The Use of Audiovisual Media Featuring Indonesian Folktales to Stimulate the Speaking Skills of 5-6 Year Old Children at Dharma Wanita II Preschool in Sumbercangkring

Lutfiah Alaiya Husni, Marsela Dewi Nur, Salsabila Kharisma Putri, Wuri Astuti, Usep Kustiawan

Universitas Negeri Malang, Jl. Semarang No. 5 Malang, Jawa Timur, Indonesia

Email: Lutfiah.alaiya.2301536@students.um.ac.id, marsela.dewi.2301536@students.um.ac.id, salsabila.kharisma.2201536@students.um.ac.id , wuri.astuti.fip@um.ac.id , usep.kustiawan.fip@um.ac.id

Abstract

Speaking ability is an essential aspect of early childhood language development that supports communication, social interaction, and the expression of ideas. Based on observations conducted at TK Dharma Wanita II Sumbercangkring, 10 out of 25 children in Group B experienced difficulties in retelling stories coherently and lacked confidence when speaking in front of others. This study aimed to describe the implementation of audiovisual media in stimulating the speaking abilities of children aged 5–6 years. The research employed a qualitative descriptive approach. Data were collected through observations, interviews, and documentation during learning activities using the audiovisual folklore story "Batu Menangis." The findings indicated that the use of audiovisual media increased children's interest in speaking, helped them understand story content, enriched their vocabulary, and encouraged them to retell stories more coherently and confidently. Therefore, audiovisual media can be utilized as an effective learning medium to stimulate speaking abilities in early childhood.

Keywords : audiovisual media, speaking skills, early childhood

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1. Introduction

Speaking skills are a crucial aspect of early childhood language development, as they enable children to verbally express their thoughts, feelings, and experiences. For children aged 5–6 years, these skills form the foundation for communicating with their social environment, participating in classroom learning, and preparing to enter elementary school. Sound language

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development will encourage children to interact, ask questions, and respond to information verbally in various situations (Nada & Suryadi, 2025). Therefore, stimulation of speaking skills must be provided appropriately, consistently, and in accordance with the child's developmental stage.

However, in actual classroom settings, children's speaking skills do not always develop optimally. Some children still face obstacles such as a lack of confidence when speaking in front of the class, limited vocabulary, and difficulty retelling their experiences or the content of the lesson in a coherent manner. These conditions may be influenced by learning methods that remain monotonous, fail to provide opportunities for active interaction, and do not fully utilize media that capture children's attention. Previous research indicates that audiovisual media can serve as an effective alternative, as they enhance vocabulary mastery, speaking fluency, and confidence in communication (Balgis et al., 2024).

Based on initial observations at Dharma Wanita II Sumbercangkring Kindergarten, there are still some 5- to 6-year-old children who tend to be shy, lack confidence when asked to speak in front of the class, and are not yet able to express their opinions fluently. Some children also still have limited ability to choose words and construct simple sentences when asked to recount the content of their lessons. This situation indicates that children's speaking skills still require more intensive stimulation through learning activities that are engaging, concrete, and appropriate for the characteristics of early childhood. In this context, learning media capable of providing a more vivid learning experience are urgently needed.

One medium considered relevant for addressing these needs is audiovisual media. This medium combines sound and moving images, enabling it to present material in a more concrete, engaging, and easily understandable way for young children. Children not only hear the teacher's explanations but also view content that stimulates their attention, understanding, and verbal responses. Research shows that the use of audiovisual media can help children expand their vocabulary, strengthen their expressive and receptive skills, and encourage them to speak with confidence (Sholehah, 2023).

The advantage of audiovisual media also lies in its alignment with the learning characteristics of young children, who tend to respond well to visual, auditory, and kinetic stimuli. Through this combination, children are more easily engaged in the learning process because they can observe, listen, and then imitate or retell the content presented. In language learning, this medium can stimulate children's auditory and visual responses simultaneously, thereby helping them understand the message and express it in their own words. Therefore, audiovisual media is considered highly essential for stimulating the speaking skills of young children, particularly those aged 5–6 years (Pamenang, 2023).

Children's storytelling skills can be developed through storytelling methods. Most previous literature has focused on the effectiveness of still images or storytelling using storybooks in developing children's speaking skills. In a study conducted by Fauzi et al. (2024) at Kindergarten X, a classical learning model was used to introduce letters and syllables. Teachers at Kindergarten X used a chalkboard to illustrate the words and events to be learned. This method proved ineffective as a learning process and did not align with the goal of enabling children to retell what they had been taught.

In addition to traditional methods using a blackboard, teachers typically use visual aids other than books. As shown in a study by Hemah et al. (2018), storytelling methods can incorporate flannel boards featuring images of animals that align with the story's theme. A fundamental difference in this study lies in the emphasis on the use of audiovisual media tailored to the context and local characteristics of the children at Dharma Wanita II Sumbercangkring Kindergarten. Audiovisual media is the primary option because it combines visual and auditory elements in a harmonious way that captures children's attention and helps them understand the story more clearly. Children's focus is not limited to simply listening to the story but extends to directly observing the characters, setting, and plot. This helps children more easily recall the story's plot and encourages them to retell it in their own words. The use of audiovisual media in learning activities is expected to help children focus better, concentrate more, and actively engage in listening activities. (Meutia et al. 2025). The Dharma Wanita II Sumbercangkring Preschool considers the use of audiovisual media featuring folk tales to be an effective tool for stimulating the speaking skills of its students, and it has become a regular weekly activity to show these materials to the children. Based on this explanation, the researcher was interested in conducting a more in-depth study of how this approach is implemented in the classroom and its effectiveness in stimulating the children's speaking abilities.

Audiovisual media is a very helpful tool for teachers because the presence of images and sound naturally increases children's interest in learning. As stated by Daryanto in Rahma et al. (2020), the use of video adds a new dimension to learning; videos present moving images to students along with accompanying sound, and they can also depict phenomena that are difficult to observe in real life. Thus, the implementation of audiovisual media featuring Indonesian folktales can transport students at Dharma Wanita II Sumbercangkring Kindergarten to a place that mirrors the setting depicted in the video. Supported by the active role of teachers—who serve as role models, motivators, and inspirers—this approach can positively influence the development of students' speaking skills, help them retell stories more coherently, and foster a sense of self-confidence in the children.

2. Method

This study employed a qualitative method with a descriptive qualitative approach. Qualitative methods involve steps that generate descriptive data from observed research findings (Setiyani et al., 2026). This method was chosen because it allows for an in-depth description of the process of implementing audiovisual media featuring Indonesian folktales to naturally stimulate children's speaking skills without manipulating the research subjects (Moleong, 2017). The subjects of this study were 25 children aged 5–6 years in Group B at Dharma Wanita II Sumbercangkring Kindergarten, with the classroom teacher serving as a supporting informant.

The data collection technique employed triangulation, a method aimed at obtaining accurate data through observation, interviews, and documentation. Triangulation is a technique that combines several methods to obtain more valid data (Moleong, 2017). Observations were conducted directly by the researcher to observe children's speaking behavior during learning activities using audiovisual media featuring Indonesian folktales, including their confidence in speaking, vocabulary mastery, and ability to retell the story's content coherently. Semi-structured interviews were conducted with the teacher of Group B to assess the children's speaking abilities before and after the use of audiovisual media, the children's characteristics, the learning process, challenges encountered during instruction, and feedback regarding the use

of audiovisual media featuring Indonesian folk tales. Additionally, documentation in the form of photographs and video recordings of the learning activities was collected as supporting evidence for the research process, obtained through interviews and observations (Sugiyono, 2019).

The data were analyzed using the Miles, Huberman, and Saldaña model, which consists of data reduction, data presentation, and verification/drawing of conclusions. This data analysis model is an interactive approach used in qualitative research. Data reduction was conducted by summarizing and selecting data from observations, interviews, and documentation relevant to the children's speaking abilities. The reduced data were then presented in the form of narrative descriptions to facilitate understanding of the process of implementing audiovisual media and the development of children's speaking skills. The final stage—verification and drawing conclusions—was carried out in stages throughout the research process to ensure that the analysis results accurately reflected the conditions in the field.

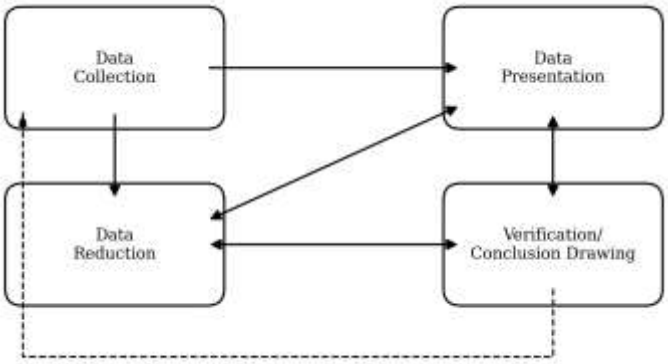


Figure 1. Analysis of the Miles, Huberman, and Saldana Model

3. Results and Discussion

3.1. Implementation of Learning Using Audiovisual Media Featuring Indonesian Folktales for 5- to 6-Year-Olds in Preschool

The implementation of learning activities using audiovisual media featuring Indonesian folktales at Dharma Wanita II Sumbercangkring Preschool was conducted regularly in Group B, which consisted of 25 children aged 5–6 years. Based on the results of observations, interviews with the classroom teacher, and documentation of the activities, the use of audiovisual media was not limited to simply showing videos to the children but was integrated with listening activities, question-and-answer sessions, retelling, and role-playing. This series of activities was carried out in three stages: pre-screening, during screening, and post-screening. In the pre-screening stage, the teacher first prepared the children to participate in the activity. The children were instructed to sit quietly and pay attention to the presentation. The teacher then introduced the theme and title of the story being shown via audiovisual media and posed leading questions about characters or events that might appear in the story. Teachers also introduce several

vocabulary words that the children are likely unfamiliar with. This activity aims to build prior knowledge and prepare the children to understand the story's content. This preparation aligns with Kustiawan's (2016) view that early childhood learning media serve as tools to stimulate children's thoughts, feelings, attention, and motivation in receiving new information.

The viewing phase involved watching a video of an Indonesian folktale (Figure 2). The children were guided to pay attention to the moving images, characters, setting, dialogue, and plot of the story. Based on the observations, the use of visual and audio elements made the children more interested in following the story than if the information had been conveyed verbally alone. The teacher continued to act as a facilitator by maintaining the children's attention and providing guidance when there were parts of the story that required special attention.



Figure 2. Presentation Phase: The children watch the teacher as she shows an audiovisual presentation featuring Indonesian folk tales.

These findings indicate that audiovisual media can create a more engaging learning experience because children receive stimuli through both their senses of sight and hearing simultaneously. The use of dynamic digital learning resources can also optimize children's learning experiences and emotional engagement in the learning process (Sutama et al., 2021). This is evident in children's engagement while watching the program, particularly when they respond to characters or events that appear in the story. The post-viewing phase is conducted through question-and-answer sessions, retelling the story individually or in groups, and simple role-playing activities. During this phase, children are given the opportunity to restate the information they have gained from the program. Teachers ask questions about the characters, events, sequence of events, and the message of the story to help children recall the story's content. Afterward, children are guided to retell the story in their own words. These activities provide children with the opportunity to use the vocabulary they heard during the program while also building their confidence in expressing ideas verbally. These findings are consistent with those of (Khotimah et al., 2021) that storytelling activities supported by audiovisual media can improve children's listening and speaking skills. Thus, watching videos does not end with listening activities but is followed by speaking activities that directly provide children with opportunities to practice their language skills.

The results of the observations also show that the use of audiovisual media helps children remember the plot of a story. Children can use images of characters, settings, and events from the video as cues when retelling the story. This makes it easier for children to connect one event to the next, resulting in a more coherent retelling of the story. In addition, children acquire vocabulary through the dialogues and narration in the video, and then use that vocabulary when answering questions or retelling the story (Figure 3).



Figure 3. Q&A session with the children after watching a video of Indonesian Folktales

The use of audiovisual media thus provides stimuli that are not only related to understanding the story but also to children's ability to verbally retell the information. This approach demonstrates that the interaction between the media, the teacher, and the children is an inseparable part of the process. Audiovisual media serve to provide stimuli in the form of images, sounds, characters, and plotlines, while the teacher reinforces learning through questions, examples, guidance, and opportunities to speak. Children then process the information they receive and express it through question-and-answer sessions, retelling, or role-playing. This learning approach, which involves direct experience and social interaction, aligns with the view of Astuti & Yafie (2025), who emphasize that pedagogical strategies based on experience and social interaction play a crucial role in optimizing language stimulation for young children. Storytelling activities conducted after children watch a program provide them with opportunities to develop their speaking skills more naturally. Children are not merely asked to memorize a story but are given the chance to retell it based on their own understanding. This approach supports the findings of Astuti & Yafie (2025) Storytelling is one of the most effective strategies for developing children's speaking skills and vocabulary. In the context of learning at Dharma Wanita II Sumbercangkring Preschool, this is evident in the children's ability to name characters, recall events in the story, use vocabulary related to the story, and attempt to retell the plot.

The use of audiovisual media also encourages children to speak up. Children gain concrete topics for discussion from the stories they have seen and heard, making it easier for them to respond when the teacher asks questions. Children who previously tended to be passive gradually gain opportunities to participate through simple questions, retelling activities, and role-playing. With these opportunities, learning becomes more interactive and provides space for children to practice expressing their ideas in front of their teacher and peers.

3.2. Factors Supporting and Hindering the Implementation of Learning Using Audiovisual Media Featuring Indonesian Folktales for 5- to 6-Year-Olds in Preschool

The implementation of audiovisual media featuring Indonesian folktales at Dharma Wanita II Sumbercangkring Preschool is closely tied to several supporting factors that enable optimal learning. The first factor is the nature of the media itself, which combines moving images and sound to capture children's attention while providing a concrete learning experience, as described in the implementation section. The second factor is the active role of the teacher as a facilitator, motivator, and role model in guiding the children during the pre-viewing, viewing, and post-viewing stages, which helps determine the extent to which children can understand and retell the story's content. The third factor is the availability of supporting resources in the form of audiovisual equipment, as well as institutional support that has made this activity a regular weekly agenda. These findings are consistent with the results of a study (Rahmiwati et al., 2025) which found that factors supporting the use of audiovisual media in early childhood education include the availability of equipment, support from institutions, and the enthusiasm of the students. The enthusiasm of the children in Group B, who were seen actively responding to the characters and events in the story, also served as a supporting factor that reinforced the effectiveness of this medium. In addition to factors stemming from the media, teachers, and institutions, family support also serves as an external factor in stimulating children's language abilities. In line with the study (Juliriyanti et al., 2025), which emphasizes the importance of parents' role in stimulating early childhood language development through habitual communication within the family environment, the continuity of speech stimulation received by children at Dharma Wanita II Sumbercangkring Kindergarten will be more optimal if supported by the habit of conversing and storytelling at home.

On the other hand, this study also identified several limiting factors. Differences in children's characteristics posed a distinct challenge, as not all children possess the same level of self-confidence, vocabulary, and attention span; consequently, some children still require more intensive support during question-and-answer sessions and retelling activities. Technical constraints, such as limited broadcast time and audiovisual equipment that depends on the availability of electricity and electronic devices, also limit the frequency with which this medium can be used to its full potential. These constraints align with the findings of (Rahmiwati et al., 2025), which identified time constraints, technical challenges, and dependence on electricity as barriers to the implementation of audiovisual media in early childhood education. In line with this, (Saragih et al., 2024) recommend that teachers receive adequate technology training and that institutions improve facilities and access so that the use of audiovisual media can be optimized—a recommendation that is also relevant for the sustainability of the program at Dharma Wanita II Sumbercangkring Kindergarten.

3.2. Results of Implementing Learning Using Audiovisual Media Featuring Indonesian Folktales for 5- to 6-Year-Olds in Preschool

The description of the implementation, as well as the supporting and hindering factors mentioned above, indicates that the use of audiovisual media featuring folk tales has a positive impact on the speaking skills of the children in Group B. Before this activity was implemented on a regular basis, initial observations showed that 10 out of 25 children still had difficulty

retelling stories in a coherent manner and tended to lack confidence when speaking in front of their peers or teachers. After the teacher implemented lessons using audiovisual media featuring Indonesian folk tales, the majority of the children showed improvement, marked by an increased interest in speaking, a richer vocabulary, and the ability to retell the story's content in a more coherent and confident manner. These results reinforce the findings (Khotimah et al., 2021) that storytelling activities aided by audio media can improve both listening and speaking skills in early childhood. These positive effects are also consistent with the results of a study (Agni et al., 2025) This demonstrates that the use of engagingly designed learning media effectively improves the literacy skills of young children, indicating that the effectiveness of media depends not only on its type but also on how it is integrated with listening, question-and-answer, and retelling activities, as implemented in this study. Thus, the impact of audiovisual media on children's speaking skills does not stand alone but is the result of the interaction between the media, the teacher's instructional strategies, and the children's active participation.

Overall, the results of this study support the conclusion (Astuti & Yafie, 2025) in their systematic literature review that pedagogical strategies based on direct experience and social interaction play a crucial role in optimizing language stimulation for young children. The implementation of audiovisual media featuring Indonesian folktales at Dharma Wanita II Sumbercangkring Kindergarten demonstrated that these effects can be tangibly achieved: children became more confident in speaking, developed a richer vocabulary, and were able to recount their learning experiences in a more coherent manner. Consequently, the study's objective of optimizing the speaking skills of 5- to 6-year-old children was successfully achieved.

4. Conclusion

Based on the research findings, it can be concluded that the use of audiovisual media featuring Indonesian folktales is an effective tool for stimulating the speaking skills of 5- to 6-year-old children at Dharma Wanita II Sumbercangkring Kindergarten. The learning process was carried out in three stages—pre-viewing, viewing, and post-viewing—for each session, which included listening activities, question-and-answer sessions, retelling, and role-playing. The use of audiovisual media, which combines moving images and sound, helped children understand the story's content, remember the plot and characters, and acquire new vocabulary that they could use in speaking activities.

The research results show positive development in the children's speaking skills after participating in six learning sessions. The children demonstrated greater interest and confidence in speaking, a more diverse vocabulary, and the ability to retell stories in a more coherent and confident manner. During the initial observation, some children still struggled to retell stories coherently and lacked confidence when speaking in front of their teachers or peers. After the regular use of audiovisual media, the majority of the children showed improvement in these areas.

The successful implementation of audiovisual media is supported by the media's engaging characteristics, the active role of teachers as facilitators and motivators, the availability of supporting resources, institutional support, and the children's enthusiasm for participating in the activities. However, there are still several obstacles to its implementation, such as differences in each child's characteristics and abilities, time constraints, and technical challenges related to electronic devices and the availability of electricity. Therefore, the use of audiovisual media needs to be integrated with interactive learning strategies and teacher

guidance tailored to each child's needs so that the stimulation of speaking skills can take place optimally.

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