

## Impact of Audio-Visual Media Utilization on Early Childhood Speaking Proficiency

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### ABSTRACT

Speaking proficiency plays a vital role in early childhood as a foundation for communication and literacy development. However, many children still face difficulties in expressing their thoughts verbally during classroom interactions. This study was conducted to examine the impact of audio-visual media on improving speaking skills among Group B kindergarten students at RA DDI Pasangkayu. A quantitative approach was employed using a one-group pre-test–post-test design involving 24 children. Data were collected through observation of children’s speaking performance before and after learning with audio-visual media. The results showed a significant improvement in speaking proficiency, with an increase in the “Very Well Developed” category from 0% to 43.05%. The paired t-test analysis obtained a t-value of 14.454, which exceeded the t-table value of 2.06866 ( $p < 0.05$ ), indicating a statistically significant effect. These findings confirm that the integration of audio-visual media effectively enhances children’s speaking abilities. This study provides recent empirical evidence supporting the effectiveness of audio-visual learning in early childhood education. The findings contribute to enriching learning practices by encouraging teachers to adopt engaging and interactive media to support children’s language and communication development.

**Keywords:** Audio-visual Media, Speaking Skills, Early Childhood Education

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## 1. INTRODUCTION

Early Childhood Education (ECE) is an effort to guide the process directed to students from 0-6 years, since birth, which is carried out by providing teaching stimulation in supporting the growth and development of both physical and spiritual, so that students have the ability to enter further education. ECE refers to educational efforts aimed at children from birth to six years old, carried out through the provision of developmental and educational stimulation to support their physical and mental growth. The goal is to prepare children for the next stage of formal education. ECE encompasses a range of services, including family-based education, formal institutions such as kindergartens, and non-formal settings like playgroups and daycare centers.

Early childhood is a critical period in human development, marked by rapid growth across multiple domains, including religious values, cognitive, physical, social-emotional, language, and art development (Maryatun, 2016). During this stage, children begin to explore their surroundings, develop basic motor skills, form relationships with peers and adults, and acquire foundational communication abilities. Each aspect of development is interconnected; for instance, social-emotional security supports language acquisition, while cognitive growth enhances problem-solving and decision-making skills. Educators and parents play a vital role in creating enriching environments that stimulate all areas of development, ensuring children are well-prepared for future learning experiences (Asmawati & Latifah, 2014).

One of the child's circuits that must be stimulated is the language circuit. The child's language continuum is the process of the child understanding words and developing speech (communication). This sequence starts from the time the baby is born (Kurniati, 2017). Language skills for 1-month-old children are known by the small sounds coming from the esophagus, and the baby can begin to like or be impressed by the sound. Around 4 months, babies are able to laugh and show friendly, happy vocals. At 7 months, the baby is able to grasp, starts to voice his/her wishes, and enjoys the sounds he/she makes. When the baby is 10 months old, they will show the ability to say one word, be able to say their name. At 1 year old, the baby will show the ability to say two or more words. (Rachmawati, 2022).

Speaking skills are one of the language improvements of learners. Speaking proficiency is the ability to articulate words and pronounce articulatory sounds to communicate thoughts, views, ideas, and feelings to others (Karyadi, 2018). The speaker's partner is based on starting to be confident, saying sincerely, responsibly, and correctly by releasing psychological factors such as reluctance, humility, fussiness, laziness to speak, and others (Triyani et al., 2021). So speaking is a process of presenting information, ideas, or thoughts from the speaker to the listener. In presenting information orally, a speaker must be able to deliver it correctly so that the information can be obtained by the listener.

In early childhood, children's speech continues to develop (Kurniasari & Sunarti, 2019). Children how to communicate effectively so that they can adjust to their environment and make themselves understood by their friends. Communication carried out by learners creates good social interaction with their friends. The family environment is very important in improving language skills, for example, friends, as well as the relationship between parents and children (Paujiah et al., 2022).

Language barriers in learners are caused by internal and external factors. Learners are able to be stimulated beautifully if the role of the people around them or the genes of the child are well stimulated (Afriany & Sofa, 2022). The consequences have not been resolved, so various actions are provided according to the cause. Hurlock (2019) explains that the factors that influence children's

speaking skills are physical preparation, good examples that can be emulated, time in practice, encouragement, and guidance.

Language skills are not capable of being possessed by each human being (Tambunan, 2018). But that does not mean that everyone cannot be proficient in a language (Ilham & Wijiati, 2020). Speaking fluency is undoubtedly achievable by anyone who is prepared to put in significant effort. Thus, teaching speaking in the classroom is very important. The hope is that children can be proficient in speaking.

One of the efforts in developing children's speaking skills is through the use of audio-visual media. Teaching media is a learning origin device that lists instructional materials in the learner's environment, so that it stimulates students in studying (Nurhafizah, 2018). Using learning media that is understandable, so that it can provide a well-planned original message in order to create a maximum learning environment (Ratnasari & Zubaidah, 2019).

Audio-visual learning is an audio-visual aid that is material and devices used in learning conditions to help notes and skills be conveyed to release knowledge, behavior, and ideas (El Pamenang, 2022). Audiovisual learning can be defined as materials or tools that have sound and images in them. The combination of paintings and sounds creates real behavior. (Irawan, 2022). The ability of both makes the form of learning media used. Media and tools are part of audio-visual media (Rizkiati et al., 2021).

The advantages of learning using audio-visual learning 1) teaching materials will increase in meaning so that they are more easily understood by students and allow students to better master teaching objectives, 2) the learning process will be more diverse, 3) students will do more learning activities, 4) the learning process will be more interesting for students.

In research conducted by Nurhayati (2020) audio-visual learning is proven to be able to support teachers in stimulating children's development, especially morals and religion. Meanwhile, research conducted by Swastyastu (2020) states that audio-visual learning is very effective for stimulating thoughts, feelings, and attention in early childhood second language acquisition.

The utilization of audio-visual learning that is unique and amazing and has better advantages can encourage reviving the desire in the learning process to be more optimal. Audio-visual media has several benefits, namely 1) better education, 2) children do observation activities, pay attention and demonstrate, 3) teach thinking students from real to absolute, 4) connect visual messages with children's experiences. (Alfayanti et al., 2017)

The utilization of audio-visual learning is not simply used just like that, but also has procedures for its use. According to Robitoh (2020), the procedure includes analyzing the direction, sorting, and maintaining the same audio-visual learning, teaching, familiarizing, and training to apply, tools, supervising, shaping, and assisting the implementation of educational activities through audio-visual media.

Although numerous studies have explored the use of audio-visual media in early childhood education, a significant research gap remains. Most previous research has primarily focused on vocabulary acquisition or receptive language development, while speaking proficiency (which includes fluency, confidence, and expressive ability) has received limited attention, particularly in the context of structured use of audio-visual media within Indonesian kindergarten settings. Furthermore, many studies have employed qualitative or classroom action research designs, but few have used quantitative pre-test–post-test methods capable of demonstrating statistically measurable effects on children's speaking performance.

Based on these issues, this study aims to examine the effect of using audio-visual media on early childhood speaking proficiency, focusing on fluency, confidence, and verbal expression during classroom interactions. This research is expected to provide strong empirical evidence in the fields of educational science and instructional technology, as well as practical insights for early childhood teachers, media developers, and parents on how to select and implement interactive media that effectively support children's speaking development.

The significance of this study lies in its contribution to science and technology by enriching the body of literature on audio-visual learning media in early childhood education and advancing the development of appropriate educational technologies. For society—particularly teachers, parents, and policymakers—the findings can serve as a reference for improving the quality of speaking instruction in early childhood education, helping children become more confident and actively stimulated in verbal communication.

## **2. METHOD**

This study aimed to determine the effect of using audio-visual media on the speaking proficiency of early childhood students in Group B at RA DDI Pasangkayu during the 2023/2024 academic year. The research employed a quantitative experimental approach using a one-group pre-test–post-test design. The study was conducted in three main stages: preparation, implementation, and data analysis.

### **a. Preparation Stage**

- 1) The researcher obtained research permission from the school and coordinated with teachers to plan the learning activities.
- 2) Research instruments were developed, including observation sheets to assess children's speaking proficiency in three aspects: vocabulary development, answering questions, and retelling stories.
- 3) The pre-test and post-test indicators were validated by early childhood education experts to ensure reliability and relevance to the learning objectives.

### **b. Implementation Stage**

- 1) The study was carried out over three weeks with 24 children as participants.
- 2) During the first week, the researcher conducted a pre-test observation to assess the children's initial speaking abilities through regular classroom interactions.
- 3) In the second and third weeks, the treatment phase was conducted by integrating audio-visual media into daily learning. Children were shown animated videos related to the theme of good manners and storytelling activities. The teacher facilitated discussions and encouraged children to speak, answer questions, and retell the stories they watched.
- 4) Throughout the learning sessions, the researcher recorded children's verbal responses and expressions using structured observation sheets.

### **c. Data Analysis Stage**

- 1) The data collected from pre-test and post-test observations were tabulated and analyzed using descriptive and inferential statistics.
- 2) Descriptive analysis was used to determine the percentage of children in each developmental category (Very Well Developed, Developing as Expected, Starting to Develop, and Not Yet Developing).

- 3) Inferential analysis was conducted using the paired sample t-test through SPSS version 23 to determine whether there was a significant difference in speaking proficiency before and after using audio-visual media.

The results of these analyses were used to conclude whether the implementation of audio-visual media had a statistically significant effect on the improvement of children's speaking proficiency.

### 3. RESULTS AND DISCUSSION

Speaking is a language skill that develops in the early years of the child; the ability to speak is acquired only in the developmental phase of the child's listening, and at that time, the skill of speech or speaking is also learned (Munasih & Nurjaman, 2018). Speaking skills can be elaborated through storytelling, conversations, questions and answers, and micro roles. Speaking is a way of communicating that can inform the will and heart feels (Khoirunnisa et al., 2022). Speaking skills in a language are very desirable for students. By speaking, children can improve their language development, familiarize themselves with vocabulary so that they understand the language more widely, and prepare themselves to continue to the next stage, interpret, and listen.

Speaking skills are language skills in saying sounds, vocal mentions, and pronouncing words in expressing and giving ideas, and thinking power (Mayrita et al., 2023). The research was conducted in October 2023 until completion. The subjects in this study, namely, children in group B, totaled 24 children. The study lasted for 3 weeks, starting with making observations to determine the condition of the class before conducting research or giving treatment in the first week, then giving treatment in the second and third weeks. (Sugiyono, 2016) explains that the observation method is used when observations are made directly in the learning procedure, namely, around the activities of teachers and students in the learning process. In this case, namely, the language skills of students are observed during the learning process in the classroom, including when the teacher gives treatment in the form of teaching and learning activities. There are three aspects that are main concerns: vocabulary development, answering questions, and retelling the content of the story

The four aspects observed were categorized as: very well developed (BSB), developed as expected (BSH), started to develop (MB), and not yet developed (BB).

**Table 1. Summary of Speaking Proficiency Before Treatment**

Category	Vocabulary Development	Answer the Question	Retelling	Average (%)
<b>BSB</b>	0 (0%)	0 (0%)	0 (0%)	0%
<b>BSH</b>	3 (12.5%)	2 (8.3%)	0 (0%)	6.93%
<b>MB</b>	9 (37.5%)	14 (58.3%)	12 (50%)	48.6%
<b>BB</b>	12 (50%)	8 (33.3%)	12 (50%)	44.43%

From the results of the recapitulation of observations before the treatment, there were 0% of children in the BSB category, 6.93% in BSH, 48.6% MB, and 44.43% BB. These findings indicate that children's speaking skills were generally low prior to the intervention.

Children's speech skills can be influenced by genetic and environmental factors (Hurlock, 2019). Genetic factors include intelligence and gender, while environmental factors include bilingualism, socioeconomic status, family size, birth order, and level of discipline.

**Table 2. Summary of Speaking Proficiency After Treatment**

Category	Vocabulary Development	Answer the Question	Retelling	Average (%)
<b>BSB</b>	9 (37.5%)	13 (54.16%)	9 (37.5%)	43.05%
<b>BSH</b>	8 (33.33%)	9 (37.5%)	12 (50%)	40.27%
<b>MB</b>	7 (29.16%)	2 (8.33%)	3 (12.5%)	16.66%
<b>BB</b>	0 (0%)	0 (0%)	0 (0%)	0%

After treatment, the results show significant improvement, with 43.05% of children categorized as BSB and 40.27% as BSH.

Learning assessment using audio learning cannot be separated from hearing. Hearing is a tool in listening. Difficult listening has four elements: hearing, paying attention, understanding, and remembering. Visual media involves the sense of vision and is used to show how something looks—paintings, drawings, or photographs (Khotimah et al., 2020). Audio-visual learning bridges children's difficulties in learning language. Children are interested in exploring audio-visual learning and take examples of speech that is displayed. It was evident that the use of animated videos stimulated students to engage and learn actively.

After collecting the research data, further analysis was carried out using descriptive and inferential statistics. A t-test was conducted using SPSS-23. The One-Sample Kolmogorov-Smirnov Test showed that the data were normally distributed with:

- Pre-treatment Sig = 0.277
- Post-treatment Sig = 0.322

A paired sample t-test revealed a t-count of -14.454 with Sig (2-tailed) = 0.000. Since the p-value is < 0.05, this confirms a significant effect of audio-visual media on speaking skills.

### 3.1 Implementation of Audio-Visual Learning Usage



**Picture 1. Students watching an animated video**

This section explains the utilization of audio-visual learning. The audio-visual learning used is video, where children are given learning according to the theme using a projector, and then the video will be clearly visible. The video displayed is a cartoon animation that explains the manners of speaking. According to Munadi (2013), one type of audio-visual learning is pure audio-visual media, such as television, motion pictures (movies) with sound, and videos.

The process of this activity begins with the teacher giving an opener to the child, then giving an explanation of what learning is, and implementing audio-visual learning. Then the teacher and researcher arrange the children's sitting positions a little closer together so that everyone can see and listen to the video. Furthermore, researchers prepare projectors, laptops, and speakers. Furthermore, when the video is shown, the teacher only supervises students so that there is no chaos, and then the researcher observes the child during the video process.

Muhibah (2021) states that Audio-Visual Learning is the equivalent of electronic paintings, starting with sound through videotape. Just as the name implies, Audio-Visual learning is a combination of viewing and listening learning, for example, teaching videos, instructional videos, and sound slide programs. Apriansyah (2020) argues that video animation-based learning can be an effective means of transferring knowledge and improving teacher skills in teaching. By using animation, learning becomes more interesting and students will not feel bored with monotonous learning activities (Nurhayati & Agusniatih, 2020)

### 3.2 Children's Speaking Proficiency

Hurlock (Rumilasari, 2016: 6) states, "speech is a type of language whose meaning is expressed through the articulation of words." Students' speaking skills can be stimulated using various methods or activities that are interesting for students. One activity to stimulate children's speaking skills is the application of audio-visual learning. When learning, audiovisual learning combines hearing and vision at once. During the process of applying audiovisual learning, researchers observe children, such as their focus and interaction.

In accordance with the results of the study, the use of audio-visual learning is able to develop children's speaking skills. It can be seen that children are more enthusiastic because the media used is enough to attract children's attention. This is considered more effective in developing children's speaking skills than other activities. This study has three aspects observed in children's creativity through the application of audio-visual learning in group B of RA DDI Pasangkayu, namely vocabulary development, answering questions, and retelling the content of the story. The explanation of these three aspects will be presented in the following subsections."

#### 3.2.1 Aspects of Vocabulary Development



Picture 2. Vocabulary Development



Vocabulary growth is the first feature of children's speaking ability considered by the research. Learners with the category of Developing Very Well (BSB) are children who can say more than 5 words. The category of Developing As Expected (BSH) includes children who can say 4–5 words. Start Developing (MB) includes children who can say 1–3 words. Not Developing (BB) includes children who have not been able to mention words.

In the first week of observation:

- 0% of children were in the Very Well Developed (BSB) category
- 3 children (12.5%) in the Developing As Expected (BSH) category
- 9 children (37.5%) in the Starting to Develop (MB) category
- 12 children (50%) in the Not Developing (BB) category

In Pebriana's research (2017), Suhartono stated that language plays a very important role in early childhood development. Language is not only a tool for thinking, listening, speaking, reading, and writing, but also a means for children to master vocabulary, communicate, and understand messages conveyed. Children's language skills are not only seen from reading skills, but also from understanding communication and mastering vocabulary (Suryana, 2018).

Vocabulary is an important part of language. Training children to build vocabulary can help them improve their language skills, especially using terms already familiar in their environment (Firdaus & Muryanti, 2020). Based on the findings, using audio-visuals during the learning process is effective because it supports children's vocabulary growth and increases their interest and engagement.

### 3.2.2 Aspects of Answering Questions



**Picture 3. Answering Questions**

Answering teacher questions is a form of training communication. Asking and answering are basic skills that must be mastered, especially in early childhood. Children should be trained to listen and respond to questions. Saripudin (2017:4) states, "Speaking ability is the ability to express, convey, and communicate thoughts, ideas, and feelings through spoken sentences." Early education



has great significance for shaping personality, intelligence, skills, independence, and socialization. Families play a critical role in this early education.

Children were categorized as:

- BSB: able to answer more than 4 questions
- BSH: able to answer 3–4 questions
- MB: able to answer 1–2 questions
- BB: unable to answer

After the treatment with audio-visual learning, many children moved to the BSB and BSH categories, showing improved listening and responding ability.

### 3.2.3 Aspects of Retelling the Content of the Story



**Picture 4. Retelling the content of the animated story**

Language skills are crucial during the golden age. Speaking skills develop after listening is established. This period is critical for language mastery (Fahrudin et al., 2022; Oktafiani, 2021).

In the pre-treatment observation (first week):

- 0% were in Very Well Developed (BSB)
- 0% in Developing As Expected (BSH)
- 12 (50%) in Starting to Develop (MB)
- 12 (50%) in Not Developing (BB)

After using animated videos:

- 9 (37.5%) were in BSB
- 12 (50%) in BSH
- 3 (12.5%) in MB
- 0% in BB

Children in the BSB category could retell the story fluently and clearly. Those in the BSH category could retell with a few sentences. The use of animation helped them retain and reconstruct story content, showing significant improvement.

#### 4. CONCLUSION

Based on the research that has been conducted in Group B RA DDI Pasangkayu regarding the effect of the utilization of audiovisual learning on children's speaking skills, it is concluded that language skills can develop significantly after treatment, namely the utilization of audiovisual learning. The t-test results show the t-count value of -14.454 and a significance level of 0.000. With a significance value  $< 0.05$ , it is concluded that  $H_0$  is rejected and  $H_1$  is accepted, indicating that there is an effect of utilizing audio-visual learning on language skills in kindergarten RA DDI Pasangkayu.

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