



Improving Early Childhood Speaking Skills Through Audio Visual Media

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Abstract

Students' ability in learning speaking skills has not developed much. Many students have difficulty speaking in front of the class. They do not have high self-confidence in learning speaking skills. This problem can be overcome through audio-visual media that makes students interested in speaking by telling the contents of the learning videos they see and hear. This study aims to describe: (1). Daily learning implementation plan, Improving Learning Speaking Skills Through Audio-Visual Media for Children Aged 5-6 Years, (2). Implementation, Improving Learning Speaking Skills Through Audio-Visual Media for Children Aged 5-6 Years, (3) Assessment of Improving Learning Speaking Skills Through Audio-Visual Media for Children Aged 5-6 Years. The research conducted by the author uses a qualitative and quantitative approach with the type of classroom action research. The subjects of the research conducted by the author were 10 students. The learning process of improving learning through audio-visual media consists of 3 activities, namely: (1) Initial Activities, (2) Core Activities consisting of 3 stages, namely (a) pre-speaking stage, (2) speaking stage, (c) post-speaking stage and (3) Final Activities. To see and know the results obtained in improving speaking skills learning through audio-visual media, data related to student and teacher activities were taken. As well as data on the achievement of improving students' speaking skills learning. The results obtained after the implementation of cycles I, II and during the preliminary study have experienced good improvement.

INTRODUCTION

PAUD plays an important role in children's education because they are in the golden age, which is a phase of very rapid growth and development. At this stage, children are very sensitive to educational stimulation, so PAUD becomes the main foundation in forming their basic skills (Suryana et al., 2022). Teachers in PAUD must provide the best service, including developing children's language skills. Language skills in PAUD include listening, speaking, reading, and writing, all of which are interrelated (Sriyono et al., 2022). One of the skills that needs to be developed is speaking skills, Children aged 5-6 years are able to speak with simple

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sentence structures, using conjunctions, prepositions, and articles, although they still make some mistakes. Their speaking skills can be improved through exercises given by the teacher (Miftahurrohmah et al., 2021).

In addition, the use of learning media is very helpful in the process of transferring knowledge to students (Syafiq et al., 2021). Learning media is not only limited to books and blackboards, but also includes various tools that can help deliver material effectively (Guru & Al-Hilal, 2022). With the support of learning media, children can more easily understand the material and develop their speaking skills optimally (Saputri et al., 2024). The existence of learning media is very important for teachers in improving students' speaking skills. One of the effective media is audio-visual media, such as television, video, and sound films, because it can combine images and sounds so that they are more interesting to students (Sugianto et al., 2022). However, in practice, students still have difficulty in connecting the media they see with everyday life, so they are less fluent in speaking in front of the class. Students also face obstacles in linguistic aspects, such as word choice, pronunciation, intonation, and expressions that are not yet optimal (Amelia et al., 2022). Many are still shy and stutter when speaking. From a non-linguistic aspect, students still lack confidence, do not have the initiative to speak, and do not respect their friends when discussing (Fitria, 2024).

METHOD

This type of research is classroom action research by applying a qualitative approach and a quantitative approach. This research aims to improve and enhance the learning process in the classroom (Firdaus et al., 2021). In this case, the learning process that the author will improve is learning speaking skills through audio-visual media (Engkizar et al., 2021). Classroom action research is an observation of learning activities in the form of an action, which is deliberately raised and occurs in the classroom together, the action is given by the teacher or with the teacher's direction carried out by students (Davison et al., 2021). PTK is how a group of teachers organize their own learning practice conditions. They can try out an idea for improvement in practice (Engkizar, Kaputra, et al., 2022). The research that the author carried out began by conducting a preliminary study which was the main factor in implementing classroom action research (Mertler, 2021). This research will be carried out to solve problems in the learning process in the classroom, which will take place in several learning cycles. Starting with planning, action or implementation and reflection on each cycle (Qurani et al., 2021).

RESULTS AND DISCUSSION

This classroom action research was conducted at RA Ar-Rasyid, Padang City on 10 grade B PAUD students in the 2023/2024 academic year semester II. The language development program is aimed at improving speaking skills learning for children aged 5-6 years at RA Ar-Rasyid, Padang City. The researcher acted directly as a teacher and the principal acted as an observer. All stages in each implementation of the action are adjusted to the stages of improving speaking skills learning through audio-visual media (Cendra & Sulindra, 2022). The learning process carried out includes students' abilities in learning speaking skills, namely by retelling events in videos that they see and hear through audio-visual media by paying attention to assessments from language and non-language aspects according to the research carried out (Yuliansyah & Ayu, 2021).

Data acquisition in speaking skills is obtained from process assessment (non-language aspects) and outcome assessment (language aspects) obtained when students speak in front of the class, while conducting questions and answers and

providing comments on the learning process of improving speaking skills through audio-visual media that is implemented (Elbes & Oktaviani, 2022). Other data that will be explained and described are about the implementation of speaking skills learning improvement activities from the beginning to the end of the study, and comparative data before the action with cycles I and II. All data that will be presented are collected through previously prepared research instruments, reflections and various findings in the implementation of the study (Yang et al., 2023).

Planning is a very important initial stage in the learning process. Careful planning, including indicators, methods, media, and learning steps, will provide optimal results both in terms of the process and the achievement of students speaking skills (Gonçalves et al., 2022). In speaking learning, assessment is carried out in two aspects, namely the process (courage, fluency, appropriateness of the content of the conversation, and student attitudes) and results (word choice, pronunciation, intonation, and expression).

Table 1. Comparative Recapitulation of the Results of Improving Speaking Skills Learning Through Audio Visual Media Before Action and Implementation in Cycle I

No	Name	Comparison		information
		Before Action	In Cycle 1	
1.	AMA	75	81,25	Increase
2.	AKN	75	81,25	Increase
3.	AAR	81,25	90,63	Increase
4.	CH	78,13	81,25	Increase
5.	ZR	62,50	68,75	Increase
6.	HK	78,13	81,25	Increase
7.	KCS	62,50	68,75	Increase
8.	MTJ	78,13	81,25	Increase
9.	RPA	81,25	84,38	Increase
10.	ZAE	50	56,25	Increase
Jumlah		725,49	775,01	Increase
Rata-Rata		72,50	77,50	Increase

From the table above we can see that before the action the lowest value was obtained with a percentage of 50% while in cycle I it was 56.25% while the highest value before the implementation of the action obtained a percentage of 81.25% and after the implementation of cycle I it became 90.63%. The average percentage of the overall assessment increased from before the implementation of the action which only reached 72.50% to 77.50% there was an increase in the percentage figure of 5%. In terms of overall assessment, cycle I can be said to be complete because the average assessment system is at a percentage of 77.50% which is at a good level according to the determination of the level of success of the research which determines completeness in the percentage range (77 - 100) (Engkizar et al., 2018). However, in terms of the number of students or classically cycle I cannot be said to be complete because only 7 out of 10 students achieved completeness (Maemunah et al., 2021). There are still 3 students who have not achieved completeness, with the percentage of completeness classically only reaching 70% has not reached the level of success in determining the completeness of the research with a percentage range (77-100) (Engkizar, Jaafar, et al., 2022). The new research can be said to be complete if the overall assessment (average assessment) and classically (number of students) who

achieve completion are in the percentage range (77-100) according to the determination of the level of success of determining the completion of the research (Nindie, 2022). So it can be concluded that cycle I cannot be said to be complete and corrective actions must be carried out by holding cycle II.

Table 2. Comparative Recapitulation of the Results of Improving Speaking Skills Learning Through Audio Visual Media before the Action with Cycle I and Cycle II

No	Nama Murid	Comparison			information
		Before Action	In Cycle I	In Cycle II	
1	AMA	75	81,25	84,38	Increase
2	AKN	75	81,25	87,50	Increase
3	AAR	81,25	90,63	100	Increase
4	CH	78,13	81,25	87,50	Increase
5	ZR	62,50	68,75	81,25	Increase
6	HK	78,13	81,25	87,50	Increase
7	KCS	62,50	68,75	82,25	Increase
8	MTJ	78,13	81,25	93,75	Increase
9	RPA	81,25	84,38	100	Increase
10	ZAE	50	56,25	75	Increase
JUMLAH		725,49	775,01	878,13	Increase
RATA-RATA		72,50	77,50	87,81	Increase

After looking at the table above we can see before the action the lowest value was obtained with a percentage of 50% while in cycle I it was 56.25% while the highest value before the implementation of the action obtained a percentage of 81.25% and after the implementation of cycle I it became 90.63%. The average percentage of the assessment increased from before the implementation of the action which only reached 72.50% increasing to 77.50% there was an increase in the percentage figure of 5%. After the implementation of cycle II, the lowest value was obtained 75% and the highest value 100% (Chang et al., 2021). The average percentage of the assessment increased from before the implementation of the action which only reached 77.50% increasing to 87.81% there was an increase in the percentage figure of 10.31%.

The overall assessment in cycle II can be said to be complete because it is at 87.81% which is at a good level according to the determination of the level of research success which sets completion in the percentage range (77-100). In terms of the number of students or classical research, it can also be said to be successful because only 1 out of 10 students did not achieve completion (Susanti et al., 2024). This means that 9 students have achieved completion in the implementation of the research, which means it is at a percentage of 90% . Where classically or the number of students, the new research can be said to be successful if the number of students who complete it is in the percentage range (77 - 100) according to the determination of the level of research success (Kwegyiriba et al., 2022).

So it can be concluded that the research conducted can be casted as successful or complete because in terms of assessment (average) and classically (number of students) it obtained completion in the range of percentage figures (77 - 100) in accordance with the determination of the level of success of the research that has been determined. Of course, all of this cannot be achieved without the help of students and the entire extended family of RA Ar-Rasyid Kota Padang, especially Mrs. Nurfaizal, S.Ag who has helped the research process from beginning to end (Pham, 2021).

CONCLUSION

Improving learning of speaking skills through audio-visual media for children aged 5-6 years at RA Ar Rasyid, Padang City, has improved students' speaking skills. The conclusions that can be drawn are as follows: Planning to improve learning of speaking skills through audio-visual media is carried out in 3 activities, namely: initial activities, (2) core activities, and (3) final activities. Core activities consist of 3 stages of learning, namely: (1) pre-speaking stage, (2) speaking stage, and (3) post-speaking stage. All activities, stages and learning steps that are implemented are carried out to improve students' speaking skills and students are the main subjects in the implementation of the learning process. Implementing improved learning of speaking skills through audio-visual media can motivate students to develop their speaking skills well. This can be seen from the development of students' speaking skills from the beginning to the end of the research. The pronunciation, intonation and expression displayed by students are increasingly developing and pay attention to politeness and politeness in language. Assessment of improving learning of speaking skills through audio-visual media has provided a unique experience for students. This is indicated by an increase in students' speaking skills in accordance with the assessment references and motivation given when conducting the assessment so that students' speaking skills are increasing.

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