



The Effectiveness of Audio Visual Media-Based Teaching Materials on Learning Reading Skills of Fiction and Nonfiction Texts

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ABSTRACT

This study aims to determine: 1) the learning outcomes of fiction and nonfiction text reading skills in the control class using conventional teaching materials; 2) the learning outcomes of fiction and nonfiction text reading skills in the treatment class using audio-visual media-based teaching materials; 3) the effectiveness of audiovisual media-based teaching materials in learning fiction and nonfiction text reading skills using audio-visual media-based teaching materials. The method used is descriptive-quantitative. This study was conducted in the odd semester of the 2025-2026 academic year in class V SDN Gekbrong 1. The population consisted of 60 students who participated in learning Indonesian language reading skills across fiction and nonfiction texts. This study used a total sample of 30 class VA students as the control group and 30 class VB students as the treatment group. Data on learning outcomes before and after using audiovisual media-based teaching materials in learning fiction and nonfiction texts were collected using test instruments. Data were analysed using descriptive statistics, namely mean and percentage. The results of the study showed: 1) the learning outcomes of reading fiction and non-fiction texts in the control class using conventional teaching materials reached a mean standard score of 72.79 percent; 2) the learning outcomes of reading fiction and non-fiction texts in the treatment class using audio-visual media-based teaching materials reached a mean standard score of 76.06 percent; 3) the use of audiovisual media-based teaching materials in learning to read fiction and non-fiction texts in grade V of Elementary School was declared effective because the difference in the standard score was relatively significant, namely 13.94. This figure exceeded the 10.00 percent threshold.

Keywords: audiovisual media, teaching materials, fiction text, nonfiction text

Keefektifan Bahan Ajar Berbasis Audio Visual Media terhadap Pembelajaran Keterampilan Membaca Teks Fiksi dan Nonfiksi

ABSTRAK

Penelitian ini bertujuan untuk mengetahui: 1) hasil belajar keterampilan membaca teks fiksi dan nonfiksi di kelas kontrol menggunakan bahan ajar konvensional; 2) hasil belajar keterampilan membaca teks fiksi dan nonfiksi di kelas perlakuan menggunakan bahan ajar berbasis media audio-visual; 3) efektivitas bahan ajar berbasis media audiovisual dalam pembelajaran keterampilan membaca teks fiksi dan nonfiksi menggunakan bahan ajar berbasis media audio-visual. Metode yang digunakan adalah deskriptif-kuantitatif. Penelitian ini dilaksanakan pada semester ganjil tahun ajaran 2025-2026 di kelas V SDN Gekbrong 1. Populasi berjumlah 60 peserta didik yang mengikuti pembelajaran keterampilan membaca bahasa Indonesia aspek teks fiksi dan nonfiksi. Penelitian ini menggunakan sampel total; 30 siswa kelas VA sebagai kelompok kontrol dan 30 siswa kelas VB sebagai kelompok perlakuan. Data hasil belajar sebelum dan setelah menggunakan bahan ajar berbasis media audiovisual dalam pembelajaran teks fiksi dan nonfiksi dikumpulkan menggunakan instrumen tes. Data dianalisis menggunakan statistik deskriptif yakni mean dan persen. Hasil penelitian menunjukkan: 1) hasil belajar keterampilan membaca teks fiksi dan nonfiksi di kelas kontrol menggunakan bahan ajar konvensional mencapai mean skor baku persen 72,79; 2) hasil belajar keterampilan membaca teks fiksi dan nonfiksi di kelas perlakuan menggunakan bahan ajar berbasis media audio-visual mencapai mean skor baku persen 76,06; 3) penggunaan bahan ajar berbasis media audiovisual dalam pembelajaran membaca teks fiksi dan nonfiksi di kelas V Sekolah Dasar dinyatakan efektif karena perbedaan skor baku persen tergolong besar yakni 13,94. Angka ini melewati 10,00 persen sebagai ambang batas.

Kata kunci: bahan ajar, media audiovisual, teks fiksi, teks nonfiksi

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INTRODUCTION

The learning process in elementary schools plays a crucial role in shaping students' knowledge and character. However, in practice, classroom learning is often dominated by lectures and textbooks as the sole learning resource. This situation also occurs at SDN Gekbrong 1, particularly in fifth grade, where the learning process lacks varied, interactive media, resulting in low student motivation and limited active participation.

Elementary school students, primarily fifth graders, are in the concrete operational development stage, where they understand concepts more easily through direct experience and engaging visual media. Therefore, the use of audiovisual media as teaching materials in Indonesian language lessons, focusing on fiction and non-fiction texts, can be an effective alternative to improve conceptual understanding, student engagement, and learning outcomes. "Learning media is a crucial tool in learning. Through learning media, every teacher's expression can be conveyed concretely to students (Arsyad, 2013; Sari, 2023; Hiasa et al., 2022; Razak, 2022).

Along with the development of information technology, learning media have also evolved, leading to the emergence of various types of electronic media. Among the types of electronic media that are well-suited to the development of elementary school children is audiovisual media. This electronic media combines images and sound. Images are easily accessed by students through their sense of sight, while sounds are easily accessed through their sense of hearing (Mahnun, 2012; Kristanto, 2016; Khulsum et al., 2018). In other words, audiovisual media not only provide variety in the delivery of material but also stimulate multiple senses simultaneously. This helps students focus on understanding the material more deeply and connecting the information learned to real-life experiences. Furthermore, the use of this media also encourages a more enjoyable and interactive learning environment.

The audiovisual media described above are integrated into teaching materials. In other words, teaching materials for Indonesian reading skills, both fiction and non-fiction, contain audiovisual learning media. "Considering the conditions at SDN Gekbrong 1 and the characteristics of fifth-grade students, the application of audiovisual media-based teaching materials is essential to study and implement. This strategy can improve the quality of learning and maximise students' learning potential. Therefore, a study entitled "The Effectiveness of Audiovisual Media-Based Teaching Materials on Fiction and Nonfiction Text Learning in Fifth-Grade Students at SDN Gekbrong 1" was conducted.

The research questions are as follows:

- 1) What are the learning outcomes of Indonesian reading skills for fiction and nonfiction texts without the use of audiovisual media-based teaching materials in the control group of fifth-grade students at SDN Gekbrong 1?
- 2) What are the learning outcomes of Indonesian reading skills for fiction and nonfiction texts with the use of audiovisual media-based teaching materials in the treatment group of fifth-grade students at SDN Gekbrong 1?
- 3) How effective are audiovisual media-based teaching materials in improving Indonesian reading skills in fiction and non-fiction text materials by applying audiovisual media-based teaching materials in the treatment group of class V SDN Gekbrong 1?

The study was conducted to achieve three objectives. First, to describe the learning outcomes of Indonesian reading skills in fiction and nonfiction texts without the use of audio-visual media-based teaching materials in the control group of fifth-grade students at SDN Gekbrong 1. Second, to describe the learning outcomes of Indonesian reading skills in fiction and nonfiction texts with the use of audio-visual media-based teaching ma-



materials in the treatment group of fifth-grade students at SDN Gekbrong 1. Third, to describe the effectiveness of audio-visual media-based teaching materials in improving Indonesian reading skills in fiction and nonfiction texts in fifth-grade students at SDN Gekbrong 1.

This study has several benefits, depending on specific perspectives. First, from the principal's perspective, this article is useful because it can be used as material for the principal's supervision of classroom teachers regarding audio-visual media in reading instruction. Second, from an academic perspective, this article is also beneficial because it can serve as comparative material for Elementary School Teacher Education students in preparing course assignments related to teaching Indonesian reading skills in fiction and nonfiction. Third, from a peer perspective, this article is also useful because it can serve as discussion material for both fiction and nonfiction aspects of Indonesian reading skills using audio-visual media.

Relevant articles can be found in several online journals. These scholarly articles include:

- 1) Maryamah, M., & Effendy, M. H. (2019). Penerapan Media Audio Visual dalam Pembelajaran Keterampilan Membaca Cepat pada Siswa Kelas XI di MA Al-Falah Tlanakan Pamekasan. *GHANCARAN: Jurnal Pendidikan Bahasa Dan Sastra Indonesia*, 1(1), 1-9. <https://doi.org/10.19105/ghancaran.v1i1.2990>
- 2) Wulan, A. N., Subyantoro, S., & Wagiran, W. (2023). Prototipe Media Pembelajaran Bahasa Indonesia Berbasis Komik Audio Visual Bermuatan Nilai Antikorupsi untuk Siswa SMA. *GHANCARAN: Jurnal Pendidikan Bahasa Dan Sastra Indonesia*, 26—37. <https://doi.org/10.19105/ghancaran.vi.11725>
- 3) Muyassaroh, M. (2020). Kontribusi Pembelajaran Apresiasi Fiksi Berbasis Budaya dalam Internasionalisasi Bahasa

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METHOD

This study used a quasi-experimental design with a control class. According to Cresswell (2008), Afifuddin & Saebani (2002), Razak (2017), and Ahmadi (2016), the quasi-experimental method with a control-group design is commonly used in various learning studies across levels of formal education.

The study was conducted at SDN Gekbrong 1. This A-accredited elementary school is located at Jl. Raya Gekbrong Km 15, Gekbrong District, Cianjur Regency, West Java.

The study took place during the odd semester of the 2025/2026 academic year. Core activities during this timeframe included preparation, implementation, and reporting. Preparation activities included developing lesson plans and creating audiovisual teaching materials aligned with the learning objectives for reading fiction and nonfiction texts. Implementation activities included collecting field data through teaching and learning activities in the control and treatment classes. The reporting activities included data analysis using descriptive statistical procedures and writing a research report in the form of an online journal scientific article.

The population consisted of 5th-grade students enrolled in fiction and nonfiction text writing skills classes using conventional teaching materials as the control group, and 6th-grade students enrolled in fiction and nonfiction text writing skills classes using audio-visual media-based teaching materials as the treatment group. Each group consisted of 30 students.

This study used a total sample size. Therefore, all members of the population were included in the sample.

Data on Indonesian reading skills, including fiction and nonfiction texts, were collected using a test instrument. The test consisted of performance indicators for fiction and nonfiction texts. According to Fraenkel et al. (2012), Fulcher & Davidson (2007), and Razak (2018), a set of tests is considered valid if it is structured objectively and systematically, with test specifications serving as the basis for developing test items. Therefore, to obtain a valid test instrument, an objective and systematic procedure was designed for the reading skills test, as described below.

First, determine the topics of the fictional and nonfiction texts that will be used for the test. This article uses social issues for the fictional texts and educational topics for the nonfiction texts. “Second, determine the text size. This article uses fictional and nonfiction texts, each 30-40 words long.

Third, determine the test format. This article uses a multiple-choice test.

Fourth, determine the number of texts that will be used for the test. This article uses only one text for each type.

Fifth, determine the text indicators. This article uses indicators for character, nature, place, and time for the fictional texts, and indicators for sentence and idea in two paragraphs of the nonfiction texts.

Sixth, develop the specifications for the Indonesian reading skills test for the fictional and nonfiction texts. The test specifications are listed in the table below.

Table 1
 Specifications for the Indonesian Reading Skills Test for the Fiction and Nonfiction Texts

No.	Indicators	Item	Total
Fiction Text			
1	Actors	1, 2, 3	3
2	Characters	4, 5, 6	3
3	Time Setting	7, 8	2
4	Place Setting	9, 10	2
Non-fiction Text			
5	Sentences (1)	11, 12, 13	3
6	Ideas (1)	14, 15, 16	3
7	Sentences (2)	17, 18, 19	3
8	Ideas (2)	20, 21, 22	3
Total			22

Seventh, writing Indonesian reading skills test items for fiction and nonfiction texts was in multiple-choice format. Each test item was written in accordance with the test specifications above

Each sample member's test answer sheet was corrected to obtain a raw score. Each sample member who answered the question according to the key was given a score of 1, but a score of 0 if they could not answer according to the key. Therefore, sample members had the opportunity to achieve a maximum score of 22; the minimum score was 0 if even one question was answered incorrectly.

Data on Indonesian reading skills for fiction and nonfiction texts were analysed using descriptive statistics. Malik & Hamied (2014), Razak (2015), and Ridwan (2008) describe descriptive statistics as always used when the requirements for inferential statistics, such as sampling and normality, are not met. The appropriate statistical measures for this data are the mean and the percentage. Learning outcomes are considered reasonable if they reach a mean of 75.00.



Audio-visual media-based teaching materials are considered adequate if they meet the two conditions described below.

- 1) Learning outcomes in the experimental class reached a mean of 75.00.
- 2) Learning outcomes in the treatment class were at least 10.00 per cent higher than those in the control class.

RESULTS

1. Learning Outcomes for the Control Group

The highest score in the pre-test for Indonesian reading skills in the fiction and non-fiction text aspects of the control group was 15. This score was achieved by nine sample members: 3103, 3104, 3105, 3107, 3111, 3113, 3118, 3128, and 3130. The lowest score in the pre-test for Indonesian reading skills, across the fiction and non-fiction text sections, in the control group was 12. This score was achieved by five sample members: 3115, 3131, 3123, 3132, and 3117. The mode of the pre-test for Indonesian reading skills in the fiction and non-fiction text aspects of the control group was 14. This is because 14 was the highest score, with 10 sample members. Those who obtained a mode score of 14 were sample members coded 3102, 3106, 3108, 3110, 3112, 3119, 3120, 3122, and 3126. The mean pre-test score for Indonesian reading skills in fiction and nonfiction texts for the control group was 13.72, equivalent to a standard score of 62.88.

The highest post-test score for Indonesian reading skills in fiction and nonfiction texts for the control group was 18, and the lowest score was 14. The mean was 16.22, equivalent to a standard score of 73.79. This represents a 2.50 increase in the mean, resulting in a 10.91 per cent increase.

The complete comparison of pre-test and post-test scores for Indonesian reading skills in fiction and nonfiction texts for fifth-grade students in the control group at SDN Gekbrong 1 is presented below.

Table 2
 Comparison of Results between the Posttest and Pretest of Indonesian Vocabulary for Grade V of SDN Gekbrong 1 for the Control Class

No.	Sample Code	Kind of Test		Increasing
		Pretest	Post-test	
1	3103	15	16	1
2	3104	15	16	1
3	3105	15	16	1
4	3107	15	17	2
5	3111	15	18	3
6	3113	15	18	3
7	3118	15	17	2
8	3128	15	16	1
9	3130	15	16	1
10	3102	14	17	3
11	3106	14	17	3
12	3108	14	17	3
13	3109	14	17	3
14	3110	14	17	3
15	3112	14	18	4
16	3119	14	16	2
17	3120	14	16	2
18	3122	14	16	2
19	3126	14	16	2
20	3101	13	15	2
21	3114	13	16	3
22	3116	13	14	1
23	3121	13	16	3
24	3124	13	15	2
25	3125	13	14	1
26	3127	13	14	1
27	3129	13	15	2
28	3115	12	17	5
29	3131	12	18	6
30	3123	12	16	4
31	3132	12	16	4
32	3117	12	16	4
	Total	439	519	80
	Mean	13,72	16,22	2,50

2. Learning Outcomes for the Treatment Group

The highest score in the pre-test for Indonesian reading skills in the fiction and non-fiction texts for the treatment group was 15. This score was achieved by six sample members: 3201, 3202, 3207, 3208, and 3209. The lowest score in the pre-test for Indonesian reading skills in the fiction and non-fiction texts for the treatment group was 12. This score was achieved by five sample members: 3218, 3229, 3230, 3231, and 3223. The mode for the pre-test for Indonesian reading skills in the fiction and non-fiction texts for the treatment group was 14. This mode is because 14 was the highest score, with 13 sample members. The mean for the pre-test for Indonesian reading skills in the fiction and non-fiction texts for the treatment group was 13.56. This score is equivalent to the standard score of 62.12.

The highest post-test score for Indonesian reading skills in the fictional and non-fictional text aspects, using audio-visual-based teaching materials, in the treatment group was 18. Four sample members achieved this score coded 3208, 3205, 3206, and 3227. The lowest score of the post-test data for Indonesian reading skills in the fictional and non-fictional text aspects in the treatment group was 12. This score was achieved by 14 sample members, including 3223, 3231, 3230, 3225, 3224, 3232, 3221, and 3220. The mean post-test for Indonesian reading skills in the fictional and non-fictional text aspects in the treatment group was 16.69, which is equivalent to a standard score of 76.06 percent. The mode of the treatment group data is 16. Thus, there was an increase in the mean of 3.13 at an increase in the percent of 13.94. Below is a complete comparison of the pre-test and post-test results for Indonesian reading skills in fiction and non-fiction texts for fifth-grade students at SDN Gekbrong 1 in the treatment group.

Table 3

Comparison of Results between Post-test and Pre-test of Indonesian Vocabulary for Fifth-grade students at SDN Gekbrong 1 in the Treatment Group

No.	Sample Code	Kind of Test		Increasing
		Pretest	Post-test	
1	3201	15	17	2
2	3202	15	16	1
3	3207	15	17	2
4	3208	15	18	3
5	3209	15	17	2
6	3203	14	16	2
7	3204	14	17	3
8	3205	14	18	4
9	3206	14	18	4
10	3210	14	17	3
11	3211	14	17	3
12	3212	14	17	3
13	3213	14	17	3
14	3214	14	17	3
15	3215	14	17	3
16	3216	14	16	2
17	3217	14	16	2
18	3228	14	16	2
19	3219	13	16	3
20	3220	13	16	3
21	3221	13	16	3
22	3222	13	17	4
23	3232	13	16	3
24	3224	13	16	3
25	3225	13	16	3
26	3226	13	17	4
27	3227	13	18	5
28	3218	12	17	5
29	3229	12	17	5
30	3230	12	16	4
31	3231	12	16	4
32	3223	12	16	4
	Total	434	534	100
	Mean	13,56	16,69	3,13



3. Effectiveness of Audio-Visual-Based Teaching Materials in Learning

Audio-visual-based teaching materials have proven effective in improving reading skills for fifth-grade students at SDN Gekbrong 1. This is indicated by an increase in post-test scores in the treatment group of more than 10.00 compared to the pre-test data. For the control group, post-test scores also increased, but were less than 10.00. Complete data is presented in the table below.

Table 5
Summary of Comparison of Pre-test and Post-test Results of Indonesian Reading Skills in Fiction and Non-Fiction Texts for Fifth-grade students at SDN Gekbrong 1, for the Control and Treatment Classes

No.	Class	Group	N	Pre-test		Post-test		Increasing
				Mean	%	Mean	%	
1	V.A	Control	30	13,72	62,88	16,22	72,79	9,91
2	V.B	Experiment	30	13,56	62,12	16,69	76,06	13,94

DISCUSSION

The improvement in post-test results compared to the pre-test results for Indonesian reading skills in fiction and non-fiction texts in the treatment group compared to the control group is believed to be due to several factors. These factors are discussed below.

First, the audio-visual-based teaching materials. Through these electronic teaching materials, students easily receive facilitation from teachers regarding indicators of reading skills in fiction and non-fiction texts. Several scientific articles in online journals also conclude that audio-visual-based teaching materials can improve student learning outcomes (Gani & Zuhaji, 2015; Hermawan & Wibowo, 2018; Rinaldi et al., 2017).

Second, the learning media factor. The domino effect of audio-visual-based teaching materials is that they become learning media. In other words, these teaching materials also function as learning media. These learning tools can mediate teacher expression with students. Several scientific articles in online journals conclude that learning media aligned with learning objectives significantly contribute to learning outcomes (Sari, 2023; Mahnun, 2012; Kasim & Razak, 2023).

Third, learning motivation. Another factor contributing to the domino effect of audio-visual materials is motivation. Student motivation to learn is believed to increase through the use of teaching materials. Learning motivation contributes to the learning process and outcomes (Putri & Ramadhan, 2022; Andriani & Rasto, 2019; Emda, 2018).

Fourth, systematic learning procedures. Guided by a lesson plan, teaching Indonesian reading skills in both fiction and nonfiction texts is systematic. This procedure facilitates student participation in the learning process and facilitates optimal learning outcomes. Several scientific articles in online journals focusing on Indonesian language and literature learning conclude that systematic learning procedures can improve student learning processes and outcomes (Sudirman et al., 2024; Widawati & Razak, 2022; Juriati & Razak, 2023).

This study has limitations in terms of data analysis. The research data were analyzed using descriptive statistical procedures, namely means and percentages. This type of procedure does not function to predict research results for the population.

This study has several strengths. First, the test instrument was designed objectively and systematically, down to the essential procedure, namely the test specifications. Second, the test indicators were operational indicators, resulting in a valid test.

CONCLUSION

First, the mean learning outcomes for Indonesian reading skills on fiction and nonfiction texts without the use of audio-visual media-based teaching materials in the control group of fifth-grade students at SDN Gekbrong 1 did not reach the Minimum Competency (KKM) of 75.00. Second, the mean learning outcomes of Indonesian reading skills on fiction and nonfiction text materials by applying audio-visual media-based teaching materials in the treatment group of grade V SDN Gekbrong 1 reached above the KKM 75.00. Third, the magnitude of the effectiveness of audio-visual media-based teaching materials in improving Indonesian reading skills on fiction and nonfiction text materials by applying audio-visual media-based teaching materials in the treatment group of grade V SDN Gekbrong 1 was 13.94. This magnitude is above the threshold of 10.00 as a requirement for the effectiveness of teaching materials.

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