

ANALYSIS OF LISTENING ABILITY OF CHILDREN IN GROUP B KINDERGARTEN BUNGONG SEULEUPOK SYIAH KUALA BANDA ACEH WITH THE AID OF AUDIO VISUAL MEDIA

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ABSTRACT

Listening ability is the process of listening, recognizing, and interpreting spoken symbols. The formulation of the problem in this study is how the listening ability of group B children at Bungong Seuleupok Syiah Kuala Kindergarten Banda Aceh is assisted by audio-visual media. The aim is to determine the listening ability of group B children at Bungong Seuleupok Syiah Kuala Kindergarten Banda Aceh with the help of audio-visual media. The instruments used in this study were interview sheets and documentation, with a sample size of four children in group B. Then the data was analyzed using a qualitative descriptive method. The results of the study showed that the analysis of the research on the listening ability of group B children assisted by audio-visual media at Bungong Seuleupok Syiah Kuala Kindergarten Banda Aceh did not experience any problems. So the researcher can conclude that the listening ability of group B children at Bungong Seuleupok Syiah Kuala Kindergarten Banda Aceh is included in the audio-visual learning character.

Keywords: *listening ability, audio-visual media, group B children.*

INTRODUCTION

One of the important developments in early childhood is the aspect of language development. According to Soetjningsih (2012: 51) language is a communication system that is used voluntarily and socially agreed upon, using certain symbols to convey and receive messages from one

person to another. This includes listening, speaking, reading and writing. In understanding language there is the ability to listen. Listening is a multi-sensory experience. When auditory and visual sources of oral information are presented simultaneously, visual cues often influence the perception and understanding of stimuli in the auditory modality. In Pittman's research (2011: 1225) audio visuals are very important for knowing children's auditory and visual stimuli towards children's listening abilities. Listening abilities towards advanced communication in early childhood according to Syamsu Yusuf (2007: 118). Language is the ability to communicate with others. Language development in children is very much needed to interact with humans and their environment. Aspects of language development that children must master are listening, speaking, reading, and writing. The listening aspect is the earliest ability in life before speaking, reading, and writing. The development of listening in children aims to enable children to understand the concept of understanding through words, improve direct learning responses, and help children respond to communication when interacting with the surrounding environment.

Audio Visual Media is a teaching and educational media that activates the eyes and ears of students during the teaching and learning process Arsyad (2005: 8). Audio Visual Media is a type of media that in addition to containing sound elements also contains image elements that can be seen, such as video recordings, various film sizes, sound slides, and so on. The ability of this media is considered better and more interesting, because it contains both elements of the first and second types of media Sanjaya (2011: 211). The reason researchers use audio visual media is: because audio visual media can attract children's attention to listen because by displaying the video that is played, children can see and hear directly.

Arsyad (2013: 74) explains that the criteria for selecting media are based on the concept that learning media is part of the overall instructional system. The audio visual media chosen does not have to be expensive. The use of audio visual media can be used from several technologies, such as using a laptop or computer. Listening to children using audio-visual media is different, there are children who like to see films but don't like hearing the sound, but there are also children who don't like seeing shows/films but like the sound produced by audio-visual media.

METHODS

In this study, the author uses a descriptive research method with a qualitative approach. According to Sugiyono (2009:9), a qualitative research method is a research method based on the philosophy of postpositivism, used to research natural object conditions (as opposed to experiments) where the researcher is the key instrument, data collection techniques are carried out by triangulation (combination), data analysis is

inductive/qualitative, and the results of the study emphasize meaning rather than generalization. Moleong (2009:5) states that qualitative research is research using a natural background, with the intention of interpreting the phenomena that occur and is carried out by involving various existing methods.

In this study, descriptive research was used to describe the listening skills of group B children at Bungong Seuleupok Syiah Kuala Kindergarten, Banda Aceh. Qualitative research is research about research that is descriptive and tends to use analysis. This research was conducted at Bungong Seuleupok Syiah Kuala Kindergarten, Banda Aceh. The time of the research was carried out on the odd semester of 2024-2025.

Arikunto (2010:173) population is the entire research subject. The population in this study were all children in group B of Bungong Seuleupok Syiah Kuala Kindergarten Banda Aceh totaling 20 children. While in taking the sample using purposive sampling. According to Ridwan (2008:63), purposive sampling is a sampling technique used by researchers who have certain considerations in taking samples or determining samples for certain purposes. The sample that became the source of this research was 4 children (2 boys and 2 girls) based on listening skills that were still relatively low. In this study, the data collection techniques and instruments that will be used include: (1). Interviews in this study use in-depth interviews. Interviews are conversations with a specific purpose. The conversation is conducted by two parties, namely the interviewer who asks questions and the interviewee who provides answers to the questions Moleong (2006: 186). (2). Documentation is a way of obtaining data from various written sources or documents available to respondents or places where they carry out daily activities. Documentation in this study is used as a complement to data sources, because many things must be used as data sources that can be used to test, interpret, and even predict events during research. This documentation analysis will be very helpful in completing and deepening the results of observations. Thus, documentation is needed to complete the research and obtain a picture of what is happening in each event. The steps for analyzing the data can be described as follows:

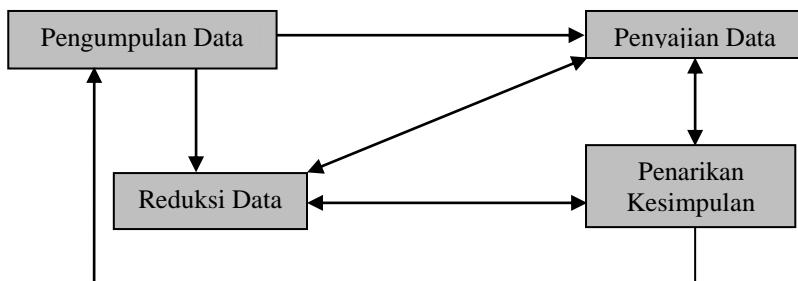


Figure 1. Components in Data Analysis Sugiyono (2013: 338)

RESULTS AND DISCUSSION

Description of Listening Ability Per Indicator

1. Children can mention characters in children's stories

Based on the results of interviews with four children about the indicator "children can mention characters in stories" the results of child 1, child 2, child 3 and child 4 can be concluded that, child 1 stated on the first question, namely "who are the characters who play a role in the story", child 1's answer is a city mouse with a village mouse, a cat, a human and a car. While on the second question, namely "between the village mouse and the village mouse, which mouse does the child like", child 1's answer is a village mouse because the village mouse is good while the city mouse is bad because it steals food. Child 2 stated on the first question, namely "who are the characters who play a role in the story", child 2's answer is a city mouse with a mouse, a cat and a human. While on the second question, namely "between the village mouse and the village mouse, which mouse does the child like", child 2's answer is a good mouse, namely a village mouse while the city mouse is bad because it steals food that is not its own. Child 3 stated on the first question, namely "who are the characters who play a role in the story", child 3's answer is the city mouse with the village mouse. While on the second question, namely "between the village mouse and the village mouse, which mouse does the child like", child 3's answer is the good mouse, namely the village mouse while the city mouse is bad because it steals food that is not his. Child 4 stated on the first question, namely "who are the characters who play a role in the story", child 3's answer is the cat and the person. While on the second question, namely "between the village mouse and the village mouse, which mouse does the child like", child 3's answer is the good mouse, namely the village mouse while the city mouse is bad because it takes food that is not his.

2. Children can mention the main idea in the story

Based on the results of interviews with four children about the indicator "children can mention the main idea in the story" it can be obtained that child 1, child 2, child 3 and child 4 can be concluded that, child 1 said on the question, namely "what happens when the village mouse finds out the city mouse's lie", the answer is run away and go home. Child 2 said to the question "what happened when the country mouse found out the city mouse's lie", the answer was the country mouse went home, went home, because he was lied to by his friend. Child 3 said to the question "what happened when the country mouse found out the city mouse's lie", the answer was he was embarrassed and went straight home to his village and child 4 said to the question "what happened when the country mouse

found out the city mouse's lie", the answer was he was embarrassed and went straight home to his village.

3. Children can mention the message contained in children's stories

Based on the results of interviews with four children about the indicator "children can mention the message contained in the story" it can be obtained that the results of child 1, child 2, child 3 and child 4 can be concluded that, child 1 said on the question "what did the city mouse feel when his friend returned to the village", the answer was he was embarrassed. Child 2 said on the question "what did the city mouse feel when his friend returned to the village", the answer was the city mouse was embarrassed. Child 3 said on the question "what did the city mouse feel when his friend returned to the village", the answer was just silent. Child 4 said on the question "what did the city mouse feel when his friend returned to the village", the answer was the city mouse was embarrassed.

4. Children can retell with simple sentences

Based on the results of interviews with four children about the indicator "children can retell with simple sentences" the results of child 1, child 2, child 3 and child 4 can be concluded that, child 1 said on the first question, namely what makes the village mouse want to visit the village, child 1's answer is "because he wants to meet his brother", while the second question child 1 could not answer and child 1 just looked silent. Child 2 said on the first question, namely child 2 said what makes the village mouse want to visit the village, the answer is child 2 just kept quiet and twirled his wrists. while the second question child 2 also could not answer. Child 3 stated that on the first question, namely child 3 said what makes the village mouse want to visit the village, the answer is because there are relatives in the village, while the second question child 3 said because there are many delicious foods in the city. Child 4 said on the first question, namely what makes the village mouse want to visit the village, the answer is child 4 because there are relatives in the village, while the second question child 4 said because there are many delicious foods in the city.

Analysis of the listening skills of the four children was not problematic, each child had good listening skills and was able to meet the criteria for each indicator that had been determined, it was just that there were some indicators that each child still could not do. In this study, the children's learning atmosphere was very comfortable because the researcher conducted interviews directly and individually with each child in the classroom. In this analysis, it can be said that the child's learning character falls into the audio-visual learning character, namely someone with an audio-visual learning style tends to understand something (such as lessons) by seeing and hearing directly. The audio-visual learning style is a dominant learning style with audio-visual Rasti (2012).

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After conducting research on the analysis of children's listening at Bungong Seuleupok Syiah Kuala Kindergarten, Banda Aceh through the results of the researcher's interviews with four children, it showed that the children's listening ability was not a problem, but the children could not listen in a classical learning atmosphere indoors because in the room there were several children who liked to disturb their friends and often made noise so these four children could not listen to the learning given by the teacher. So with the help of audio-visual media, children become interested in listening to the learning given according to the character of the learning they have and a comfortable atmosphere for the child.

From the results of the research analysis on children's listening through audio-visual media at Bungong Seuleupok Syiah Kuala Kindergarten, Banda Aceh, it can be seen that the four children had no problems listening. With this, the researcher stated that children's listening ability is included in the visual character.

The results of the study showed that there was an influence of audio-visual media on children's listening ability, so the author expects: 1). Teachers are expected to be able to focus on paying attention to children when at school by providing learning according to the learning character of each child. 2). Parents can also focus on understanding their children when studying at home by providing a comfortable atmosphere for children according to their learning character. 3). In this study, there are several things that must be considered, such as: before conducting an interview, it is important to ask about the child's news, and also pay attention to the child's comfort by asking slowly.

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