Use of audio visual media to improve language skills in recognizing letter symbols for children aged 5-6 years at Kindergarten ABA AR Ridwan Cibinong-Bogor

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Article Info

Abstract

The general aim of this research is to improve students' language skills in recognizing letter symbols through Audio-visual word wall media at the ABA Ar Ridwan Cibinong Bogor Kindergarten. This research used a classroom action research method conducted on 14 students. The type of classroom action research used in research is the method used in research to collect and analyze data. This method refers to the research design developed by Kemmis & Taggart, which refers to the stages of planning, implementation, observation and reflection. The data collection techniques used in this research were observation, field notes, observer notes, and discussion notes. The types of data obtained are qualitative data and quantitative data. The qualitative data analysis technique used the triangulation technique, while the quantitative data analysis technique used the cycle increase percentage calculation technique. The results of this classroom action research were declared successful with a development percentage of 92.9%. By using audio visual word wall media, students' language skills in recognizing letter symbols develop very well.

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INTRODUCTION

Children's intellectual or thinking development occurs very rapidly between the ages of zero and six years. Early childhood can be called a sensitive learning period. During these times, all children's potential abilities can be developed optimally. One of the abilities of children that is developing at an early age is language ability. Language mastery is closely related to children's cognitive abilities. Children's systematic speaking illustrates their systematic thinking. Language is used by humans with the main function as a means of communication. From that main function, language is useful as a tool for expressing thoughts and feelings. The development of early childhood language skills is a very important process in learning (Eliyana Eliyana, Tuti Alawiyah, Muhajirin Ramzi, 2022). Research conducted on the development of early childhood language skills covers various aspects, starting from developing assessment models to detect and monitor the development of language skills, the influence of flashcard media on early childhood language development, and the influence of socioeconomic status on cognitive development as measured by ability tests. language in

early childhood, to the implementation of effective learning methods to develop early childhood language skills. Research conducted in kindergarten includes the research, development, and diffusion stages of Hopkins & Clark to develop the PLST assessment model which can be used by teachers to detect and monitor the development of language skills, identify the number of vocabulary and sentences mastered by children, as well as the stages -the next stage of language development (Nelva, Rolina and Aprilia Tina, Lidyasari and Martha, Christianti, 2013). Penelitian lainnya menggunakan metode eksperimen dengan desain pretest dan posttest untuk menganalisis pengaruh penerapan media flash card terhadap perkembangan bahasa anak usia dini di PAUD Annisa (Annis Sholikha Putri, Ibrahim, 2022). The development of early childhood language skills is very important to support more effective learning and enable children to understand and use language correctly (Neni Farida, Lina Marlina, Ida Nurhayat, 2023). They must be given good language skills as a basis for other learning and to develop abilities in various areas of life.

According to Halliday's view, language has instrumental, regulatory, interactional, personal, heuristic, imaginative, and informative functions. Bromley defines language as regular symbols for transferring various ideas and information consisting of visual and verbal symbols. These symbols can be seen, written, and read. Meanwhile, verbal symbols can be spoken and heard. Recognizing letters are part of language, is necessary to develop language skills that are really needed in everyday life, especially concepts that are the basis for developing language skills and readiness to attend basic education. Language is connected to classroom action research where the researcher shows that by using language students will get a lot of vocabulary and at the same time be able to express themselves. Students will learn how to participate in a conversation and use language to solve their own problems. Students learn to recognize letter symbols using the Phonics method and recognize and understand symbols that represent one or more sounds which, if the letter symbols are grouped, will form a word, and this word has a meaning.

Based on observations by researchers at the ABA Ar Ridwan Kindergarten regarding student learning outcomes, regarding development activities in the classroom, it was found that there was a problem of low ability to recognize letter symbols, with the learning outcomes of 14 students who obtained Starting to Appear (MM) results for 10 students (71 .5%), 1 student (7.1%) obtained a Capable (C) result, and 3 students (21.4%) obtained a Skilled (T) result. From the observations and data above, several problems arise in the classroom and learning outcomes that are not by Educators' expectations, including: a). Lack of student interest in recognizing the letter b symbol). The media prepared by educators is less interesting. c). Students have difficulty recognizing letter symbols that have almost the same shape). The media used is disproportionate.

By identifying the problems above, researchers are interested in improving learning using audiovisual word wall media in activities to recognize letter symbols for children aged 5-6 years at ABA Ar Ridwan Cibinong Bogor Kindergarten. So it is necessary to use interesting media to recognize letter symbols so that they can provide a stimulus to improve students' language skills. According to Heinich, et al (1993), Media is a communication channel. The role of media in learning communication in preschool is increasingly important. Considering that children's development is in a concrete period, therefore learning in PAUD must use something that allows children to learn concretely. According to Kusumawati & Widayati, 2018, many types of media can be used by children in kindergarten to recognize letters. Of course, interesting media is needed that can stimulate and train children's reading skills. This research concludes that children's learning media in kindergarten that use software must prioritize the ability to recognize letters and sounds. This research, when linked to problem-solving, is very important in learning activities in kindergarten. Because in early childhood, concrete objects are needed that can convey information that can be received by students well, it is hoped that students can build their knowledge through the help of media.

Several studies have proven that the use of Audio-visual media is most deeply embedded in a person's memory, in line with expert opinion. (Rohani, 2009) highlights that Audio-visual is a modern instructional media that is in line with the times (advances in science and technology), including media that can seen and heard. It can be concluded that in today's modern era, it is appropriate for educators to keep up with developments by presenting advanced technology-based learning media, one of which is using audio-visual media as learning media in kindergarten. Information or knowledge received through audio-visual media is

most often deposited in the memories of young children because the delivery of learning messages is given through the senses of sight and hearing at the same time.

This research uses Audio-visual word wall media. According to Amini & Suyadi, 2020, picture word card word wall media can develop the vocabulary skills of young children. The media developed can be used by teachers in the learning process which can help increase students' knowledge, especially regarding vocabulary. According to Lesatari, (2021), word walls are useful as learning resources, media, and fun assessment tools for students. This game can be used via a laptop or smartphone. In the Wordwall application, there are images, audio, animation, and interactive games that can make students interested. Several studies that have been conducted illustrate that the use of Audio-visual word wall media can increase students' knowledge in acquiring knowledge in a fun way through interactive games so that students do not get bored easily and can recognize letter symbols more enjoyably. This research focuses on improving language skills in recognizing letter symbols for children aged 5-6 years through the use of audio-visual media. Based on several understandings and experiences that previous researchers have found, the researchers chose Audio-visual word wall media as research material for early childhood language development. The problems in this research are: (1) How to improve students' language skills in activities to recognize letter symbols using audiovisual word wall media for children aged 5-6 years at ABA Ar Ridwan Kindergarten. (2) Can the use of Audiovisual word wall media improve students' language skills in activities to recognize letter symbols for children aged 5-6 years at ABA AR Ridwan Kindergarten.

METHOD

The method used in preparing this journal article is the classroom action research method which is divided into several cycles. The type of classroom action research used in research is the method used in research to collect and analyze data. This method refers to the research design developed by Kemmis & Taggart, which refers to the stages of planning, implementation, observation, and reflection (Musthofa, Bisri, 2016). The data collection techniques used in this research are observation, field notes, observer notes, and discussion notes (sorta Simanjuntak and Robenhart Tamba, 2021). The types of data obtained are qualitative data and quantitative data (Citra Aulia Saputri, 2018). The qualitative data analysis technique uses the triangulation technique, while the quantitative data analysis technique uses the average calculation technique (Misbahayati Misbahayati, 2023). The implementation of classroom action research begins with a pre-cycle and then continues with two improvement cycles. From the identification of problems found in the pre-cycle, an improvement plan was then prepared in cycle 1 and cycle 2 to measure the extent of success in using Audio-visual word wall media in improving language skills in students' letter symbol recognition activities at ABA Ar Ridwan Kindergarten. This classroom action research was conducted at the ABA Ar Ridwan Kindergarten which is located at the Ar Ridhwan Mosque Complex, Puri Nirwana Housing 1 RW.14 Pabuaran Cibinong, Bogor Regency 16916. The subjects of this classroom action research were 14 students from group B, 10 female students, and 10 female students. 4 male students. The instruments used in research on increasing the ability to recognize letter symbols for children aged 5-6 years at the ABA Ar Ridwan Cibinong Bogor Kindergarten are Observation, performance, and assignments. Observation is a way for researchers to collect data and information on students' courage and independence in observation activities in recognizing letter symbols using Audio-visual word wall media. Performance is an assessment that requires students to carry out tasks in the activities being observed. Assignments are assessments based on the results that have been made or carried out by each student.

RESULTS AND DISCUSSION
Results

After the assessment process in the field is complete, the researcher will discuss the results of the research that has been carried out. The implementation of data collection was carried out in three stages, namely the pre-cycle stage, cycle I, and cycle II.

Table 1. Assessment Category

No	Category	Range	Score
1	MM (Mulai Muncul)	1,0 - 1,6	1
2	C (Cakap)	1,6 – 2,3	2
3	T (Terampil)	2,4 – 3,0	3

The assessment categories in Table 1 of learning outcomes starting to emerge (MM) are converted from 1.0 - 1.6 with a score of 1, competent (C) learning outcomes are converted from 1.6 - 2.3 with a score of 2, and results Skilled learning (T) is converted from 2.4 - 3.0 with a score of 3.

Tabel.2 Data on the development of student learning outcomes in the activity of recognizing Pre-cycle letter symbols

No	Student Name	Recognize letter symbols	Arranging Letter symbols	Writing letter symbols	Amount	Average	Category
1	Aufar	2	1	1	4	1,3	MM
2	Raffasya	3	3	3	9	3	T
3	Rizki	2	1	1	4	1,3	MM
4	Bilal	2	1	1	5	1,3	MM
5	Chayra	1	1	2	4	1,3	MM
6	Aisyah	2	1	1	4	1,3	MM
7	Nadhifa	3	2	2	7	2,3	C
8	Fayza	2	1	1	4	1,3	MM
9	Hanin	3	3	3	9	3	T
10	Naifa	2	1	1	4	1,3	MM
11	Nike	1	1	1	3	1	MM
12	Mikhayla	3	3	2	8	2,6	T
13	Icam	2	1	1	4	1,3	MM
14	Alma	2	1	1	4	1,3	MM

Tabel.3 Percentage of Student Development

No	Criteria	Participants	Percentage
1	Terampil	3	21,4 %
2	Cakap	1	7,1 %
3	Mulai Muncul	10	71,5 %
	Jumlah	14	100 %

Based on Table 2.1 and Table 2.2, at the beginning of the research or pre-cycle, students' activities in recognizing letter symbols during learning activities did not show optimal results, only 21.4% or 3 students were skilled in recognizing letter symbols. 7.1% or 1 student is proficient in recognizing letter symbols and 71.5% or 10 students still experience difficulties in recognizing letter symbols. This is what encourages researchers to improve learning in cycle I.

Based on observations of students' learning outcomes from the pre-cycle results, several advantages and disadvantages can be found, including:

Overall, the weakness of researchers in development activities is that the media used is still not optimal so students still do not understand the material that the teacher provides, the media used is too small, the time allocation is not appropriate, the children still lack focus, the approach to students is different. still tends to be limited to only a few students and motivating students still needs to be improved.

Overall, the researcher's advantage in the development carried out is that the researcher has been able to master the learning activity plan and master the class well. After paying attention to the results of reflection and data on student learning outcomes, the researcher decided to carry out learning improvements in cycle 1 with the hope that students' abilities in recognizing letter symbols can develop well.

Cycle I

Improvement activities in cycle I were carried out to improve literacy skills in recognizing letter symbols using audio-visual media. Activities in recognizing letter symbols using audio-visual word wall media. Arranging the words bottle, can, paper, leaves, twigs, and fruit remains using the word wall application. Improvement steps, The Educator Prepares two cellphone devices connected to the internet, Prepares a word wall link that will be played as a learning resource, Educator explains the rules for using the game to recognize letter symbols according to the image that will be displayed, Students start playing the tool The game recognizes letter symbols in turns by arranging the words bottles, cans, paper, leaves, twigs, fruit remains by clicking on each letter symbol. If the letters are arranged correctly, a check icon will appear as a sign that the letters that have been arranged are correct, but if the letters are arranged incorrectly, a cross will appear as a sign that requires students to rearrange the letters to match the image that appears on the screen. word wall application.

Tabel.4 Analysis of Cycle I Learning Results

No	Student Name	Recognize letter symbols	Arranging Letter symbols	Writing letter symbols	Amount	Average	Category
1	Aufar	2	1	2	5	1,6	C
2	Raffasya	3	3	3	9	3	T
3	Rizki	2	1	2	5	1,6	MM
4	Bilal	3	2	3	8	2,6	T
5	Chayra	1	1	2	4	1,3	MM
6	Aisyah	2	1	2	5	1,6	C
7	Nadhifa	3	2	3	8	2,6	T
8	Fayza	2	2	2	6	2	C
9	Hanin	3	3	3	9	3	T
10	Naifa	2	2	2	6	2	C
11	Nike	1	1	1	3	1	MM
12	Mikhayla	3	3	3	9	3	T

| 13 | Icam | 2 | 2 | 2 | 6 | 2 | C |
| 14 | Alma | 2 | 1 | 2 | 5 | 1,6 | C |

Tabel. 5 Percentage of Cycle I Learning Results

No	Criteria	Participants	Percentage
1	Terampil	3	21,4 %
2	Cakap	1	7,1%
3	Mulai Muncul	10	71,5 %
	Amount	14	100 %

Based on tables 2.3 and 2.4 of the learning outcome data above, it is known that students' abilities in recognizing letter symbols using audio-visual media are starting to increase, although not yet optimal. In Cycle 1 the number of students was 35.7% or only 5 students were skilled in recognizing letter symbols and the results of observations showed that 42.9% or 6 students still needed guidance or were skilled in recognizing letter symbols and 21.4% or 3 students who are still having difficulty or are starting to appear in activities to recognize letter symbols using audiovisual media

From these data, it is known that until the end of cycle 1, students' abilities to recognize letter symbols using audio-visual media had not yet shown maximum results. This is the reason for the need to carry out improvement activities in cycle II.

Based on the notes and learning results of students in learning activities, students' abilities in recognizing letter symbols using audio-visual media can be reflected in the following: The researcher's weakness in cycle 1 was that he was hampered by audio-visual media devices which still used mobile phones so that the shape was less than proportional. The advantage of carrying out development activities in cycle 1 is that researchers can guide and motivate students to be enthusiastic about carrying out activities to recognize letter symbols using audio-visual media.

After paying attention to the results of reflection and data on student learning outcomes, the researcher decided to continue improving learning in cycle II with the hope that students' abilities in recognizing letter symbols using Audio-visual word wall media could develop very well.

Cycle II

In improving students' abilities in recognizing letter symbols using Audio-visual Word Wall media, learning activities take place in the core activities. The learning stages carried out are composing the words Bogor, Tugu Kujang, kebaya, and beskap using the word wall application with various kinds of exercises and equipped with sound so that students do not get bored easily. Repair steps: The researcher prepared electronic devices in the form of a laptop connected to the internet, InFocus, projector screen, and sound. Next, they prepared a word wall link that would be played as a learning resource. The researcher explained the rules for using the game to recognize letter symbols using word wall media via a laptop, which of course is not much different when students try this learning media via cellphone. Students start playing the game to recognize letter symbols by arranging the words Bogor, Tugu Kujang, kebaya, beskap using the word wall application by finding and pressing the appropriate keyboard letter keys in the image that appears on the laptop screen. If the letters are arranged correctly, a checkmark will appear on the laptop screen accompanied by a funny sound so that students are more enthusiastic about arranging each letter correctly. However, if the letters are arranged

incorrectly, a cross will appear and the lives in the game will be reduced. As reinforcement, the researcher asked students to rearrange the letters consisting of the word Bogor using a magnetic board.

Tabel 6. Analysis of Cycle II Learning Results

No	Student Name	Recognize letter symbols	Arranging Letter symbols	Writing letter symbols	Amount	Average	Category
1	Aufar	2	1	2	5	1,6	C
2	Raffasya	3	3	3	9	3	T
3	Rizki	2	1	2	5	1,6	MM
4	Bilal	3	2	3	8	2,6	T
5	Chayra	1	1	2	4	1,3	MM
6	Aisyah	2	1	2	5	1,6	C
7	Nadhifa	3	2	3	8	2,6	T
8	Fayza	2	2	2	6	2	C
9	Hanin	3	3	3	9	3	T
10	Naifa	2	2	2	6	2	C
11	Nike	1	1	1	3	1	MM
12	Mikhayla	3	3	3	9	3	T
13	Icam	2	2	2	6	2	C
14	Alma	2	1	2	5	1,6	C

Tabel 7. Percentage of Cycle II Learning Results

No	Criteria	Participants	Percentage
1	Terampil	5	35,7 %
2	Cakap	6	42,9 %
3	Mulai Muncul	3	21,4 %
	Amount	14	100 %

Based on tables 2.5 and 2.6, the increase in students' abilities in the activity of recognizing initial letter symbols using Audio-visual word wall media is very impressive and encouraging compared to cycle II. Based on the data above, there are 12 students, or 85.8% of students who are skilled at recognizing letter symbols using Audio-visual word wall media, then 1 student, or 7.1% who are skilled at recognizing letter symbols using Audio-visual media, which has increased in compare in cycle I. At the end of cycle II, only 1 student, or 7.1% still had difficulty in the activity of recognizing letter symbols using audio-visual word wall media. Based on observations and student learning outcomes in learning activities to improve student's abilities in recognizing letter symbols using Audio-visual word wall media, it can be reflected as follows:

The weakness that researchers encountered during Cycle II activities was that they were hampered by signals. Because the audio-visual media that researchers designed to improve the ability to recognize letter symbols using audiovisual media is very dependent on signals. Without an audio-visual media signal, the word wall will not open. The advantage of carrying out development activities in cycle II is that students' ability to recognize letter symbols using audio-visual media increases because the media used is appropriate. Based on the results obtained at the pre-cycle stage, cycle 1 and cycle II, the following results were obtained

Tabel 8. Recapitulation of Student Development Data

No	Student Name	Pra Cycle			Cycle I			Cycle II			Category
		MM	C	T	MM	C	T	MM	C	T	
1	Aufar	1,3				1,6				2,6	T
2	Raffasya			3			3			3	T
3	Rizki	1,3				1,6				2,6	T
4	Bilal	1,3					2,6			3	T
5	Chayra	1,3					1,3		2		C
6	Aisyah	1,3				1,6				2,6	T
7	Nadhifa		2,6				2,6			3	T
8	Fayza	1,3				2				3	T
9	Hanin			3			3			3	T
10	Naifa	1,3				2				3	T
11	Nike	1			1			1			MM
12	Mikhayla			3			3			3	T
13	Icam	1,3				2				3	T
14	Alma	1,3				1,6				2,6	T

Tabel 9. Recapitulation of Student Development Data

No	Cryteria	Cycle		
		Pra Cycle	Cycle I	Cycle II
1	Terampil	21,4%	35,7 %	85,8%
2	Cakap	7,1%	42,9%	7,1%
3	Mulai Berkembang	71,5%	21,4%	7,1%
	Amount	100%	100%	100%
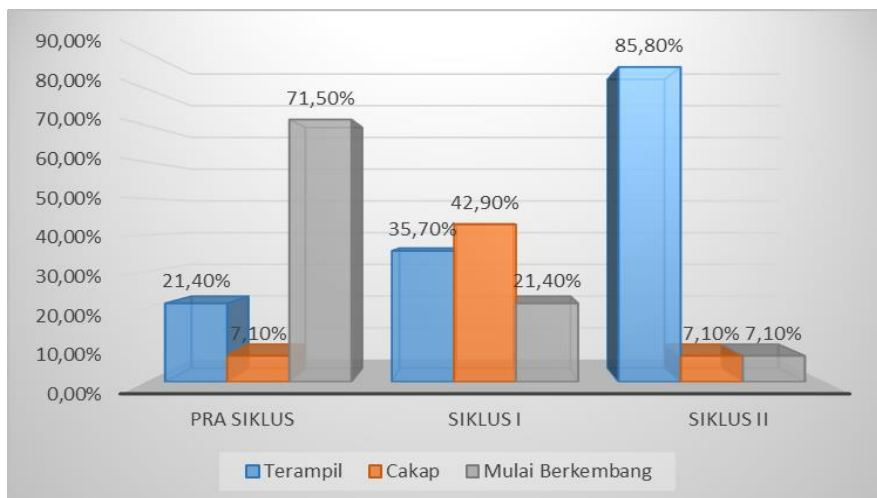
Grafik 1. Prosentase Perkembangan Peserta Didik Antar Siklus

DISCUSSION

1. Precycle

Based on the learning results in the pre-cycle in the activity of recognizing letter symbols using Loose parts media, it was stated that it was still not successful and there were still many students learning outcomes who were not able to recognize letter symbols correctly and were categorized as below average with only 21.4% or only 3 students who Skilled in recognizing letter symbols and 7.1% or 1 students who are skilled in recognizing letter symbols and 71.5% or 10 students who still have difficulty in the ability to recognize letter symbols.

2. Cycle I

In cycle I, the results of learning to recognize letter symbols using audio-visual media showed that students' abilities began to improve even though they had not yet produced optimal grades. At the end of the cycle I, 35.7% or 5 students were skilled in recognizing letter symbols using Audio-visual media, 42.9% or 6 students were skilled in recognizing letter symbols using Audio-visual media, and 21.4% or 3 participants according to the researchers in the activities in cycle I was still not optimal and the researchers were not satisfied with the student's learning outcomes. Based on the results of observations and reflections carried out by researchers, there are still weaknesses in learning activities to recognize letter symbols using audio-visual media. Researchers made improvements again in cycle II.

3. Cycle II

After learning and evaluation at the end of cycle II, students' ability to recognize letter symbols using audio-visual word wall media achieved maximum results. There were 12 students or 85.8% who were skilled in recognizing letter symbols using the audio-visual word wall media. , 1 student, or 7.1% who is proficient in recognizing letter symbols using Audio Visual Word Wall media so that the percentage of success reaches 92.9% in recognizing letter symbols using Audio Visual media, and 1 student, or 7.1% who still cannot in activities to recognize letter symbols using Audiovisual word wall media.

Based on the data above, it can be concluded that the use of audio-visual word wall media was declared successful. For this reason, this classroom action research was stopped until cycle 2 because, in the activity of recognizing letter symbols using Audio-visual word wall media, student learning outcomes showed a significant increase of 92.9%. This is in line with the opinion according to Gandasari (2021) The Wordwall application is a type of interactive learning media in the form of games that can be accessed easily online via Wordwall.net with an attractive and varied appearance, which will later be answered by students, so that it can motivate students. Meanwhile, Wafiqni, N., & Putri, F. M. (2021) stated that by working on questions through Wordwall media, students can find out the abilities they have with the material discussed. With this, students are motivated to study harder, and students who still feel they are not learning enough can study even harder. It can be concluded that the use of audio-visual word wall media can help students to develop students language skills in recognizing letter symbols in an easy and fun way. The use of audio-visual word media can overcome the problems that researchers raise.

CONCLUSION

From the results of activities using audio-visual word wall media for children aged 5 - 6 years at the ABA AR Ridwan Cibinong Bogor Kindergarten, it can be concluded that using audio-visual word wall media can improve language skills in recognizing letter symbols. This improvement can be seen from the results of observations at the end of the improvement in development activities, including Children being able to recognize, arrange, and rewrite letter symbols according to the images displayed on the audio-visual word wall media. Based on the graph of the results of the results at the end of cycle 2, there has been an increase in the ability to recognize letter symbols using Audio-visual word wall media in students by 85.8% so the research to increase the ability to recognize letter symbols using Audio-visual word wall media was declared successful.

Based on the conclusions above, there are several suggestions that educators should carry out to improve the learning process, including:
1. In every lesson, educators should provide learning media that is creative, innovative and can stimulate all aspects of student development so that they can develop optimally.
2. In every lesson, educators should use media that can accommodate all the characteristics of students' learning styles so as to create a pleasant learning atmosphere.
3. At the end of the lesson, the teacher should carry out an evaluation of the students to measure the level of students' ability to understand the material that has been presented.

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