



Similarity Report

Metadata

Name of the organization

Universitas Muhammadiyah Sidoarjo

Title

Kemil Wachidah (1)

Author(s)

Coordinator

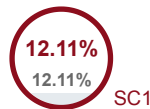
perpustakaan umsidabulqis

Organizational unit

Perpustakaan

Record of similarities

SCs indicate the percentage of the number of words found in other texts compared to the total number of words in the analysed document. Please note that high coefficient values do not automatically mean plagiarism. The report must be analyzed by an authorized person.

**4749**

Length in words

31480

Length in characters

Alerts

In this section, you can find information regarding text modifications that may aim at temper with the analysis results. Invisible to the person evaluating the content of the document on a printout or in a file, they influence the phrases compared during text analysis (by causing intended misspellings) to conceal borrowings as well as to falsify values in the Similarity Report. It should be assessed whether the modifications are intentional or not.

Characters from another alphabet	ß	1
Spreads	A→	0
Micro spaces		0
Hidden characters	␣	0
Paraphrases (SmartMarks)	a	35

Active lists of similarities

This list of sources below contains sources from various databases. The color of the text indicates in which source it was found. These sources and Similarity Coefficient values do not reflect direct plagiarism. It is necessary to open each source, analyze the content and correctness of the source crediting.

The 10 longest fragments

Color of the text

NO	TITLE OR SOURCE URL (DATABASE)	NUMBER OF IDENTICAL WORDS (FRAGMENTS)
1	https://jurnal.peneliti.net/index.php/JIWP/article/download/3638/2621/	32 0.67 %
2	https://repository.unja.ac.id/67675/12/Lampiran.pdf	23 0.48 %
3	Implementation of Monsakun Problem-Posing to Enhance Elementary School Students' Conceptual Understanding of Mathematics in Indonesia Munir Munir, Siregar Herbert,Rico Valentino;	20 0.42 %

4	Influence of Leadership Style and Teamwork on Employee Work Motivation at Rumah Zakat Center, Bandung City Sitepu Siti Karolina, Ibnu Haris, O. Taryono;	20 0.42 %
5	https://digilib.uin-suka.ac.id/id/eprint/21768/1/11670033_BAB-I_IV-atau-V_DAFTAR-PUSTAKA.pdf	18 0.38 %
6	IMPROVING THE LEARNING OUTCOMES OF CLASS IV STUDENTS IN INDONESIAN LESSON ABOUT FICTION STORIES USING AUDIO VISUAL MEDIA Fitri Ayu Nur, Enung Nurhayati;	14 0.29 %
7	https://knepublishing.com/index.php/KnE-Social/article/download/17520/27441	14 0.29 %
8	http://repository.maranatha.edu/32086/1/2.%20The%20Effect%20of%20Language%20Skills_Lengkap.pdf	14 0.29 %
9	https://scholarsnetwork.org/journal/index.php/ijeb/article/download/10/8/36	12 0.25 %
10	https://pdfs.semanticscholar.org/7679/6ca729a86916572bad99093f4e292350c536.pdf	12 0.25 %
from RefBooks database (4.57 %)		
NO	TITLE	NUMBER OF IDENTICAL WORDS (FRAGMENTS)
Source: Paperity		
1	Pengaruh Media Audio Visual terhadap Kemampuan Menulis Cerpen pada Siswa Kelas IV di SD Negeri 195 Palembang Mega Prasrihamni,Aldama Fio Delvina, Bambang Hermansah;	54 (7) 1.14 %
2	Implementation of Monsakun Problem-Posing to Enhance Elementary School Students' Conceptual Understanding of Mathematics in Indonesia Munir Munir, Siregar Herbert,Rico Valentino;	28 (2) 0.59 %
3	IMPROVING THE LEARNING OUTCOMES OF CLASS IV STUDENTS IN INDONESIAN LESSON ABOUT FICTION STORIES USING AUDIO VISUAL MEDIA Fitri Ayu Nur, Enung Nurhayati;	25 (2) 0.53 %
4	Influence of Leadership Style and Teamwork on Employee Work Motivation at Rumah Zakat Center, Bandung City Sitepu Siti Karolina, Ibnu Haris, O. Taryono;	20 (1) 0.42 %
5	The Implication of Educandy Learning Media on Students' Learning Outcomes in Japanese Learning Karnawati Rita Agustina,Buhori Rezuan Azlina Nur;	11 (1) 0.23 %
6	THE USE OF AUDIO-VISUAL LEARNING MEDIA IN IMPROVING STUDENT CONCENTRATION IN ENERGY MATERIALS Nia Karlina, Ruli Setiyadi;	10 (1) 0.21 %
7	The Impact of the COVID-19 Pandemic on Student Learning Motivation Suarsi Putu Dharma Komala, Wibawa I Made Citra;	10 (1) 0.21 %
8	The influence of locus of control, work stress and work conflict on the performance of Bank Indonesia employees in West Sumatra Didi Aryadi, Pahlawi M. Iqbal;	10 (1) 0.21 %
9	Integration of Demonstration Methods for Memorizing Short Surahs in the Merdeka Belajar Curriculum at Aisyiyah Bustanul Athfal Kindergarten, Langkat Amini Nur Rahmah,Pani, Tanjung Ellisa Fitri;	10 (1) 0.21 %
10	Genially Interactive Media: Improving Learning Outcomes of Indonesian Cultural Wealth Nurul Afni, Kurniana Bektiningsih;	8 (1) 0.17 %
11	Learning Media of Animation in Elementary School: How to Improve Student's Narrative Writing Skills Agus Rofii,Pratiwi Melinda;	8 (1) 0.17 %

12	PENGARUH MODEL PEMBELAJARAN ROUND TABLE BERBANTUAN MEDIA GAMBAR SERI TERHADAP KETERAMPILAN KARANGAN NARASI SISWA KELAS IV SDN 1 TERONG TAWAH TAHUN PELAJARAN 2020/2021 Heri Setiawan, Husniati Husniati, Rahayu Ni Ketut Santi, Syaiful Musaddat;	5 (1) 0.11 %
13	INCREASE ENGLISH CHILDREN VOCABULARY SKILLS THROUGH ACTIVE PLAYING STRATEGIES Nining Wulandari;	5 (1) 0.11 %
14	Implementation of discovery learning model assisted by E-LKPD against understanding social studies concepts in sixth grade elementary school Rifa Fauziah, Lestari Renita Ayu, Fitriani Alfiana Novi, Pattywi Fierza Bella;	5 (1) 0.11 %

Source: Paperity - abstrakty

1	Canva Innovation in Developing Learning Media for Teachers at Muhammadiyah Takkalasi Middle School Rika Rika, Hernasari Hernasari, Aslianti Aslianti, Nasir Nasir, Ismail Sangkala;	8 (1) 0.17 %
---	--	--------------

from the home database (0.00 %)



NO	TITLE	NUMBER OF IDENTICAL WORDS (FRAGMENTS)
----	-------	---------------------------------------

from the Database Exchange Program (0.00 %)



NO	TITLE	NUMBER OF IDENTICAL WORDS (FRAGMENTS)
----	-------	---------------------------------------

from the Internet (7.54 %)



NO	SOURCE URL	NUMBER OF IDENTICAL WORDS (FRAGMENTS)
1	https://knepublishing.com/index.php/KnE-Social/article/download/17520/27441	54 (7) 1.14 %
2	http://repository.uin-alauddin.ac.id/21180/1/Proceeding%20Gabung%20Yaumi.pdf	37 (7) 0.78 %
3	https://jurnal.peneliti.net/index.php/JIWP/article/download/3638/2621/	32 (1) 0.67 %
4	https://etheses.iainkediri.ac.id/12567/2/932205419_bab2.pdf	26 (3) 0.55 %
5	https://repository.unja.ac.id/67675/12/Lampiran.pdf	23 (1) 0.48 %
6	https://digilib.uin-suka.ac.id/id/eprint/21768/1/11670033_BAB-I_IV-atau-V_DAFTAR-PUSTAKA.pdf	18 (1) 0.38 %
7	https://ummaspul.e-journal.id/maspuljr/article/download/7760/3959/	18 (3) 0.38 %
8	http://etd.uinsyahada.ac.id/9023/1/1620300110.pdf	17 (2) 0.36 %
9	https://pdfs.semanticscholar.org/f322/0c8d64011cf4fce1f20e503fce29d69dcaee.pdf	15 (2) 0.32 %
10	http://repository.maranatha.edu/32086/1/2.%20The%20Effect%20of%20Language%20Skills_Lengkap.pdf	14 (1) 0.29 %
11	https://archive.umsida.ac.id/index.php/archive/preprint/download/6011/44527/49818	13 (2) 0.27 %
12	https://pdfs.semanticscholar.org/7679/6ca729a86916572bad99093f4e292350c536.pdf	12 (1) 0.25 %
13	https://scholarsnetwork.org/journal/index.php/ijeb/article/download/10/8/36	12 (1) 0.25 %
14	https://journal.unpak.ac.id/index.php/Jet-Li/article/download/5951/pdf	11 (1) 0.23 %
15	https://www.academia.edu/100131497/Peran_Pembelajaran_CLIS_Menggunakan_Media_Animasi_Bagi_Kompetensi_Pengetahuan_IPA	11 (1) 0.23 %
16	https://eproceeding.bbg.ac.id/iconesth/article/download/94/87/	11 (2) 0.23 %
17	https://ejournal.upi.edu/index.php/pips/article/download/16096/9802	10 (2) 0.21 %

18	https://repository.unsri.ac.id/74014/3/RAMA_87205_06051281823023_0015116901_01_font_ref.pdf	8 (1) 0.17 %
19	https://eprints.umk.ac.id/18387/1/12.%2031%20MARET%202023%20THE%20EFFECT%20OF%20MAT%20JOYO%20APPLICATION%20ON%20STUDENTS%20UNDERSTANDING%20OF%20MATHEMATIC%20CONCEPTS%20FIFTH%20GRADE%20ELEMENTARY%20SCHOOL.pdf	6 (1) 0.13 %
20	http://repository.unbari.ac.id/2429/1/Aprilia%20Eroza.pdf	5 (1) 0.11 %
21	http://repository.unmuhjember.ac.id/11897/12/k.%20ARTICLE.pdf	5 (1) 0.11 %

List of accepted fragments (no accepted fragments)

NO	CONTENTS	NUMBER OF IDENTICAL WORDS (FRAGMENTS)
----	----------	---------------------------------------

Jurnal Bidang Pendidikan Dasar
Vol X No X, Month Year, pp X - X
Available at:
<http://ejournal.unikama.ac.id/index.php/JBPD>

[1]

<https://doi.org/10.21067/jbpd.v7i2.8540> This is an open access article under the CC-BY-SA license.

Implementation of Audio Visual Learning Media on the Narrative Writing Skills of Class IV at Elementary school

Ida Rahmawati¹), Kemil Wachidah²)

1) Study Program of Elementary School Teacher Education, Faculty of Psychology and Educational Sciences, Muhammadiyah University of Sidoarjo,

2) Lecturer at the Faculty of Psychology and Educational Sciences, Muhammadiyah University

of Sidoarjo, **Indonesia**. [Email kemilwachidah@umsida.ac.id](mailto:kemilwachidah@umsida.ac.id) **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 (Wiwini 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

JBPD, Vol X No X, Month Year, pp X-X

[2]

Copyright © 2023, JBPD, e-ISSN: 2549-0117, p-ISSN: 2549-0125

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 naarsi 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.

JBPD, Vol X No X, Month Year, pp X-X
[3]

Copyright © 2023, JBPD, e-ISSN: 2549-0117, p-ISSN: 2549-0125
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

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

Numbers Criteria

40 – 55 Not enough

56 – 65 Enough

66 – 79 Very good

40 – 55 Good

JBPD, Vol X No X, Month Year, pp X-X
[4]

Copyright © 2023, JBPD, e-ISSN: 2549-0117, p-ISSN: 2549-0125

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

Results

1. statistics Descriptive

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

Based on the table above, 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. 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

Descriptive Statistics

N Range
Minimu
m
Maximu
m Sum Mean
Std.
Deviation Variance

Std.

Error 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

JBPD, Vol X No X, Month Year, pp X-X

[5]

Copyright © 2023, JBPD, e-ISSN: 2549-0117, p-ISSN: 2549-0125

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 below

2. Normality

Tests of Normality Kelas Kolmogorov-Smirnova Shapiro-Wilk 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

Table IV. Test Results Normality

(data processed, 2025)

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:

3. Hipotesis

Paired Samples Test

Paired Differences

t df

Significance

Mean

Std.

Deviation

Std.

Error

Mean

95% Confidence

Interval of the

Difference

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

Table V. Test Results Hipotesis

(data processed, 2025)

Based on calculations using the paired t test formula using SPSS sig value. (2 tailed) of 0.000

<0.05 means Ha 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.

JBPD, Vol X No X, Month Year, pp X-X

[6]

Copyright © 2023, JBPD, e-ISSN: 2549-0117, p-ISSN: 2549-0125

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.

4. Results Eta Square

Directional Measures

Value

Nominal by Interval Eta Pretest Dependent ,966

Posttest Dependent ,991

Table VI. Test Results Eta Square

(data processed, 2025)

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 (Ha) 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

JBPD, Vol X No X, Month Year, pp X-X

[7]

Copyright © 2023, JBPD, e-ISSN: 2549-0117, p-ISSN: 2549-0125

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.

JBPD, Vol X No X, Month Year, pp X-X
[8]

Copyright © 2023, JBPD, e-ISSN: 2549-0117, p-ISSN: 2549-0125
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.

JBPD, Vol X No X, Month Year, pp X-X
[9]

Copyright © 2023, JBPD, e-ISSN: 2549-0117, p-ISSN: 2549-0125
Referensi

- Comission, E. (2016). ~~清無~~No Title No Title No Title. 4(1), 1–23.
Dany, A., Rifan, H., & Suryandari, M. (2024). The Role of Learning Media in the Context of Modern Education. Cendekia Pendidikan, 4(1), 91–100. <https://doi.org/10.9644/sindoro.v4i1.2933>
- Renza, M. A., Affandi, L. H., & Setiawan, H. (2022). Development of Serial Image Media in Narrative Writing Skills Material for Fourth Grade Students. Scientific Journal of Education Profession, Journal of Professional Education, 7(2), 445–451. <https://doi.org/10.29303/jjpp.v7i2.562>
- Delivery, C. O., & Kunci, K. (2025). 3 1,2,3. 4(3), 173–178.
- Dina Aulia Yudistira Munthe, Trisna Pratiwi Hasibuan, Dinda Patlana Sukma, Syahrani Yumna Irfani, & Yuli Deliyanti. (2023). Analysis of Students' Listening Skills in Indonesian Language Learning in Elementary Schools. *Journal of Language Research*,2(2), 48–56. <https://doi.org/10.55606/jurribah.v2i2.1405>
- Indah, R. A., & Fadilah, M. (2024). Literature Review : The Influence of Visual Literacy Learning Media on High School Students' Biology Learning Outcomes. *Visual Literacy Learning on High School Students' Biology Learning Outcomes.Biodik*, 10(2), 188–198. <https://doi.org/10.22437/biodik.v10i2.33803>
- Juariah, D., Arifin, E. Z., & Suendarti, M. (2021) The Influence of Reading Interest and Vocabulary Mastery on Expository Writing Skills. *Discourse: Indonesian Language Education Journal*,3(02), 110. <https://doi.org/10.30998/diskursus.v3i02.7440>
- Marliana, R., & Indihadi, D. (2020). Brainstorming Techniques in Narrative Text Writing Learning Models. *PEDADIDAKTIKA: Journal of Primary School Teacher Education*, 7(2), 109–115. <https://doi.org/10.17509/pedadidaktika.v7i2.25459>
- Maya Erlita, & Zaka Hadikusuma Ramadan. (2023). Development of Animated Video Media on Rights, Obligations, and Rules for Fourth Grade Elementary School Students.Didaktik: Scientific Journal of PGSD STKIP Subang, 9(04), 2020–2029. <https://doi.org/10.36989/didaktik.v9i04.1868>
- Nerita, S., Ananda, A., & Mukhaiyar, M. (2023). Constructivism and Its Implementation in Learning.

Journal of Education and Development, 11(2), 292–297. <https://doi.org/10.37081/ed.v11i2.4634>

No, V., December, O., Diana, N., Nirwana, H., & Neviyarni, S. (2024). Literature Review: Popular Learning Theories. 2(3), 1175–1182.

Education, G., Banmalei, M., Sanisah, S., & Mataram, M. (2025). Tambora: Journal of Community Service Supporting the Implementation of the Block System to Enhance Student Motivation at SMK Negeri 1 Labuapi Vocational education, according to Government Regulation No. 29, is aimed at serving society and the market. Therefore, it can be said that changes in vocational education practices can influence (Ramadina and Hadi 2015) and help vocational education identify the core of its curriculum. To support. 2(1), 13–25.

Putra, A., Harahap, K., Hasibuan, A. R., Siregar, A. H., Khairunnisa, S., & Ramadhani, N. H. (2023). The Effectiveness of Dictation Methods in Improving Students' Writing Skills. 2(3).

Putri, F. N. (2020). Character Education for Students Through Indonesian Language Lessons. Indonesian Language Education Journal, 8(1), 16. <https://doi.org/10.30659/j.8.1.16-24>

JBPD, Vol X No X, Month Year, pp X-X

[10]

Copyright © 2023, JBPD, e-ISSN: 2549-0117, p-ISSN: 2549-0125

Rahmayanti, R., Andajani, K., & Anggraini, A. E. (2023). Narrative Writing Skills of Fifth Grade Students in Elementary School. Educatio Journal, FKIP UNMA, 9(3), 1588–1594. <https://doi.org/10.31949/educatio.v9i3.5203>

Aldama FD, Hermansah B, Prasrihamni M. [The Influence of Audio-Visual Media on Short Story Writing Skills in Fourth Grade Students at SD Negeri 195 Palembang](#). J Educ. 2023;5(4):14241-14246.

doi:10.31004/joe.v5i4.2449

Rosmana, P. S., Ruswan, A., Alifah, A. N., Pratiwi, K., Fitriani, M. G., Huda, N., Ramadhani, S., & Nurnikmah, U. (2024). The Importance of Learning Media in Elementary School Teacher Lesson Planning. Tambusai Education Journal, 8(1), 3048–3054.

<https://jptam.org/index.php/jptam/article/view/12840/9856>

rezaginting,+9.+109-117_JK+V1+N1,+Okt+2020_Murahmanita_Sayni+Nasrah_Trisfayani.pdf

Salsabillah, A. R. (2023). Faculty of Teacher Training and Education, University of Sriwijaya, 2023.

Repository.Unsri.Ac.Id, 2017, 1–18.

https://repository.unsri.ac.id/18459/2/RAMA_88201_06121002026_0007025502_0006125201_01_from_t_ref.pdf

Saputro, A. D. (2017). The Holistic Role of Science Comic Learning Media in Improving Student Learning Achievement in Primary Education. Holistic, 2(1), 69–80.

https://web.archive.org/web/20180505160548id_/http://syekhnrjati.ac.id/jurnal/index.php/holistik/article/viewFile/1708/1459

Sari, D. R., Fuadiah, N. F., & Surmilasari, N. (2024). DEVELOPMENT OF LEARNING MEDIA USING ARTICULATE STORYLINE IN FRACTIONS MATERIAL. 5(1), 74–83.

Sitepu, E. N. (2021). Digital-Based Learning Media. Mahesa, 1(1), 242–248.

<https://doi.org/10.34007/ppd.v1i1.195>

Suriani, N., Risnita, & Jailani, M. S. (2023). The Concept of [Population and Sampling and Participant Selection Reviewed from Scientific Research in Education](#). [IHSAN Journal: Journal of Islamic Education](#), 1(2), 24–36. <https://doi.org/10.61104/ihsan.v1i2.55>

Wiwun Kurnia, Eva Ardiana Indrariyani, & Rawinda Fitrotul Mualafina. (2023). The Application of the 'Ada Tawa Ceria' Strategy and Short Films in Teaching Narrative Writing to Seventh Grade Students at SMPN 25 Semarang 2022/2023. Simpati, 2(1), 218–225. <https://doi.org/10.59024/simpai.v2i1.524>

Wulandari, A. P., Hardiansyah, F., Kuswandi, I., Guru, P., & Dasar, S. (2025). Citra Bakti Educational Journal PRITA LEARNING: THE EFFECTIVENESS OF PRISMA KATA MEDIA IN IMPROVING STUDENTS' WRITING SKILLS. 12, 193–203.