



Implementation of Audio Visual Multimedia-Based Teaching Materials Using a Contextual Approach in Learning Writing Skills

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ABSTRACT

This study aims to describe: 1) students' responses to the implementation of teaching materials for procedural text writing skills based on audiovisual multimedia using a contextual approach; 2) learning outcomes for procedural text writing skills in audiovisual multimedia-based learning using a contextual approach. This study uses a quantitative descriptive approach. The study took place in the even semester of the 2024/2025 academic year at SDN Sukahurip. The population of this study was 21 fifth-grade students who took the pre-test, and took part in learning procedural text writing skills using audiovisual multimedia-based teaching materials containing a contextual approach and took the post-test. Student response data to the learner were collected using a closed questionnaire. Pre-test and post-test data for procedural text writing skills were collected through a performance test instrument that met the content validity requirements. Another instrument in this study was the lesson plan for learning procedural text writing skills using audio-video-based teaching materials. Pre-test and post-test data were analyzed using descriptive statistics, namely frequency and percentage. Data on the effectiveness of teaching materials for procedural text writing skills were analyzed using descriptive statistics, namely frequency, percentage, and mode. The results of the study: 1) students' responses to the implementation of teaching materials for writing procedural texts based on audiovisual multimedia using a contextual approach were categorized as positive, namely good; 2) as many as 5 students (23.80%) obtained procedural text writing skills classified as very good, 13 students (61.90%) in the good category, and 3 students (14.30%) in the sufficient category.

Keywords: audiovisual multimedia, teaching materials, contextual approach, learning writing skills

Implementasi Bahan Ajar Berbasis Multimedia Audio Visual Menggunakan Pendekatan Kontekstual dalam Pembelajaran Menulis Teks Prosedur

ABSTRAK

Penelitian ini bertujuan untuk mendeskripsikan: 1) respon siswa terhadap implementasi bahan ajar keterampilan menulis teks prosedur berbasis multimedia audiovisual menggunakan pendekatan kontekstual; 2) hasil belajar keterampilan menulis teks prosedur dalam pembelajaran yang berbasis multimedia audiovisual menggunakan pendekatan kontekstual. Penelitian ini menggunakan pendekatan deskriptif kuantitatif. Penelitian berlangsung pada semester genap tahun pelajaran 2024/2025 di SDN Sukahurip. Populasi penelitian ini adalah 21 siswa kelas V yang mengikuti prates, dan mengikuti pembelajaran keterampilan menulis teks prosedur menggunakan bahan ajar berbasis multimedia audio visual berisi pendekatan kontekstual serta mengikuti postes. Data respon siswa terhadap pembelajar dikumpulkan menggunakan kuesioner tertutup. Data prates dan postes keterampilan menulis teks prosedur dikumpulkan melalui instrumen tes unjuk kerja yang memenuhi syarat validitas isi. Instrumen lainnya dalam penelitian ini adalah RPP pembelajaran keterampilan menulis teks prosedur menggunakan bahan ajar berbasis audio video. Data prates dan postes dianalisis menggunakan statistik deskriptif yakni frekuensi dan persen. Data efektivitas bahan ajar keterampilan menulis teks prosedur dianalisis menggunakan statistik deskriptif yakni frekuensi, persen, dan modus. Hasil penelitian: 1) respon siswa terhadap implementasi bahan ajar keterampilan menulis teks prosedur berbasis multimedia audiovisual menggunakan pendekatan kontekstual berkategori positif yakni bagus; 2) sebanyak 5 siswa (23,80%) memperoleh keterampilan menulis teks prosedur tergolong dalam kategori sangat baik, 13 siswa (61,90%) dalam kategori baik, dan 3 siswa (14,30%) dalam kategori cukup.

Kata Kunci: bahan ajar, audiovisual, teks prosedur, kontekstual, keterampilan menulis

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INTRODUCTION

Writing skills are a key foundation in the educational process, particularly at the elementary school level. In the Indonesian language curriculum, writing serves not only as a means of expression but also as a means to hone critical, logical, and systematic thinking skills. Among the types of text taught, writing procedural texts plays a crucial role because it equips students with the ability to convey instructions or steps in a coherent, clear, and understandable manner. This skill is relevant to various aspects of students' daily lives, from following toy assembly instructions to understanding recipes, making it crucial for independence and effective communication. "However, fifth-grade elementary school students often face various challenges in writing procedural texts. Field observations and research findings indicate that common difficulties experienced by students include: difficulty determining a logical and coherent sequence of steps, inappropriate word choice that makes instructions ambiguous or unclear, and ineffective sentence use that makes procedural texts lengthy and difficult to understand. These challenges not only hinder students' ability to produce quality procedural texts but can also impact their overall understanding of the subject matter.

One factor hindering progress is the limited availability of teaching materials, which are still relatively basic and do not effectively utilize rapidly developing technology. Teaching materials, which generally take the form of textbooks or printed worksheets, are often visually unappealing and less relevant to students' real-life experiences in this digital age. Minimal illustrations and overly formal language can demotivate students. A one-way learning approach with minimal interaction also exacerbates the current situation, where students receive information without sufficient opportunities for independent practice and exploration. As a result, the learning process becomes less effective, and learning objectives are not optimally achieved.

Given the aforementioned problems, integrating audiovisual multimedia and a contextual approach offers significant potential as an innovative solution. Audiovisual multimedia, such as video tutorials, interactive animations, or recorded demonstrations, can present information in a dynamic and multisensory way, making it easier to absorb and more engaging for students. Clear visualizations of steps and narratives help students better understand the sequence of procedures, enrich their vocabulary, and provide examples of practical sentence usage. Simultaneously, a contextual approach enables students to learn by connecting subject matter to real-life situations or experiences, such as writing a procedural text about how to make a favorite drink or how to care for a houseplant. The combination of these two approaches is expected to create a more interactive, enjoyable, and relevant learning environment, significantly improving fifth-grade students' motivation and skills in writing procedural texts.

Based on the description above, this research focuses on the formulation of the problem outlined in the following research questions: 1) How do students respond to the implementation of multimedia audiovisual-based procedural text writing materials with a contextual approach? 2) How is students' understanding of the structure and content of procedural texts after using multimedia audiovisual-based teaching materials? 3) How effective are multimedia audiovisual-based teaching materials with a contextual approach in improving the procedural text writing skills of fifth-grade students at SDN Sukahurip?

In line with this problem formulation, several previous studies provide a theoretical basis and strengthen the urgency of this research. Arsyad (2011) found that audiovisual-based learning media can increase student motivation and understanding because the information is presented in a more engaging and easy-to-understand manner. Research by Rahmawati and Prasetyo (2019) demonstrates that implementing a contextual approach is effective in enhancing writing skills, as students



can relate the material to their real-life experiences. Furthermore, Sari (2021) demonstrated that the use of interactive multimedia in Indonesian language learning positively contributed to improving literacy skills, including writing, compared to conventional teaching materials. Therefore, this research is expected to contribute to the development of innovative, interactive, and relevant learning strategies for elementary school students.

METHOD

This study employed a quantitative descriptive method. Through this method, data on learning outcomes in procedural text writing skills using audiovisual multimedia-based teaching materials that employ a contextual approach were described statistically. Abubakar (2021), Razak (2017), and Sugiyono (2022) conducted this study.

This research took place in the even semester of the 2024-2025 academic year at Sukahurip Public Elementary School.

The subjects in this study were 21 fifth-grade elementary school students in the even semester of the 2024-2025 academic year at Sukahurip Public Elementary School. Subjects were intentionally selected because this class had previously experienced difficulties in learning to write procedural texts, as indicated by evaluations.

The study was conducted over one meeting, consisting of three main stages:

- 1) preparation, which involved preparing audiovisual media-based teaching materials and questionnaires;
- 2) data collection, which involved administering questionnaires; and analysis, which involved analyzing the data;
- 3) implementation: Implementation of the teaching materials in the classroom;
- 4) evaluation and data collection: distribution of questionnaires and observation of students' writing.

Data on student responses to the implementation of multimedia-based audiovisual procedural text writing skills teaching materials

using a contextual approach were collected using a non-test instrument. The appropriate type of instrument was a questionnaire. The questionnaire was structured systematically and objectively to meet the requirements for a valid questionnaire. The steps for developing this questionnaire are presented below.

First, determine the type of questionnaire. This article uses a closed-ended questionnaire.

Second, determine the assessment scale by simplifying the Likert scale from 1-10 to 1-4 (Azwar, 2012; Budiaji, 2014).

Third, develop questionnaire items that assess student responses to the implementation of multimedia-based audiovisual procedural text writing skills teaching materials, utilizing a contextual approach as specified. The questionnaire items are presented below.

- 1) I feel more enthusiastic about learning to write procedural texts when using video media.
- 2) Videos help me understand the steps in procedural texts more clearly.
- 3) I remember the material more easily when learning using audiovisual media.
- 4) Watching videos makes me more motivated to write procedural texts.
- 5) Audiovisual media make learning to write more enjoyable.
- 6) I can write the sequence of steps in a procedural text more coherently after watching the video.
- 7) I find using videos more engaging than printed teaching materials (books/worksheets).
- 8) Learning with videos makes me more active and engaged in the learning process.
- 9) I would like to repeat the video-assisted writing lesson in the next session.
- 10) Using videos helps me choose the right words when writing procedural texts.

Fifth, compile a questionnaire based on the questionnaire items and four measurement scales. The questionnaire in question is presented in table below.

Table 1

Student Response Questionnaire on the Implementation of Teaching Materials for Procedural Text Writing Skills based on Audiovisual Multimedia using a Contextual Approach

No.	Questionnaire Items	Values Scale			
		1	2	3	4
1	I feel more enthusiastic about learning to write procedural texts when using video media.				
2	Videos help me understand the steps in procedural texts more clearly.				
3	I remember the material more easily when learning using audiovisual media.				
4	Watching videos makes me more motivated to write procedural texts.				
5	Audiovisual media make learning to write more enjoyable.				
6	I can write the sequence of steps in a procedural text more coherently after watching the video.				
7	I find using videos more engaging than printed teaching materials (books/worksheets).				
8	Learning with videos makes me more active and engaged in the learning process.				
9	I would like to repeat the video-assisted writing lesson in the next session.				
10	Using videos helps me choose the right words when writing procedural texts.				

This is the meaning of the value scale. A scale value of 1 means strongly disagree. A scale value of 2 means disagree. A scale value of 3 means agree. A scale value of 4 means strongly agree.

Data on procedural text writing skills were collected using a test instrument. The procedural text writing skills test was designed using the following steps.

First, determine the test format. This article uses an essay-based test.

Second, determine the number of procedural texts students must write. This article uses only one procedural text with a free theme.

Third, determine the length of the procedural text. This article sets a maximum of four sentences for the definition structure, three sentences for the material structure, three sentences for the tool structure, and five sentences for the process structure.

Fourth, develop the specifications for the procedural text writing skills test. The



specifications for the procedural text writing skills test are outlined in the table below.

Fifth, write the procedural text writing skills test items. The individual procedural text writing skills items are listed below.

Student response data regarding the implementation of multimedia audiovisual-based procedural text writing skills teaching materials using a contextual approach was analyzed quantitatively using a mode system. The highest number of choices for each questionnaire item was determined as the student's response score.

Procedural text writing skills scores were divided into four classifications: 1) 36-40 = very good; 2) 31-35 = good; 3) 21-30 = sufficient; 4) 10-20 = poor (D)

RESULTS

1. Student Responses to Learning

The results of the questionnaire processing indicate that the majority of students responded positively to the learning namely agree. Six of the 10 questionnaire items were categorized as agree, the rest were categorized as strongly agree.

Table 2
 Student Response Questionnaire on the Implementation of Teaching Materials for Procedural Text Writing Skills based on Audiovisual Multimedia using a Contextual Approach

No.	Questionnaire Items	1	2	3	4
1	I feel more enthusiastic about learning to write procedural texts when using video media.	0 0.00%	0 0.00%	12 57.14%	9 43.86%
2	Videos help me understand the steps in procedural texts more clearly.	0 0.00%	0 0.00%	8 38.10%	13 61.90%
3	I remember the material more easily when learning using audiovisual media.	0 0.00%	0 0.00%	12 57.14%	9 43.86%
4	Watching videos makes me more motivated to write procedural texts.	0 0.00%	0 0.00%	9 43.86%	12 57.14%
5	Audiovisual media make learning to write more enjoyable.	0 0.00%	0 0.00%	10 47.62%	11 52.38%
6	I can write the sequence of steps in a procedural text more coherently after watching the video.	0 0.00%	0 0.00%	13 61.90%	8 38.10%
7	I find using videos more engaging than printed teaching materials (books/worksheets).	0 0.00%	0 0.00%	12 57.14%	9 43.86%
8	Learning with videos makes me more active and engaged in the learning process.	0 0.00%	0 0.00%	13 61.90%	8 38.10%
9	I would like to repeat the video-assisted writing lesson in the next session.	0 0.00%	0 0.00%	9 43.86%	12 57.14%
10	Using videos helps me choose the right words when writing procedural texts.	0 0.00%	0 0.00%	11 52.38%	10 47.62%

2. Improved Learning Outcomes

Learning outcomes in procedural text writing skills showed improvement. This was indicated by a comparison of pre-test and post-test results. The pre-test data showed one student achieving a score of >35, while five students achieved scores >35 in the post-test. Eight students achieved scores of 31-35 in the pre-test, while 13 students achieved scores of 13 in the post-test. Nine students scored low scores of 21-30 in the pre-test, while the post-test score was reduced to three students. The lowest score, <21, was achieved by three students in the pre-test, while none achieved scores of 21 in the post-test (Table 3).

Table 5
 Comparison of Pre-test and Post-test Results for
 Procedural Text Writing Skills

Scores Range	Category	Pre-Test		Post-Test	
		f	%	f	%
> 35	Best (A)	1	4,76	5	23,80
31-35	Better (B)	8	38,10	13	61,90
21-30	Bad	9	42,86	3	14,30
< 21	Very Bad	3	14,29	0	0,00
	Total	21	100,00	21	100,00

DISCUSSION

The results of this study also demonstrated a positive response from students, demonstrating an increase in students' understanding of the structure and content of procedural texts. Through audiovisual presentations, students more easily grasped the sequence of steps, chose the correct verbs, and constructed coherent instructional sentences. This reinforces the idea that learning becomes more meaningful when linked to everyday contexts. Rahmawati and Prasetyo (2019) emphasized that a contextual approach facilitates student comprehension because they learn by connecting lesson concepts to real-life experiences. This finding is also supported by Putri (2023), who demonstrated that the use of video tutorials in teaching procedural

text writing helped students grasp the text's structure more quickly. Thus, the integration of audiovisuals and a contextual approach can address the challenges students previously faced in understanding procedural texts.

Learning media aligned with learning objectives contributes to improved learning outcomes. Sari (2021), Apriati et al. (2021), and Andajani (2016) described the use of interactive multimedia as a means of improving literacy skills, particularly writing. Research by Nasution (2021) also reported a significant increase in procedural text writing skills after the application of audiovisual media. Furthermore, Siahaan (2022) stated that instructional videos not only improve the quality of students' writing but also foster confidence in expressing ideas. Therefore, audiovisual-based teaching materials with a contextual approach have proven effective in improving elementary school students' procedural text writing skills. Teachers are advised to use audiovisual media more frequently in teaching procedural text writing skills. Furthermore, teachers need to integrate a contextual approach into their learning so that students can connect the material to their real-life experiences. Teachers can also develop independent video-based teaching materials tailored to the characteristics and needs of the students in their class.

From a school management perspective, several points need to be considered. First, schools need to provide facilities and infrastructure that support multimedia-based learning, such as projectors, speakers, and a stable internet connection. Second, schools should give the teachers training on utilizing digital learning media and creating interactive teaching materials.

The researchers further recommended several things. First, involving a larger number of subjects and a wider variety of classes to obtain more general and comprehensive results. Second, exploring the long-term impact of audiovisual media use on the development of other literacy skills, such as critical reading and speaking. "For district-level decision-makers regarding learning development,



several things are needed. First, we aim to encourage and facilitate the development of interactive digital learning media that is accessible to all elementary schools, especially in areas with limited technology. Second, policies that promote the systematic and structured integration of technology and contextual approaches into the curriculum are needed.

CONCLUSION

Based on the results of a study conducted on fifth-grade elementary school students regarding the implementation of multimedia-based audiovisual teaching materials for writing procedural texts with a contextual approach, it can be concluded that:

- 1) Student responses to audiovisual-based learning were very positive in teaching procedural text writing skills.
- 2) Audiovisual media have proven effective in improving procedural text writing skills.

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