio Visuals

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### ABSTRACT

Early childhood education is an important period in language development, which is one of the fundamental aspects in the formation of communication and interaction of children. This study aims to improve the language skills of children aged 5-6 years through the storytelling method with audio-visual media. The research used the literature study method by collecting data from various related scientific journals. The results showed that the storytelling method using audio visual media can significantly improve children's language skills, both in the aspects of listening, speaking, reading, and writing. Audio-visual media attracts children's attention, makes the learning process more fun, and provides interactive experiences that motivate children to actively participate. The conclusion of this study is that the storytelling method using audio visual media is an effective learning approach in developing early childhood language skills.

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### Introduction

Childhood education is a unique individual in which children have the ability and patterns of growth and development in the physical aspects of cognitive socio emotional creativity language and communication that are specific to the stage that the child is going through (Bjorklund, 2022; Larysa et al., 2020). At this time it is often called the golden age or golden age because in this age range it experiences very rapid growth and development in various aspects. In the sensitive period, the acceleration of children's brain growth is very high from the overall growth and development activities of the Golden Age children is the right time to explore the potential of children's intelligence as much as possible. At this time children have enormous potential to explore great potential to optimize all aspects of development that exist in children such as physical and motor development.

According to NAEYC (National Association for The Education of Young children), says that early childhood is a child who is in the age range of 0-8 years (Aisyah et al., 2014, p. 13). in Indonesia it is agreed that between the ages of 0-6 years children at this time require various forms of services and adult assistance from physical and spiritual needs where the form of service is

directed to facilitate growth and development as laying the right foundation for human growth and development so that children can grow and develop optimally according to the values, norms, and expectations of society.

Morrison (2012), announced that child theory is a question of principles and ideas that try to explain events and how things happen, namely learning more about early childhood education. Child development is the study of how children experience changes over time from birth to eight years.

Children are individuals who are undergoing a process of rapid development and are fundamental to later life (Yulianti, 2011) in (Amtiningsih et al., 2016). At this time the process of development and growth in various aspects is experiencing a very rapid period at this time which determines the formation of a person's character and personality in later life.

Early childhood is a group of children who are in the process of growth and development that is unique, meaning that it has a pattern of physical growth and development (gross and fine motor coordination), intelligence, creativity, social emotional, language, and communication (Diana Mutiah, 2010) (Yusuf et al., 2023).

Language development is one of the most important aspects in child development. Because language is a medium means of communication with someone and can be useful for life. thus language development must be given to children from an early age. Early childhood should be trained to dare to express what he feels and thinks. So that later the child will not be shy, easy to express opinions in front of many people and easy to interact. Therefore, language development must be optimized and developed from an early age.

According to Severe (2003) in Eka Rizki Amalia et al. (2019) there are two categories in language skills, namely productive language skills, receptive language skills are language skills that are applied to understand something conveyed through spoken and written language. As for what includes receptive language are listening and reading activities. while productive language skills are language skills that are applied to convey information both in writing and orally.

One of the key areas of development in early childhood is language acquisition, which serves as a fundamental tool for communication and interaction. Language skills encompass both receptive abilities, such as listening and reading, and productive abilities, such as speaking and writing. These skills enable children to express their thoughts, emotions, and ideas while engaging with their environment and peers. However, despite the importance of language development, many children face challenges in this area due to limited exposure to effective learning methods and stimulating environments.

Previous studies have demonstrated the efficacy of various strategies in enhancing children's language abilities, particularly the storytelling method. Storytelling is a dynamic and interactive teaching approach that fosters imagination, comprehension, and expressive skills. When combined with audio-visual media, storytelling becomes even more engaging, allowing children to visualize and better understand the content being presented. Studies, such as those by Daroah (2013) and Mekarningsih et al. (2015), have highlighted significant improvements in children's language skills through storytelling methods using visual aids.

However, while prior research has explored the benefits of storytelling with audio-visual media, this study seeks to address gaps by focusing specifically on its application for children aged 5-6 years in a structured classroom setting. Unlike earlier studies, which often centered on broader age groups or informal learning environments, this research emphasizes the use of tailored storytelling sessions with meticulously designed audio-visual content to enhance specific language skills. The novelty of this research lies in its systematic approach to integrating storytelling methods with audio-visual aids, aiming to provide practical and replicable strategies for educators in formal early childhood education contexts.

By addressing these gaps, this study contributes to the growing body of literature on effective pedagogical practices for early childhood education. The findings are expected to offer valuable insights into how storytelling with audio-visual media can be optimized to foster language development, paving the way for future innovations in teaching methodologies.

### **Research Methods**

This research uses library research or literature study, namely a series of activities related to library data collection methods, reading and recording and processing research materials. In this study, the data were obtained from scientific journals. Literature research contains theories that are relevant to the research problem. An assessment of the concepts and theories used is based on the available literature, especially from articles published in various scientific journals.

Literature review serves to build concepts or theories that form the basis of research studies to see phenomena systematically, through the specification of relationships between variables, so that they can be useful for explaining and predicting phenomena where through data collection is a substantive theory, namely a theory that is more focused on applying to the object to be studied.

The data used in this study are secondary. Secondary data is data obtained not from direct observation but data obtained from research results that previous researchers have conducted. The secondary data sources in question are from theses and journals. In this case the researcher uses several data sources to support this writing as follows:

1. Daroah (2013) entitled “Improving Language Skills Through Storytelling Methods with Audio Visual Media in Group B1 RA Perwanida 01 Slawi”
2. Ni Kakek Ayu Mekarningsih, et al (2015) entitled “Application of Storytelling Method Assisted by Audio Visual Media to Improve Oral Language Skills in Children”
3. Widya Masitah and Juli Hastuti (2016) entitled “Improving Language Skills Through the Storytelling Method Using Audio Visual Media in Group B of RA Saidi Turi, Pancur Batu District, Deli Serdang Regency”.
4. Fitania, Yuli Ani Setyo Dewi (2018) entitled “Improving Language Skills Through Storytelling Method with Audio Visual Media in Group A of RA Sunan Ampel”
5. Eduard Lengkong, Serita Solang (2021) entitled “Improving Children's Language Skills Through Storytelling Method with Audio Visual Media in 5-6 Years Old Children at Gmim Syaloom Kumelembuai Kindergarten”.

6. Nurul Jahriani, et al (2021) entitled “Improving Children's Language Skills Through Storytelling Methods Using Audio Visual Media at RA Raudatul Ilmi, Medan Denai District”.

This research uses data collection techniques in the form of documentation, which is a method for finding documents or data that are considered important through scientific journals.

Data analysis is carried out inductively, starting from collecting data related to research on improving the language skills of children aged 5-6 years through the storytelling method using audio-visual media obtained from both journals and theses, which will then be made using pure qualitative methods by combining existing literature study methods.

Cumulative data analysis activities are carried out iteratively and continuously until completion, so the data is saturated. Data analysis activities are data reduction, data display, and conclusion drawing/verification.

Improving Language Skills of 5-6-Year-Old Children through Storytelling Method using Audio Visual Media, Hilma Mithalia Shalihah, Niken Farida, Indah Purnama Sari.

## **Results and Discussion**

### **Daroah (2013) entitled “Improving Language Skills Through Storytelling Method with Audio Visual Media in Group BI RA Perwanita 02 Slawi”.**

The study began with the researcher's experience of child development reports in the first semester or odd semester where out of 32 children, only 16 children were able to develop their language skills. This happened because of the teacher's lack of insight in choosing the right learning methods and media. The type of research conducted used Classroom Action Research (PTK) consisting of 2 cycles with a discovery of 6 (six) meetings. The audio visual media used are TV and VCD.

In implementing the action in cycle 1 through audio visual, the teacher experienced a few obstacles, the tapes used were broken due to frequent use, the teacher was also less skilled in using audio visual media. However, these obstacles can be overcome because previously spare tapes have been prepared. In cycle 1 some children began to actively answer the teacher's questions and express their own opinions. So in cycle 1 the data obtained on the increase in children's language skills amounted to 77%. However, this is not in accordance with the criteria expected by researchers so that it is continued to cycle II.

In cycle II there were no obstacles at all, the teacher began to skillfully use the audio visual that had been prepared, all children were also enthusiastic in participating in learning. So in cycle II, the data obtained on the increase in children's language skills amounted to 89.33% and was in accordance with the expected criteria.

So it is concluded that learning with the storytelling method using audio-visual media can improve children's language skills because it feels interesting and fun for children. High engagement audio-visual media attracts children's attention more effectively than traditional methods. Children tend to be more engaged and excited when they can see and hear stories in an interesting form. And understanding the concept of story language often has a clear structure

(beginning, middle, end). By using visual media, children can more easily understand narrative concepts, including character, plot, and theme. as well as stimulation of imagination. Through stories presented in an audio-visual manner, children can imagine and create mental images of what they see and hear. This is very important for the development of creativity and critical thinking.

**Mekarningsih et al. (2015) entitled “Application of Storytelling Medote Assisted by Audio Visual Media to Improve Children's Oral Language Skills.”**

The research was conducted through observations, where researchers found that children's oral language skills in group B at Pre Widya Dharma Kintamani Kindergarten were very low. This happens because children are only listeners of all the information conveyed by the teacher; the learning is monotonous and uninteresting, and there is no use of learning media that makes children feel bored. So, the researcher chose the storytelling method using audio-visual media to improve children's oral language skills.

The type of research conducted in this study is through Classroom Action Research (PTK), which consists of 2 (two) cycles. The results of research from the actions of cycle I and cycle II are an increase in children's oral language skills. Children have been able to focus on listening to stories that have been designed by teachers through audiovisuals and are able to answer teacher questions about stories that have been heard and seen.

**Widya Masitah and Juli Hastuti (2016) entitled “Improving Language Skills Through Storytelling Method Using Audio Visual in Group B RA Saidi Turi Pancur Batu District Deli Serdang Regency.”**

Based on observations made by researchers, there are several problems related to children's language skills with storytelling methods. Namely, children's language skills in expressing stories are still low. Children are still confused about expressing stories even though the teacher has given them freedom; some children ask not to participate, and they are not enthusiastic about pouring their imagination through speaking. Children's language composition is also still low. For example, in giving simple explanations, reasons, or opinions. So, research was conducted to improve children's language skills with the storytelling method using audio-visual media.

The type of research conducted is Classroom Action Research (PTK), which consists of 2 (two) cycles with the number of meetings for each cycle as many as 6 meetings. Audiovisual media that has been used is VCD and Laptop. The results of research from Cycle I show that children's language skills have not improved. This can be seen from the fact that there are still children who are confused and shy in expressing their opinions; children have not been able to express the contents of the story with simple language and still need teacher guidance. So, improvements were made or re-planning through cycle II. The results of cycle II show that children's language skills have improved well. Children have been able to express their opinions through simple sentences.

The research conducted concludes that storytelling using audiovisual media can improve children's language skills. Children have been able to receive language well, express their opinions through simple sentences, answer simple questions, and communicate with others.

**Fitania, Yuli Ani Setuo Dewi (2018) entitled “Improving Language Skills Through Storytelling Method with Audio Visual Media in Group A RA Sunan Ampel.”**

The initial condition of children's language skills in Group A RA Sunan Ampel is known to be very low; the level of development only reaches around 50%, which is around 16 children who have good enough language skills; through this condition, children are given learning with the storytelling method with the help of audiovisual media.

The type of research conducted is Classroom Action Research (PTK), which consists of 2 (two) cycles. The audio-visual media used are TN and VCD. From the actions taken, namely through Cycle I and Cycle II, it can be seen that children's language skills through the storytelling method using audio-visual media media have improved well. The research results of the four language skills in children are:

a. Listening

In this case, it shows that the child has been able to understand simple commands, repeat more complex sentences well, and mention some known adjectives.

b. Speaking

The child's language skills in speaking have improved well. The child has been able to answer more complex questions, tell the cause and effect of an event, and name as many objects as possible.

c. Reading

Children's ability to read symbols, recognize initial letter syllables, read their names, and connect pictures of objects with object names has improved as expected.

d. Writing

e. The child has been able to recognize and write numbers and letters and has been able to write names simply.

**Nurul Jahriani, et al (2021) entitled “Improving Children's Language Skills Through the Audio Visual Media Storytelling Method at RA Raudatul Ilmi, Medan Denai District”.**

From the initial observations of researchers, it appears that the language skills of children at RA Raudatul Ilmi, Medan Denai District have not developed as expected. There are still children who are unable to answer questions from the teacher, and have not been able to retell the contents of the story that has been told by the teacher.

The type of research conducted is Classroom Action Research (PTK) consisting of 2 (two) cycles with the number of meetings of each cycle 3 (three) meetings. The research was conducted using the zoom application and through videos sent via whatsapp messages. In cycle I, the implementation of activities went well. However, some children still have to be accompanied by parents so that they can focus on seeing and listening to the story given by the teacher. In the question and answer session, some children have not been able to answer questions from the teacher and have not been able to retell or provide information related to the story that the child has listened to. Seeing this, it is necessary to take action again, namely through cycle II.



In cycle II, children have been able to express their opinions through simple sentences, children have been able to answer questions from the teacher in their own language, children have been able to retell the contents of the story and provide information on the story that has been listened to.

Based on the results of this study, it can be concluded that the storytelling method using audio visual has proven effective in improving children's language skills. The storytelling method using audio visual media makes children feel happy in participating in learning.

**Eduard Lengkong and Citra Solang (2021) entitled “Improving Children's Language Skills Through Storytelling Methods with Audio Visual Media in Children 5-6 Years of Age do TK Gmim Syaloom Kumelembuai”.**

In this study, researchers wanted to find out whether the storytelling method using audio visual media could improve children's language skills. The type of research used is Classroom Action Research (PTK) using the Kemmis and Tanggart Cycle model. The audio visual media used is CD.

The results showed that the use of storytelling methods using audio visual media can improve children's language skills. The use of audiovisual media in storytelling activities can attract children's attention, not feel boring and fun for children. The storytelling method using audio visual media can improve children's ability to express their opinions about the content of the story that the child has listened to. In addition, children have also been able to answer simple questions asked by the teacher related to the material or learning delivered. and also improve listening skills This method also trains children's listening skills. They learn to focus and capture information from the story being told, which is a basic skill in learning language.

Another study entitled Efforts to Improve Storytelling Ability by using Serial Image Media in children by Suparjo (2017) aims to determine the level of students' speaking skills, especially in the storytelling competence of students in the kindergarten. The results showed that children's storytelling ability could be improved by the use of serial picture media in the kindergarten. The research conducted by Suparjo is a type of class action research on efforts to improve children's storytelling ability. It is different from the author's research which is carried out with a qualitative descriptive approach but has similarities in the object to be studied, namely on children's storytelling ability.

**Conclusion Drawing/Verification**

From the previous research above, the research was carried out by designing in advance the activities that children will carry out through the Daily Activity Plan (RKH). The type of research from the six journals above uses Classroom Action Research (PTK), which consists of 2 (two) cycles. The audio-visual media used are TV, DVD, laptop, and Zoom and WhatsApp applications. The number of meetings in each journal consists of 6 (six) meetings and 3 (three) meetings

## Data Analysis

From the six previous studies above, the research results show that the storytelling method using audio-visual media can improve children's language skills. Learning through the storytelling method using audio-visual media feels fun and not boring for children, so children are motivated to take part in learning.

## Conclusion

Based on research conducted by the author from 6 previous studies, it is concluded that the storytelling method using audio-visual media can improve the language skills of children aged 5-6 years. The storytelling method using audio visual media is one of the learning methods that can be used to improve children's language skills. The storytelling method using audio visual media is a storytelling method by showing pictures and listening to sounds directly to children about the contents of the story to make it easier for children to understand the contents of the story.

The use of storytelling methods with audio visual media makes children feel interested so that children are motivated and do not feel bored in following the learning process, especially in storytelling activities. Learning becomes fun for children and more meaningful. With audio visual media, it can add children's vocabulary in communication which can then support children's other language skills such as listening, writing and reading. Improving children's language skills through the storytelling method using audio visual media is an effective approach to learning. The storytelling method is a technique of teaching language by telling interesting stories. It helps children understand the structure of language, vocabulary, and the context in which it is used. The storytelling method is a technique of teaching language by telling interesting stories. It helps children understand language structures, vocabulary, and contexts of use. Visualization: Audio-visual media such as videos or pictures help children understand stories better. They can see characters, locations and events, which reinforces understanding. Visualization: Audio-visual media such as videos or pictures help children understand stories better. They can see characters, locations and events, which reinforces understanding.

Attracts attention: Children are more interested in interactive and engaging content. Audio-visual media is able to hold their attention longer than plain text. Repetition children can repeat the same story once reinforces their language acquisition. The audio-visual storytelling method can significantly improve children's language skills. This approach not only makes learning more fun, but also more effective in building children's language skills. With proper application, this method can be a very useful tool in children's language education.

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