

# Improving Reading and Calculation Ability through Audio Visual Media in Indonesian Elementary School Student with Slow Learner: A Literature Study

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## Abstract

The current study aims are to figure out the improving reading and calculation ability through audio-visual media in Indonesian elementary school students with slow learners. This study used the literature review method. Learning media can be made using audio-visual media. Audio-visual media here is the media that convey the message precisely to the senses of hearing and sight. The media has sound elements and image elements. Teachers who provide modifications to the media will make learning more interesting for students, especially students with slow learner barriers in class. The slow learner is a learning barrier in children, characterized by a gap between the level of intelligence and academic ability that should be achieved. The use of audio-visual media is able to have a positive influence on the reading and numeracy skills of students with slow learners.

*Keywords: audio-visual, reading, arithmetic, slow learner*

## 1. Research Background

Counting ability is the ability or self-potential in operating numbers such as adding, subtracting, multiplying, and dividing, where these abilities require reasoning and algebraic skills (Subanji & Sulandra, 2016). Learning to count is also the most important part for children. If counting activities are carried out with various activities using more interesting media or games that can affect interest in learning to count (Irawati & Hajat, 2012).

The role of reading in the success of one's study seems to be unquestionable. There are several ways of reading techniques, namely: First, reading is relatively slow, namely by reading line by line as is usually done in light reading. Second, skimming (seeing quickly) is a way of reading that is done much faster, usually when looking for something specific in a dictionary text. Third, scanning (seeing at a glance) is usually used to see the contents of a book or skim, for example, when we read a newspaper. Fourth, warp speed is a technique for reading material very high and with high comprehension.

The ability to read comprehension is the ability to obtain meaning, both expressed and implied, and apply information from reading by involving the knowledge and

experience already possessed. A suitable reading activity to acquire this comprehension skill is to read silently (Laily, 2014).

Febliza & Afdal (2015: 50) state that audio-visual media is a way of learning using media that contains elements of sound and images, wherein absorbing material involves the senses of sight and sense of hearing. With audio-visual media projected with an InFocus/LCD Projector, teachers can immediately provide concrete evidence of what is being taught in the hope that students can see, compare, understand, remember and prove what the teacher has conveyed to them. The rapid of today's era development is making the world of technology more modern. That is why various learning media can support a teaching and learning process. One of the media that is experiencing development is audio-visual media. The use of audio-visual media can heighten children's attention with an attractive appearance. In addition, children will be afraid to miss the video if they miss it by diverting concentration and attention. Audio-visual media that displays the material's reality can provide students with authentic experiences when studying it to encourage self-activity.

Cognitive aspects are related to limited cognitive capacity, low memory or memory, impaired and lack of concentration, inability to express ideas. Children with slow learners have difficulty in almost all lessons, so they need personal assistance and learning methods to help them understand the subject matter. So, slow learner children need explanations using methods that are interesting and easy to understand and must be done repeatedly so that the subject matter or exercises can be appropriately understood. This ability level affects children's ability to think abstractly, so they prefer to talk about concrete things. Slow learner children have difficulty solving problems even though the problem is simple. It is because children's thinking ability is low, and their memory cannot last long (Yusuf, 2003).

Assistive learning media are needed to improve reading and arithmetic skills in slow learner children. One of the learning media that can help is to use audio-visual media. Audio-visual media here is the media that convey the message precisely to the senses of hearing and sight, has elements of sound and elements of images. Using audio-visual media can convey learning messages through visualization. So that children are more interested in the learning process, and learning at school can also be used at home when the learning process is repeated. So it is imperative to improve the ability of slow learner children in reading and counting using audio-visual media. With the current study, it will be clearly illustrated that audio-visual media is a means to help children understand words in reading and counting, develop cognitive partners concerning the ability to recognize again, and show examples and pictures of objects and words directly by depicting more real.

## **2. Method**

The literacy review was carried out from research journals at Google Scholar that had been published from 2011 to 2020. The steps taken were selecting articles adapted to

the title of the article to be discussed, namely “Improving Reading and Calculation Ability through Audio Visuals in Indonesian Elementary School Student with Slow Learner: A Literature Study.” Audio-visual media relate a total of 62 articles, and then after the selection process, 13 on the reading ability of slow learner children with audio-visual media in Indonesia.

Categorization is done by reviewing further, considering some research questions that have been set. Then, the researcher ensures that each article used as a reference is appropriate and provides answers to the research questions.

The analysis of the study was carried out using the best available evidence approach, namely eight articles that were selected according to the needs of the researchers. First, the researcher analyzed the articles based on the research objectives, then analyzed the findings.

### **3. Result**

The description of the findings of this study, namely the audio-visual media on the learning process, is in Table 1. In addition, this study presents eight articles that are relevant to the topic of writing.

*Table 1 Studies in Audio Visuals Media in Indonesian Elementary School Student with Slow Learner*

<b>Author(s)</b>	<b>Finding(s)</b>
Herlinda (2014)	By using audio-visual media, it is easier for children to understand what is given by the teacher.
Darnis (2018)	Learning to read and count in children should be done with a fun approach for children.
Marlini (2019)	The learning media used is efficient.
Fitria (2014)	Develop cognitive abilities with stimuli in the form of moving images and sounds.
Utami (2013)	They improve the results of understanding concepts by using audio-visual media and students giving positive responses by learning using audio-visuals.
Fujiyanto, Jayadinata, & Kurnia (2016)	Students can meet the minimum grade standard specified by using audio-visual media.
Kumalayati (2019)	The use of audio-visual media can improve student learning outcomes in numeracy learning. It is evidenced by an increase in the percentage of student learning outcomes in each cycle, namely: In the first cycle, the percentage of student success reached 55% or 14 children, based on the accumulated percentage of the very well-developed category. In cycle II, the percentage of student success increased to 85% or 23 children.

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	Thus, children's numeracy skills can be applied through the use of audio-visual media
Fatimah, Kholijah, & Susanti (2019)	Using audio-visual media can significantly affect the development of early reading skills compared to using picture word cards.

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Children learn to read so that they can complete their tasks in the learning process. As stated by Burns (1998), the ability to read is vital in an educated society or school community. Lerner (1989) says that reading is the basis for mastering various fields of study. If the ability to read is not yet possessed at school age, then the child will experience many difficulties in learning various fields of study in the next class.

The reading ability of dyslexic children in elementary school shows that dyslexic students have better reading skills after being given visual stimulation than before being given treatment. Furthermore, it shows that giving special treatment in visual stimulation to students who have dyslexia influences reading ability (Kawuryan & Raharjo, 2012). Then, the ability can count as a power to act due to innate training (Semiawan, Munandar, & Munandar, 1984). The NCTM (National Council of Teacher of Mathematics) standards provide a detailed description of the process and content of mathematics, focusing on early childhood students understanding numbers, number systems, and arithmetic operations, especially addition and subtraction.

Learning to count is also the most important part for children. If counting activities are carried out with various activities using more interesting media or games that can affect interest in learning to count (Irawati, 2012). The ability to read is obtained from applying reading information explicitly or implicitly. The ability to count is how a child can operate numbers with algebraic skills. The ability to read and count needs to be improved in children with learning disabilities (slow learners) by using media that combines elements of images and sounds that involve the senses of sight and hearing to absorb the learning media optimally.

The cognitive aspects are related to limited cognitive capacity, low memory or memory, impaired and lack of concentration, inability to express ideas. Children with slow learners have difficulty in almost all lessons, so they need personal assistance and learning methods to help them understand the subject matter. So, slow learner children need explanations using methods that are interesting and easy to understand and must be done repeatedly so that the subject matter or exercises can be appropriately understood. This ability level affects children's ability to think abstractly, so they prefer to talk about concrete things. Slow learner children have difficulty solving problems even though the problem is simple. It is because children's thinking ability is low, and their memory cannot last long (Yusuf, 2003).

Finally, audio-visual media is indeed appropriate for teachers to use. Audio-visual is not only teacher aids, but it is hoped that new awareness will arise that learning media is an essential part of the education system. It can be utilized as much as possible to help smooth the tasks carried out progress and improve the quality of students.

#### 4. Conclusion

The application of audio-visual media has a positive impact on improving the ability of slow learner children. However, the use of monotonous media pieces of evidence will make children bored, so that it can interfere with the child's learning outcomes. On the other hand, using engaging media makes children enthusiastic about learning to read and count.

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