

Children's Language Development Through Audio Visual Media Age 5-6 Years In Kidergarten Islam Ibnu Qoyyim Setia Budi

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ABSTRACT

Study this is purposeful For know developments Language child with using the Storytelling Method with Audio Visual Media 5-6 years old at Ibnu Islamic Kindergarten Qoyyim Medan Selayang Setia Budi Medan District. This research method uses observation, interviews and documentation. This research uses collection analysis data, data reduction, data display and drawing conclusions from research. Research findings shows (1) language development The school uses the storytelling method and using audio-visual media in the form of images, TV, radio and video in every child's learning. (2) Children's language development at the Ibnu Islamic Kindergarten school Qoyyim develop with Good can seen from results study 8 from 10 child Which in thorough experience development Language Which very Good And showed with sheet observation Which flat flat child own mark Which satisfying. (3) use media it turns out impact positive on child, seen that media audio visual Which in for by Teacher can interesting attention they And can make child concentrate with What Which He Look. Apart from that, by using this audio visual media, the message is conveyed through The story can be accepted by children well. Barriers to using audio visuals is, limitations a simple video that can be used to convey message to child.

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1. INTRODUCTION

Development Language child is matter Which need For noticed Because is a form of communication between children and environment surroundings. With language

If the environment is good, the child's environment will be better respond existence child with Good, Because have communication Which Good to the environment the. Speaking to children is also an expression about What Which He feel, And What Which He need. So from That Language very important For development And growth child.

Ministry of National Education (2003: 105) opinion that Language on child as function For communicate with environment surroundings. Language Also as tool For express children's feelings, also as tool For develop intellectual child with Good. Language is very important for children important as method For show desire And method child For communicate.

Wothman (2006:212) opinion that interaction a child with the environment can seen from child language development That. If child child get used to hear conversation person mature And taught For understand fill from conversation appeared, then the child will understand the language And child in a way No direct will record conversation the in in his brain, then child will repeat discuss the with style Language Which often He hear in the environment. so with That Language must be in stimulus since early, For development Language child with Good, because of that If development Language child can develop And in stimulation since early, will produce Language Which develop in a way optimal And useful For period front child.

Tell a story is Wrong One method which can develop children's language. Method tell a story is something experience Study Which done with method tell a story or with oral For give experience Study on child. Tell a story is tips Which done in a way oral with objective For give experience. Or share meaningful experiences that can be had examples by children through stories. Stories too is something method For give information about something matter Which can influence child For do an idea or idea. In children age Early storytelling is a method for develop children's potential by means tell story kisa Which interesting the child's attention, with the aim that the child

can know meaning And can repeat return Language Which used in development Language the. Tell a story give role Which very important For development Language child, besides treasury said the increasingly child forgive through story can stimulate idea And idea child the. By having development Language Which Good so child will can develop other aspects of development, because it can already communicate with good language. In other words with Good language means good development other will developing with Good.

Based on National Education Ministerial Decree 17 September 2009 no.5 that standard achievement development Language on children aged 5-6 years include: 1) acceptance Language. expected achievements between other: hear And conclude words person other, can understand a number of order in a way simultaneously, understand the story that has been read, and can understand the differences regarding words characteristic, repeat sentence Which more complex and can deduce rules a game. 2) pronounce the language return. The measurement is, child can repeat say return, If submit question child can answer, child Can repeat the words he knows, if child hear story fairytale nor a story, children can tell stories this to other people, children can too interact with surroundings, Then know symbol symbol For preparation read, Then write And counting. 3) politeness. Child expected got it do activity activity following, that is child can know what objects and sounds are in their environment, children can create something crossing out Which own meaning, start write with example letter Which There is, recognize the meaning of letters and how to do it mention letter the, And Which final after recognize form letters, child Can read And write.

Researcher has do it observation beginning in Kindergarten Islam Ibn Qoyyim Where researcher see development child from class B and the problems that occur in that class. Especially for children who amount 10 person on class the, when researchers make observations a number of child experience development Language

Which diverse, Can seen from when The researcher invited the children to talk to each other one by one There is child Which respond with Good, There is child Which Still No Want to emit his voice, And There is child who we talk to is just him silent just, And only see researcher.

On basically method tell a story is method Teacher For convey message to child child in a way fun and meaningful, but on school the Teacher have method Which different different in deliverer message to child, when I do initial research, the teacher tells the story First time only use it Language, or tell a story secaa normal to child, then the next day the teacher brought it tool display, And For help story what is told to the child is conveyed meaning his, Teacher use audio visual, by using this media, children start advice And Lots ask about story Which they Look through picture picture Which they Look.

Then children also start to pay attention what's going on around him, in no way Immediately the child's attention becomes focused to the story told by the teacher. There is teachers too if you tell a story, they don't use any media to tell a story or convey meaning, until travel become monotonous And No fun, up to child experience boredom, the teacher's analysis is not useful media dalah, Because they only focused to Skills read And write child, For preparation child making music school base or elementary school.

Method tell a story is method conveying the right story or story done For child child. Through Telling stories can be left with messages that can be used influence character child the become a better character. When tell a story, Teacher as person tell a story rapcapped For Can convey story story in a way Good or can in understand by child, when delivery kisa the, agr story become example or example for child, however sometimes gru Tell a story you don't understand child, like where fill story information And meaning Which can taken from sure that, then he hopes there will be media Which help for convey message from story Teacher the, so that make child

more understand And understand the story with Good And Correct. User Audio visual on study beginning can interesting attention child For listen the story goes want to be delivered by Teacher, And use This audio visual can be an alternative for teachers, when No Can tell a story degan Good.

Based on writing on, writer see diversity development language that occurs in class B children in kindergarten Islam Ibn Qoyyim, then from that's a researcher interested for do study more Continue to see how the teacher does it in develop language child the, And meteo story How Which applied Teacher For develop Language child. With hope through study This can become material considerations of readers or teachers in develop Language child, Because language is aspect development child Which important For develop aspects of child development other.

2.METHODS

Research This done degan study qualitative descriptive. OnThis research will describe things Which connected with Development language using Audio Visual Media inKindergarten Islam Ibn Qoyyim age 5-6 year subdistrict Medan Glimpse Loyal Budi.Study This in do on date 30 September until date 26 October 2019.

Study This own source data Primary is data that is taken by means observe activity Which done child by using existing instruments prepared by the researcher, then the researcher will interview head school And Teacher companion in the classroom the, To use For know information Which moreLots.

On study, researcher Also use data secondary, data This used For obtain information about profile school, means And infrastructure school, educational structure and things Which used party school in child language development. This research use use observation,interview And documentation Forgather data from field.Then use data analysis techniques that is stage collection data, reduction data, Sidpaly data And take conclusion Which happen on study the.

3.FINDINGS AND DISCUSSION

The results obtained from the research have to be supported by sufficient data. The research results and the discovery must be the answers, or the research hypothesis stated previously in the introduction part.

Learning important use method nor use strategy For realize learning Which in accordance with the learning objectives. On study This, discuss sure language development using media audio visual. Teacher use audio visual as media learning in develop Language child And megunkan method tell a story so that development Language child can developing according to expectations. In Media storytelling is a tool Teacher For convey message And information Which contained in the story or story the, so with use audio visual expected can make child become more concentration to story Which be delivered by Teacher. So development Language child can developing with Good. According to Hurlock (1978:176) language is a tool what to communicate or interact with Which become thought And feeling somebody to somebody other. From understanding This can concluded that in interact And communicate use symbol And symbol For describe something felt or what people think other.

Bromley define that There is function- function Language Which in reveal by Neneng Tasu'ah (2011;5), namely: following:

1. Language something tool For give explanation about something want And needed by man. Child use language as a tool for provide information about what brand need and need on moment language.
2. Language is something control in behavior. Children can be influenced by environment Which provided by person mature through the language used For become control on child.

3. Language can develop cognitive child. Language explain in a way symbolic about real And no real. With use Language can makes it easier We For remember something Which happen. Then Language Also makes it easier For interesting conclusion from What Which happen on child.
4. Language role For makes it easier interact with man other. With say other Language petrified in interact fellow man.
5. Language is method express uniqueness self. Every child always have method Alone For express self Alone with method Which different.

Child give information about What Which He want And He need, with use Language Which unique. The child cannot understand the language complex or Which complicated, so speak with method Which make child understand And understand Language. on moment child Can understand symbol And Language Which often taught so child will start understand Language surrounding and will make children understand about language around him and in the future the child will can solve long-standing problems his life.

On process learning, Teacher must be use method or strategy ang appropriate, For make lesson meaning, or For reach objective from learning the, so If Which want to developed or improved Teacher is Language child, so process learning Teacher must with method and appropriate strategies for development Language can develop with Good, (Suhartono : 2005), so in objective For developing development Language can use method tell a story with use media audio visual Suleiman (1985: 11) in Rani Anggi Wahyuningsih (2011) opinion that though use method tell a story, learning with method This use media Which support story the. For example like media picture, television And video. Use media This purpose For makes it easier tell a story in development Language child.

Children's language development in Ibnu Kindergarten Qoyyim developed Teacher through storytelling method that can accommodate idea idea child in process

its development. In development Children's languages at this school are fully supported by the school, can be seen from the results research that explains that language child develop with use method tell a story with use audio visual media so that the aim is to develop Language achieved with okay.

From data And research Which has done in school Ibn Qoyyim, And can withdrawn conclusion from analysis data Which carried out. observation sheet and method interview Which has arranged as tool For measure development Language child. Notes observation Which designed for see development Language child in group B aged 5-6 years at Ibnu Islamic Kindergarten Qoyyim TA 2019-2020.

Results from development Language Kindergarten Islam Ibn Qoyyim is as Which can seen following This :

1. Listen

Understand a number of order in a way simple. On moment study This, Teacher say For lift hand to the child to pray, then the teacher says to fold your hands, and the teacher appealed For Sit down Which neat, before Teacher ordered order order simple That, Teacher always invite child For listen story a child Which Good Budi his character And loved Lots person, with story That, child child encouraged For menadi child Which Good, Then a number of child name For become Which more Good, with example of an exemplary story, child hear order with Good, It means For category listen all child the child does it well and correctly. Then, when the teacher tell something story, Teacher always tell to child child, title story Which He tell me, with style Which interesting, And video Which packed Also interesting attention, child child Can record title the in brain they, Then on moment question in do, anaka child can answer title story the in a way complex And Correct, child child remember What Which He hear, And repeat say the with Good.

Child can mention say characteristic from the stories he heard. For example, like, honest, diligent, smart and enthusiastic. On when the story video is playing, children

watch and listen to the story well, then after the video is finished play it, kid ordered describe what he heard and told about the stories he saw and heard, then the child tell about a child Which Never give up, smart, honest and diligent in do all matter Which in say teacher to the story character, then The story is well recorded in the child's memory, through What Which He hear.

2. Speak

Child can answer or explain What Which He must do at school And What Which No can He do. For example with story exemplary a child Which There is in A video story Which played by teacher, the child knows what he must do do *Agara* become child Which Good at school, on when asked by children said, "for What We to school" Then child child will answer question the with enthusiastic " so ask And make person old become proud" with exists story Which interesting, And child is habit for imitate What Which There is in front they make child will become What Which He look and watch the video he saw And He find.

Child can understand about because consequence A story. Through story Which packed become video, child can understand because consequence Which prepared by story the, like story area Which menagalmi something flood, And people person become trouble because of the action they do it themselves, then son -child know message from story the is No can throw away rubbish carelessly because it will be detrimental We Alone And person other, from story the, child child each other appealed Friend Friend them For No throw away rubbish they in a way any, Because Afraid deed That will harm they Alone, through video The child doesn't want to throw out the trash in a way haphazard Again.

Then the child can say objects and words around him. On moment He hold chair, He say chair This place Sit down Then on moment He wanted to go to the bathroom he said me want to to room bathe, and on moment He want to borrow goods Friend his friend, son child each other say " may I I borrow things you have, with so child-

child motivated for do action And said What what he wants to do. In other words, video can help For make child more know say object And What yangia feel it And want to do to person those around him by giving good information that can be understood by person which exists surrounding.

3. Read

When the research was carried out, the teacher listen video letter Alphabet Which heard every before lesson not yet started. The teacher always plays song A-BCD using children's videos know letter And How form those letters. That way while see video And sing, child can recognize ABCD well almost all child can repeat letter hueur the secar sure And Correct. With say other child in school Ibn Qoyyim subt Already know And can read letter- letter the, How voice And how to make a sound However, children can do things the.

Child know prefix letter letter yeah often He use, for example like letter G For glass, P For plate, m unique table, S For spoon And uterine Which often He see and use. After children use object object the Teacher always ask " This object What" Then child answer in accordance Which He know. Then when the child answers with Wrong task Teacher yes repair No judge and make conclusions aka That stupid or other case. For more hone children's abilities read, Teacher always give experience read Which can useful For child to talk about objects or describe it with Good And Correct. Child Which Already know letter usually adlah Ana Which Can read, on when reading, the basic steps are done Teacher as stage beginning in recognizing letters is, children can read his name Alone well And Correct, front describe letter letter Which There is on his name the. Child in Kindergarten it can describe the name they with Good And Correct, for example on moment researcher ask, "Who huh Name your" Then child answer Name I "Fandi" Then he spell name his with Good "Fandi" Then continues Keep going until on child final the result is child child can describe Name they And spell Name they with Good without Wrong. According to

their teacher they have been taught spell letters Which There is in Their names since Sit down managed A. So reasonable very child can spell letter Which There is name they.

After child Can write anam they Alone, so next is write, write ith help book guide or dictation Which done Teacher, as a test that the child can write through description Teacher What No. On school Kindergarten Ibn Qoyyim child in teach dictate from letter by letter, then words and last sentence, dikete almost done in every lesson, even if not with write in book, sometimes child ordered forward For take turns write down anything related to it lesson, that way the child has Skills For write Which most The important thing is, children can write on the board what he wants, and knows what it means Which want to He write it down. Later after write letter, son can write about number number in form letter, for example like 1 For One. So with so child will know whatever Which He write it down.

On moment asked to Teacher, is The child experiences confusion when asked whether the child experienced confusion when distinguishing write number in form letter What No, Teacher say No cana Already get used to with tool display, Which most important, always emphasized to children, that all object have it Name, And If you can read, your child willI know Name Name object around him. Activity Which other yeah can seen as material to measure read child is. On sheet activity or worksheets used by children the. Example his activities Analah match picture with writing. Activity This it turns out ering they do, For make child Can read picture in a way concrete. So on moment activity done No amazed child Can do it with Good And Correct in accordance with Which expected. According to Teacher the, activity This besides Can For develop read child, strength This can also be used to develop language child.

Children can understand about waking up room, Kitak He say about bagnun room, so He will horrified about what form and how how to read the spelling of these

letters, in defense child, often emphasized that If you know what to eat you will be able to read symbol symbol get up room that, with so child Can write And speak about get up room Which He find.

Then children can write their own names with Good. For example like Nadia child know letter riot Which There is in his name and spell it well then write it down. Flat- flat child on Kindergarten Ibn Qoyyim the child can already write his name brand with Good And Correct. Even Some children can already write anam their length. According to the teacher, because of the child child in school introduced letter with help media audi visual Which Good, they remember and know letters better, and sound letter the, That make child more easy For recognize What Which want to he wrote, including writing long names they. According to them it can be done with easy.

Child make picture Which can He tell me, What Meaning And sir He draw the. On One child He draw One family, And on moment asked child describe in vain just Which There is in picture the. Image That tell a story A family Which complete, There is father, mother, brother, sister, and himself, The child tells the story enthusiastically, he is describe how the output very happy in picture That. Although not that picture beautiful, but the picture own meaning And child Can tell that image. According to the teacher all the children used to For tell picture them, because according to the teacher in a way so, child can describe how do you feel and think about it? well, that's how language develops child become more optimal.

4.CONCLUSION

From study This, development language of 5-year-old children in Ibnu Islamic Kindergarten Qoyyim said develop with Good. Besides use method Which appropriate in development Language the, method use media yeah can stimulate development child in a way Good. Usage method tell a story with use media audio visual is choice Which appropriate For developing children's language, as proven by Result of research Which show that child development is satisfactory showed from

results observation Which done the. in use method And media This is limitations story Which simple dn own peasant For child. Because limitations availability video so Teacher must Also have it good strategy in using media or method in development Language.

From 10 sample Which researched, so conclusion from writer, 8 from 10 child Already experience development Language Which very Good. With so use method tell a story And use media audio visual is in line with the aim for develop language in class B children child age 5-6 year in Kindergarten Islam Ibn Qoyyim.

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