



The Effect of Audiovisual Media on the Speaking Ability of Children Aged 5–6 Years

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ABSTRACT

Speaking ability is a vital component of early childhood language development and plays a significant role in shaping subsequent literacy skills. This study aims to examine the effect of using audiovisual learning media on the speaking ability of children aged 5–6 years at Rahmatul Iman II Kindergarten. The research employed a quantitative approach with a quasi-experimental design, specifically a non-equivalent posttest-only control group design. The sample consisted of 20 children divided into control and experimental groups. Data were collected through structured observation using a rubric of speaking ability indicators, including fluency, confidence, sentence formation, intonation, and expression. Statistical analysis revealed a significant difference between the experimental and control groups after the intervention, with the experimental group achieving a higher average posttest score. Normality and homogeneity tests confirmed that the data were normally distributed and homogeneous. Furthermore, the independent t-test indicated a statistically significant result ($p < 0.05$), demonstrating a positive influence of audiovisual media on children's speaking ability. These findings suggest that audiovisual media is an effective and engaging instructional strategy for enhancing young children's speaking skills and can serve as an innovative pedagogical tool for fostering language development in early childhood education.

Keywords: *Speaking Ability, Audiovisual Media, Early Childhood*

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INTRODUCTION

Fundamentally, education is provided from an early age to support the holistic growth and development of children (Fadilah et al., 2025; Putri et al., 2025; Qistina & Khadijah, 2025). This development encompasses a child's ability to understand themselves and their surrounding environment, which also reflects a growing awareness in parallel with their physical maturation. Early childhood is a critical period marked by the emergence of various developmental potentials, one of which is language acquisition (Finders et al., 2023; Nurlaila et al., 2025; Vyshedskiy & Khokhlovich, 2022). Language development comprises four essential skills: listening, speaking, reading, and writing. Among these, speaking stands out as a particularly vital skill that young children need to acquire (Fahrudin et al., 2022). Speaking is a language competency that evolves following the development of listening skills and

begins to emerge during early childhood (Oktafiani, 2021). The act of speaking involves the articulation of information through verbal expressions or linguistic sounds. At its core, speaking is a communicative process, as it entails the exchange of messages between individuals.

Speaking ability refers to the skill of conveying ideas through words, encompassing both receptive aspects (understood and received) and expressive aspects (directly articulated) (Yuningsih et al., 2022). Expressive language, for instance, includes speaking and writing as fundamental means of communication with others (Manurung, 2021). Speaking skills develop systematically and progressively during childhood, following a sequence in which children first acquire listening skills before gradually advancing to verbal expression (Rambe et al., 2021). Speaking ability plays a vital role in language development, as it significantly influences literacy acquisition. Literacy itself includes the abilities to read, write, and solve problems effectively. These competencies serve as essential foundations for future academic success, all of which can be optimally achieved when children possess a well-developed speaking ability (McLeod et al., 2019).

Based on findings from previous studies, the researcher also identified a similar condition at Rahmatul Iman II Kindergarten, where the speaking abilities of young children remain relatively low. This limitation can be attributed to several contributing factors, including the use of inappropriate teaching methods by educators and the limited application of engaging instructional media. In addition to the teacher's role, the lack of adequate facilities and infrastructure has further contributed to delays in the development of children's speaking skills. Moreover, the learning media currently used have not proven effective in optimally enhancing children's language abilities.

To improve speaking skills in early childhood, teachers require supportive media to achieve educational goals more effectively. This study focuses on the utilization of audiovisual media as a tool for instruction. The appropriate selection of media plays a crucial role in facilitating the teaching and learning process (Suhada & Hanum, 2025; Utami et al., 2023; Warmansyah, 2019). To foster children's interest and enhance their speaking abilities, it is essential to employ media that are both appealing and easy to comprehend. One of the most effective alternatives is the use of based instructional media (Harsa et al., 2020; Jannah & Hasanah, 2019). This type of media can capture children's attention and increase their enthusiasm for engaging in speaking activities. Additionally, audiovisual media assist teachers in delivering content, as children can directly observe visual stimuli and hear associated sounds, such as letters or spoken words.

Audiovisual media integrate auditory and visual elements into a single format, including video recordings, films, narrated slides, and other multimedia formats. This combination is considered more engaging as it stimulates both hearing and vision. According to a study by Desmita et al., (2023), the use of audiovisual media significantly enhances learning outcomes, particularly in topics related to living organisms. Such media activate multiple senses specifically auditory and visual thereby making the conveyed information more accessible and comprehensible to learners. Furthermore, some types of audiovisual media are designed to stimulate gross motor skills through developmentally appropriate activities such as movement and dance (Yetti et al., 2021). Therefore, audiovisual media can

serve as an effective pedagogical tool to support the development of speaking abilities in early childhood.

Audiovisual learning media can be effectively utilized to teach speaking skills to children. Parents may also adopt this media at home as a supplementary learning resource. The content offered is diverse and can be tailored to meet the specific interests and developmental needs of each child (Khadijah et al., 2021). When applied in school settings, audiovisual media is expected to enhance children's motivation to learn (Fuady & Mutalib, 2018; Harsa et al., 2020). Unlike other language instructional media, audiovisual tools present content directly through synchronized visuals and sounds, eliminating the need for constant teacher mediation.

Karlina et al. (2017) and Khadijah et al. (2021), emphasizes that learners who engage with media involving both visual and auditory senses tend to show improvements in both the quality and quantity of learning outcomes, compared to those exposed to only a single sensory stimulus. A further advantage of audiovisual media is its flexibility, allowing learners to replay, speed up, or slow down the content according to their individual pace and comprehension level (Fitria, 2014). Given the typically short attention spans of early childhood learners, this type of media helps reduce boredom and sustains engagement throughout the learning process.

Previous research has demonstrated the effectiveness of audiovisual media in educational contexts. One study reported that audiovisual-based instruction significantly improved children's attention and comprehension during lessons compared to traditional methods without media integration (Yus & Saragih, 2023). Another study revealed that children taught using audiovisual media exhibited higher levels of speaking ability, as reflected in strong performance across various speaking indicators (Jannah & Hasanah, 2019). The present study offers a novel contribution by adopting evaluation indicators derived from Hurlock's theory, which include fluency, confidence, sentence formation, intonation, and expressive speech (Wahyuni & Nurhayati, 2020).

Although various studies have recognized the benefits of audiovisual media in education, limited attention has been given to its specific impact on the development of speaking skills in early childhood, particularly within local institutional contexts. This study seeks to fill that gap by examining the extent to which audiovisual media can enhance children's expressive language abilities. The use of such media is expected to serve as a practical solution to challenges identified in the field, including the lack of engaging teaching methods and limited use of stimulating learning tools. By offering teachers an effective, implementable strategy for classroom instruction, this study also aims to provide a valuable reference for the development of more creative and child-friendly pedagogical approaches. Moreover, the findings may inform future research on media-based interventions in early childhood education. Based on this context, the present study addresses the following research question: Does the use of audiovisual instructional media affect the speaking ability of children at Rahmatul Iman II Kindergarten?

RESEARCH METHODOLOGY

This study employed a quantitative research approach using an experimental method with a quasi-experimental design, specifically the *Nonequivalent Posttest-Only Control Group Design*. The research procedure followed the structure presented in the table below:

Table 1. Research Design

Group	Treatment (X)	Posttest (O ₁)
Experimental	X (Audiovisual Media)	O ₁
Control	O (Non-Audiovisual Media)	O ₁

Notes:

X : Use of instructional media

O : No use of audiovisual media

O₁ : Posttest

This quasi-experimental design was applied to examine the relationship between the independent and dependent variables by comparing the outcomes between the experimental and control groups. Both groups received a posttest to measure the effectiveness of the intervention. In the initial phase, participants were divided into two groups. The experimental group received treatment in the form of audiovisual media (video-based content), while the control group was exposed to conventional learning media using illustrated flashcards without audiovisual elements.

The study was conducted at Rahmatul Iman II Kindergarten and involved a total of 20 children aged 5–6 years. Data were collected through observation using a checklist instrument equipped with a rubric for assessing speaking skills, which comprised five indicators; 1) fluency in speaking, 2) confidence, 3) sentence formation, 4) intonation, and 5) expressive delivery.

Each child was observed an average of three times at different time intervals. Data analysis was conducted using both descriptive and inferential statistics, including normality testing, homogeneity testing, and t-tests. The Shapiro–Wilk test was first applied to assess whether the data were normally distributed. Subsequently, Levene's Test was used to examine the homogeneity of variance across groups. Finally, an independent samples t-test was conducted to determine whether the use of audiovisual media had a statistically significant effect on children's speaking abilities.

RESULTS AND DISCUSSION

Results

This study utilized two audiovisual materials as treatments, titled "Types of Celestial Objects" and "Getting to Know Objects in the Sky." The first video, "Types of Celestial Objects," was used in the initial session, followed by the second video, "Getting to Know Objects in the Sky," in the subsequent treatment.

The instructional sessions began with the teacher initiating classroom routines and preparing the children to engage with the learning process through audiovisual media. During the viewing activity, the children were guided to pay attention to the visual elements and dialogues within the video. This activity fostered concentration, enthusiasm, and emotional engagement, all of which contributed positively to the development of their language skills.

Following the video, the teacher conducted an interactive question-and-answer session aimed at reinforcing the content and stimulating oral expression. Questions included: “What are the names of celestial objects shown in the video?”, “How was the song played in the video?”, “Who can name them?”, “How many types of moons are there?”, “What color is the sun?”, and “When can we see the sun?” These questions were designed to strengthen the children’s comprehension of the material while simultaneously developing and enhancing their speaking abilities.

The primary data collected in this study were posttest scores from both the control and experimental groups. Descriptive statistical analysis was performed, including the calculation of the mean (Me), mode (Mo), median (Md), and standard deviation (SD). The results of the descriptive statistics are presented below:

Table 2. Descriptive Statistics of Posttest Scores:

	Experimental Post-Test Score	Control Post-Test Score
Mean	37,9	29,3
Median	29,5	29,5
Modus	27	27
Std	4,53	3,33

To test the normality of the data, the Shapiro–Wilk test was conducted using the SPSS program. According to the criteria, if the significance value (P) is greater than 0.05, the data are considered normally distributed. The results are shown in the following table:

Table 3. Normality Test (Shapiro–Wilk Test)

Treatment	Nilai S-W	P	Interpretation
Experimental Group	0,904	0,240	Normal
Control Group	0,977	0,944	Normal

Based on Table 3, the posttest scores of the experimental group yielded a significance value of 0.240, and the control group yielded a significance value of 0.944. As both values exceed the threshold of 0.05, the data in both groups are considered to follow a normal distribution. A homogeneity of variance test was also conducted using Levene’s Test to determine whether the data across groups have equal variances. The test results are summarized as follows:

Table 4. Test of Homogeneity of Variance (Levene's Test)

Test of Homogeneity of Variance					
		Levene Statistic	df1	df2	Sig.
Speaking Ability	Based on Mean	.950	1	18	.343
	Based on Median	.800	1	18	.383
	Based on Median and with adjusted df	.800	1	16.286	.384
	Based on trimmed mean	.898	1	18	.356

All significance values from the different approaches exceed 0.05, indicating that the data exhibit homogeneous variances across groups. To test the research hypothesis, an independent samples t-test was conducted using SPSS. The results are presented below:

Table 5. Hypothesis Testing Result (t-Test)

t-value	t-table	Df	P-Value	Conclusion
4,833	2.101	18	0.000	H ₁ accepted

As shown in Table 5, the calculated t-value (4.833) is greater than the critical t-value (2.101), and the significance value ($P = 0.000$) is less than 0.05. Thus, the null hypothesis (H_0) is rejected, and the alternative hypothesis (H_1) is accepted.

These findings indicate that there is a statistically significant difference in speaking abilities between children who were exposed to audiovisual media and those who were not. The children in the experimental group demonstrated a higher improvement in speaking skills compared to those in the control group. Therefore, it can be concluded that the use of audiovisual instructional media has a significant positive effect on the speaking ability of children aged 5–6 years at Rahmatul Iman II Kindergarten.

Discussion

Based on the findings obtained from Rahmatul Iman II Kindergarten, the overall speaking ability of children aged 5–6 years showed development that aligns with expected age-related milestones. Several children even demonstrated advanced proficiency, as evidenced by their consistent performance across various speaking skill indicators. In terms of pronunciation, most children fell into the "developing as expected" category. This was observed through their ability to name celestial objects, describe those objects, and communicate verbally in a manner that was clear and understandable to others. The classroom teacher also confirmed that the children were able to comprehend and respond to narratives shared by the teacher or their peers.

In the area of sentence formation, the children successfully constructed simple sentences consisting of 6–8 words. They were also able to formulate questions and continue stories they had heard. This aspect was therefore also categorized as "developing as expected." In contrast, the ability to convey messages was observed to be more advanced, with many children falling under the "developing very well" category. The children were capable of expressing information coherently and contextually, such as retelling stories about celestial bodies, describing personal morning experiences, and identifying the shapes of the moon and other objects in the sky.

Children's confidence in speaking also showed significant improvement. They demonstrated the ability to speak in front of the class confidently, engage in singing, and actively participate in discussions by asking and answering questions. This reflects their increasing preparedness and self-confidence in open communication settings. The children's fluency in speech was also notably strong. Their clear pronunciation, appropriate vocabulary usage, and ability to deliver complete, comprehensible messages all indicated a high level of fluency. The teacher further confirmed that the children could articulate their thoughts clearly when answering questions or participating in dialogue. Regarding expressive language and

non-verbal communication, the children exhibited development categorized as “very well developed.” They displayed positive emotions, enthusiastically mimicked the shapes of celestial objects, and listened attentively to the teacher. The Group B teacher added that the children also responded to jokes with laughter and remained focused throughout the learning activities.

These findings align with the view of Warmansyah et al., (2023), who explains that children aged 5–6 years begin to exhibit several key characteristics in the development of speaking skills. At the age of five, children typically engage in conversation without dominating, use vocabulary related to event sequences, and understand temporal expressions such as “tomorrow” and “yesterday.” At this age, they are generally capable of answering phone calls, conveying information in simple five-word sentences, repeating words of nine to ten syllables, and consistently responding to questions in group settings.

By the age of six, children's speaking abilities advance further. They can produce six-word sentences with correct structure, answer time-related questions such as “when,” connect repeated sentences meaningfully, share objects with peers, and repeat sentences consisting of ten to eleven syllables. These findings are also supported by research conducted by Sit et al. (2024), which indicates that children demonstrate stronger communication skills when interacting with others and are more effective in using facial expressions than in other communicative aspects. This outcome is attributed to the teacher's strategy of allowing children to speak freely among peers without immediate correction, focusing instead on the quantity of words used in their responses.

The present findings also align with the explanations of Nurhayati & Wahyuni (2020) who describe typical speaking abilities in children aged 5–6 years. At this stage, children can narrate stories based on images, identify the time of sunrise and sunset, recognize three different shapes of the moon, and name various types of clouds. Their spoken sentences usually contain seven or more words. In addition, they are able to spell the word “BINTANG” (star), sing songs related to celestial objects, and communicate using sentences that are coherent and easy to understand. Children at this age can accurately use polite expressions such as “May I...,” often engage in continuous chatter, ask frequent questions, speak in a mature tone, and utilize proper sentence structures including the use of verbs and correct word order. Furthermore, they can engage in self-directed speech to plan problem-solving steps and are capable of telling jokes or riddles.

The results of this study also corroborate the findings of Yus and Saragih (2023), who observed that young children already possess the ability to communicate with teachers, ask simple questions, express opinions, and name objects using basic Indonesian. These abilities are categorized as “developing as expected.” Moreover, the current study reinforces established theories of language development for children aged 5–6, as proposed by various experts. Thus, this research affirms that the speaking ability of children at Rahmatul Iman II Kindergarten has developed in accordance with the developmental characteristics described in theoretical frameworks.

CONCLUSION

The findings of this study indicate that audiovisual instructional media significantly enhance the speaking abilities of children aged 5–6 years at Rahmatul Iman II Kindergarten. Children exposed to audiovisual media outperformed those in the control group across key indicators, including fluency, confidence, sentence formation, intonation, and expression, with observed development ranging from “developing as expected” to “developing very well.” The dual sensory stimulation provided by audiovisual content effectively improved focus, comprehension, and verbal participation. Statistical analysis supported these outcomes, with the data meeting normality and homogeneity assumptions and the t-test revealing a significant difference between groups. These results confirm the positive impact of audiovisual media on early language development and highlight its practical value as an engaging and effective teaching tool in early childhood education.

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