

Implementation of audio visual learning media on the narrative writing skills of class IV at elementary school

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Abstract: *This study aims to examine the effect of the implementation of audio-visual learning media on the ability to write narratives of grade IV students at Bligo State Elementary School. The method used is quantitative with a pre-experimental research design of One Group Pretest-Posttest Design type. The sample of this study was all fourth grade students as many as 28 students. The instrument used was a narrative writing test based on six assessment indicators. The results showed that the average posttest score increased compared to the pretest, with the t-test results showing a significance of 0.000 (<0.05) and an eta squared value of 0.991 which showed a very strong influence. Thus, it can be concluded that the use of audio-visual learning media is effective in improving students' narrative writing skills. The use of this media can be used as an alternative to create a more interesting and interactive learning atmosphere.*

Keywords: *Learning Media; Audio Visual; Writing Ability; Narrative Text; Elementary School*

Introduction

Technological developments that are currently increasing very significantly both in the fields of communication and information that encourage an increase in globalization that is accelerating to encourage shifts in attitudes, values and most importantly encourage the development of science and technology. In the development of globalization that occurs now, education is considered as the frontline in supporting various dynamics in life, a concrete example is being able to produce highly competitive human resources. A qualified education will encourage students' skills in language and communication skills. In Indonesian subjects, it has an active role in language skills and is able to describe the character of each individual (Putri, 2020). Language has a major role that is relevant to everyday life, because it is used as a communication link in expressing ideas, thoughts, feelings and exchanging information.

Language mastery needs to be understood by students, because language is the main requirement in communication and interaction with others. (Juariah et al., 2021). Basically, teaching and learning activities are a communication process. Educators act as communicators to explain learning materials to listeners, who are none other than students. Language skills are a means to improve students' intellectual, social, and character abilities (Dina Aulia Yudistira Munthe et al., 2023). Writing learning is part of the learning process carried out by students while at school by composing words, sentences and even paragraphs to express ideas, information or stories coherently and systematically According to (Wiwin Kurnia et al., 2023), writing ability is the process of expressing good ideas in written form by applying creative writing to other individuals as a form of indirect communication. The

definition of writing ability is very diverse according to experts. Abbas (2006) revealed that writing ability is the ability to express viewpoints, ideas, messages, and feelings towards other individuals through written language (Putra et al., 2023). Writing requires more skills, because it is not just getting a message, but being able to restate the message for the readers. In addition, writing requires a variety of vocabulary to minimize the inaccuracy of writing in language and provide ease of understanding for other individuals. According to (Rosmana et al., 2024) one example of Indonesian language material that is difficult for students to understand is understanding the contents of narrative text. Writing narrative text is a writing activity in which there is an event at the same time systematically and sequentially from beginning to end (Marliana & Indihadi, 2020). Simply put, narrative text is a type of text whose content is expressed coherently in the form of a cause and effect relationship. Narrative text comprehension skills can be assessed from learners' ability to understand and be able to retell information from narrative text, both in writing and orally. By writing narrative text, learners can develop literacy skills and increase learners' creativity so as to improve their language skills.

By conveying narrative text in detail, learners can sharpen their imagination and also produce interesting information, messages or stories and by writing narrative text also plays a role in improving learners' grammar skills (Renza et al., 2022). In order for the learning material taught by educators to be easily understood by students in learning activities, it is necessary to have a media conveying messages known as learning media. Learning media is a medium that is used in conveying messages to the intended audience, which is intended to stimulate students' thoughts, emotions, and learning motivation (Sari et al., 2024). The selection of learning media that will be utilized appropriately is very important in the learning process activities of students. In order to develop students' interest and ability in writing narratives, they should choose media that are easy to understand and interesting.

One of the media that can improve students' understanding and skills is by applying audiovisual media, which is a type of learning media that integrates the senses of sight and hearing in the process of learning activities with the help of technology. Based on the results of observations and interviews that have been carried out with fourth grade educators at Bligo Sidoarjo State Elementary School related to problems found in teaching and learning activities that are less effective, where there are still many students who have difficulty writing, especially writing narrative texts. This is caused by many factors, for example the lack of interest and talent in writing so that it has an impact on the skills of students in writing narrative text. Then, the efforts made by educators in improving narrative writing skills only use conventional methods that are monotonous often only focus on delivering material, giving assignments, and evaluating results without involving an interactive approach. This can make students feel bored and have difficulty understanding learning. It is also known that the learning process of educators and students utilizes books for material sources which are also accompanied by LKS.

The book used contains relatively little material, which results in educators needing learning media applied in the classroom environment to increase students' material sources. It is known that Bligo State Elementary School has an adequate projector, so it is possible for

educators to utilize animated video learning media. Animated video learning media is learning media that utilizes projections of moving images and there are sounds that are continuous as in a film (Maya Erlita & Zaka Hadikusuma Ramadan, 2023). Video animation is a video in the form of image movements sourced from a combination of several objects that have been designed to move according to a predetermined flow for each count of time and followed by audio according to the character. With the application of narrative text learning media, it can facilitate educators in delivering material and help students master learning material.

From the results of observations and interviews that have been carried out, it is concluded that the trigger for the low ability to write narrative text is the absence of learning media in teaching and learning activities. According to (Dany, A., Rifan, H., & Suryandari, 2024) Learning media plays an important role in creating a more effective, inclusive, and adaptive learning experience for educators and students today and in the future. This is relevant to the study conducted by (Rosmana et al., 2024) The use of audio-visual media in learning to write narratives has been proven to improve students' ideas, flow, and understanding in composing stories (Safitri & Hapsari (2020). Therefore, the application of learning media can provide motivation for students. So further research is needed regarding "Implementation of Audio-Visual Learning Media on Narrative Writing Skills in Grade IV in Elementary Schools".

Method

The approach of this study applies quantitative methods through experimental research. This study utilized a pre-experimental design in the form of One Group Pretest-Posttest Design. This study involved one class, which was previously given a pretest in order to recognize the initial state of students. Then, teaching was given with the implementation of audio-visual learning media. At the end of the study, a posttest was applied to recognize the skills after the implementation of audio-visual learning media utilization. The population of this study is all students of class IV A SDN Bligo as many as 28 students. This study utilized saturated sampling technique. Saturated sampling is defined as a sampling technique, when all population participants are applied as samples (Suriani et al., 2023). From the total population of class IV as many as 28 learners, it will be chosen entirely to be the research sample.

The instrument and data collection utilized in this study is a narrative text writing test: testing in this study is used to compare scores before and after treatment is given to students. This study uses indicators of assessment of students' narrative text writing competence and questionnaires of factors that have an impact on students' narrative text writing ability. In this research instrument, there are 6 indicators of narrative text writing skills that will be used as guidelines for analyzing the results of students' writing skills. The research guidelines for narrative text writing skills are then scored to make it easier for reviewers to provide consistent and objective test results. According to (Rahmayanti et al., 2023) the 6 indicators are: Figure 2 shows an example of an image with a low resolution that is less appropriate, while Figure 3 shows an example of an image with an adequate resolution. Please check that the image resolution is sufficient to reveal important details in the figure.

Table 1. Category of narrative text essay writing results of class IV students

Numbers	Criteria
40 – 55	Not enough
56 – 65	Enough
66 – 79	Very good
40 – 55	Good

Table 2. Assessment guidelines for writing narrative essays of grade IV students

No	Aspect	Indicator	Score	Skor
1	Flow	The story has unclear structure (only beginning / only middle / only end)	Not enough	1
		The story includes only one part (beginning / middle / end)	Enough	2
		The story includes two parts (beginning and middle)	Good	3
		The story has complete structure: beginning, middle, and end	Very good	4
2	Characters	Characters have only one unclear aspect (name, personality, or physical traits)	Not enough	1
		Characters include one clear aspect (name, personality, or physical traits)	Enough	2
		Characters include two aspects (name, personality, or physical traits)	Good	3
		Characters include all three aspects (name, personality, and physical traits)	Very good	4
3	Setting	No clear setting of time, place, or atmosphere	Not enough	1
		Includes one aspect of setting (time, place, or atmosphere)	Enough	2
		Includes two aspects of setting	Good	3
		Includes all three aspects (time, place, and atmosphere)	Very good	4
4	Content	Content does not match the theme (characters, plot, setting) and is unclear	Not enough	1
		Content does not match the theme and narrative structure (characters, plot, setting)	Enough	2
		Content matches the theme and includes one or two elements (characters, plot, setting)	Good	3
		Content matches the theme and includes three or four elements (characters, plot, setting)	Very good	4
5	Style (Vocabulary & Structure)	Random word choices and very minimal language mastery	Not enough	1
		Basic vocabulary and unclear sentence structures	Enough	2
		Limited vocabulary and somewhat clear sentence structures	Good	3
		Appropriate word choices and well-structured sentences	Very good	4
6	Spelling & Punctuation	More than 20 errors in spelling and punctuation	Not enough	1
		11–20 errors in spelling and punctuation	Enough	2
		1–10 errors in spelling and punctuation	Good	3
		No errors in spelling and punctuation	Very good	4

Results and Discussion

Based on the table 3, the written data results of grade IV students at SDN Bligo are presented. In the pretest, the highest score was 64 and the lowest score was 47. The score determined a mean of 55.43, a standard deviation of 4.977 and a variance of 24.772. While the results of posttest descriptive data, showed the acquisition of the highest score of 78 and the lowest score of 63. The score resulted in an average of 70.46 standard deviation of 4.105, and a variance of 16.851.

Table 3. Test Results Statistik Deskriptive (data processed, 2025)

Descriptive Statistics									
	N	Range	Minimum	Maximum	Sum	Mean	Std. Deviation	Variance	
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic
Pretest	28	17	47	64	1552	55,43	,941	4,977	24,772
Posttest	28	15	63	78	1973	70,46	,776	4,105	16,851
Valid N (listwise)	28								

After descriptive analysis, the next stage is the prerequisite test, one of which is the normality test. The normality test aims to assess whether the data obtained from the research has a normal distribution. Data from pretest and posttest results on grade IV students at SDN Bligo were used to test the normality of the data. This normality test was carried out with the help of the SPSS 29 statistical tool, and the results of the analysis are presented as follows. The calculation of the normality test using SPSS version 29 is shown in the table 4 below.

Table 4. Test Results Normality (data processed, 2025)

Tests of Normality							
		Kolmogorov-Smirnov ^a			Shapiro-Wilk		
Kelas		Statistic	df	Sig.	Statistic	df	Sig.
Learning outcomes	Pretest	0,099	28	,200*	0,962	28	0,394
	Posttest	0,091	28	,200*	0,975	28	0,711

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Based on the summary of the normality test using the Sapiro Wilk formula in SPSS version 29, the pretest result is 0.394 and the posttest is 0.0711. This value is higher than 0.05 which indicates a normal distribution of data. Then using SPSS version 29 to conduct hypothesis testing after fulfilling the requirements. The results of the t-test are shown in the following table:

Table 5. Test Results Hipotesis (data processed, 2025)

Paired Samples Test										
		Paired Differences							Significance	
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		t	df	One-Sided p	Two-Sided p
					Lower	Upper				
Pair 1	Pretest - Posttest	-15,036	1,732	0,327	-15,707	-14,364	-45,945	27	0,000	0,000

Based on calculations using the paired t test formula using SPSS sig value. (2 tailed) of $0.000 < 0.05$ means H_a is accepted. The table shows that the pretest and posttest show results < 0.000 so that there is an influence on audio-visual learning media on the ability to write narratives of grade IV students of SDN Bligo. The success of this study is evidenced by an increase in the average score from before and after the test, with significant differences observed after treatment.

The eta squared test was used to measure the effect of audio-visual learning media on the narrative writing ability of fourth grade students of SDN Bligo. The data was then calculated using the eta-squared test of SPSS version 29, followed by a t-test. When two sets of data have different scales, the eta-squared test is conducted to determine the correlation between two variables.

Table 6. Test Results Eta Square (data processed, 2025)

Directional Measures				Value
Nominal by Interval	Eta	Pretest Dependent		,966
		Posttest Dependent		,991

Based on the results displayed in the table above, it is found that the eta-squared value resulting from the comparison between the pretest value is 0.966 and the posttest is 0.991. These figures show that both classes have improved, but it should be underlined that an eta-squared value that exceeds or is equal to 0.14 indicates that there is a relatively strong and significant influence on the variable under study.

Discussion

Thus, these results indicate that there is an effect of audio-visual learning media on the ability to write narratives, especially in grade IV elementary school students. Furthermore, when compared to the Minimum Completion Criteria (KKM) standards set by the school, students are said to have optimal critical thinking skills if they are able to achieve pretest and posttest scores of 75 or more. Students who score below this value are categorized as incomplete or have not reached the expected competency target. Therefore, students whose pretest and posttest scores are in the range of ≤ 75 are included in the group that needs further attention in the learning process to improve their learning outcomes (Aldama, Hermansah, & Prasrihamni 2023).

To test the effectiveness of measuring the effect of audio-visual learning media on students' narrative writing skills, researchers conducted data analysis using the t-test. This test was used to determine whether there was a significant difference between the students' pretest and posttest results. In addition, a data normality test was also conducted to ensure that the data obtained in this study followed a normal distribution, so that the statistical analysis used could be interpreted appropriately. From the t-test results, a two-tailed significance value of 0.000 was obtained, which is much smaller than the specified significance limit of 0.05. Based on these results, it can be concluded that the alternative hypothesis (H_a) is accepted. That is, there is an influence on audio-visual learning media on the ability to write narratives of grade IV students of SDN Bligo. Furthermore, analysis using the eta-squared test also shows results that support this conclusion. In this context, if the eta-squared value obtained is at or above 0.14, it can be said that the audio-visual learning media applied has a large influence on the observed variable, namely the ability to write narrative text. With the results of the eta-squared test exceeding the limit, the application of audio learning media has a significant impact on improving the ability to write narratives of grade IV students of SDN Bligo. Language skills consist of four components, namely listening skills, speaking skills, reading skills, and writing skills.

Of the four skills, writing skills (Wulandari et al., 2025) The use of media that suits the needs of students can help them gain a better understanding of the concepts taught, increase involvement in the learning process, and motivate them to be more active in the process of learning activities (Salsabillah, 2023). In addition, teachers can also use audio-visual media when providing material to make learning more fun and motivate students to be active and enthusiastic about learning so that students can also maintain their enthusiasm and motivation when learning, so that learning outcomes can increase (Kunci et al., 2025). In the world of education, learning media is one of the important elements that contribute to the success of the teaching and learning process. Learning media not only serves as a tool in delivering information, but also a bridge that creates a more effective learning experience (Delivery & Kunci, 2025).

Based on observations, conventional methods that have been used by teachers have proven to be less effective because they are one-way and tend to be boring for students. In contrast, the application of audio-visual-based learning media makes the learning atmosphere more interesting, fun, and stimulates students' creativity and imagination in composing narrative texts. Theoretically, these results are in line with the multimedia learning theory proposed by (Indah & Fadilah, 2024), which states that humans learn more effectively through a combination of visual and verbal. Audio-visual media combines elements of moving images (visual) and sound (audio) so as to stimulate more senses of students simultaneously, increase attention, and strengthen memory of the subject matter. Furthermore, according to (Saputro, 2017), learning media is anything that can be used to channel messages and stimulate students' thoughts, feelings, attention, and willingness so as to encourage the learning process. Audio-visual media such as animated videos have the advantage of presenting material in an interesting and contextual manner, which can clarify messages and make it easier for students to understand the narrative flow.

This research is also in line with Vygotsky's concept of constructivism, where students construct their knowledge through meaningful experiences (Nerita et al., 2023). Through animated videos, students are not only passive recipients, but actively build an understanding of narrative text structures such as plot, character, setting, and content. This is also in accordance with active learning theory which emphasizes the importance of direct student involvement in the learning process (No et al., 2024). In the context of language skills, especially writing, effective learning media can improve students' mastery of language structures and vocabulary. According to (Commission, 2016), writing skills are productive and expressive abilities that require constant practice. The use of audio-visual media provides an imaginative stimulus for students, so that they find it easier to develop ideas, organize storylines, and pour them into coherent and interesting writing.

Furthermore, this finding supports the opinion of (Sitepu, 2021) that the use of appropriate learning media can overcome the limitations of space, time, and sensory power. With projectors and supporting infrastructure, schools can utilize learning technology in accordance with the times and the characteristics of digital generation learners. Previously, conventional learning methods used by teachers were one-way and tended to be monotonous. This had an impact on students' low interest and motivation to write. However, with the use of audio-visual media, students become more interested, motivated, and actively involved in the learning process. This is also confirmed by (Education et al., 2025) that motivation is one of the factors determining the success of learning, and learning media can play a role as a driver of this motivation. Thus, the use of audio-visual media is proven not only to improve the cognitive aspects of writing, but also has a positive impact on the affective (interest and motivation) and psychomotor aspects (the ability to express ideas through writing). The application of this media is very relevant in improving the quality of Indonesian language learning, especially in narrative writing skills at the elementary school level.

Conclusion

Based on the results of the research that has been conducted, it can be concluded that the implementation of audio-visual learning media has a significant effect on improving the ability to write narratives of grade IV students at SDN Bligo. This is evidenced by the increase in students' average score from pretest to posttest, as well as the results of the t-test and eta squared test which show a strong and significant influence. Audio-visual media can increase students' motivation, creativity, and understanding in writing narrative texts in a more coherent, complete, and interesting manner. Therefore, the use of audio-visual-based learning media is highly recommended to be applied in Indonesian language learning, especially in narrative writing skills in elementary schools.

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