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The effect of the use of audio-visual media on rhyme writing skills in grade IV elementary school students for the 2025/2026 school year

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Abstract
The purpose of the study was to determine the effect of the use of audio-visual media on the rhyme writing skills of grade IV elementary school students in one of the regions in North Labuhanbatu Regency for the 2025/2026 school year. The approach uses pseudo-experiments. The number of research samples was 45 students from room IV.A of the experimental class and room IV.B of the control class. The research steps began with giving initial tests, learning using audio-visual media during four meetings in the experimental class, and giving the final test for both classes. The rhyme writing skills test tool is tested for correctness before use. Data were processed for drawing conclusions using an independent sample t-test. The results showed that the average final test score of the experimental class increased significantly compared to the control class. The results of the t-test showed a t-value of 3.89 with a p-value of 0.00034 (<0.05), meaning that there was a significant difference between the two groups. In conclusion, the use of audio-visual media has proven to be successful in improving students' rhyme writing skills.

1. Introduction

Writing skills are considered fundamental competencies that all students are expected to acquire by the conclusion of elementary school. In the Indonesian subject, there is mandatory material in the form of writing rhymes. However, in reality, many elementary school students encounter challenges when completing rhyme writing assignments if learning continues to be conducted using conventional methods, such as lecture-based instruction. Technological advancements in the educational sector necessitate that educators develop competencies in the utilization of innovative learning media, with audio-visual media being a prominent example (Staneviciene & Žekienė, 2025). This media has been demonstrated to attract the attention of students by presenting rhyme examples in the form of moving pictures accompanied by sounds. This facilitates understanding of the content and structure of rhymes and stimulates creativity. A multitude of prior studies have demonstrated that the integration of audio-visual media in educational settings has been shown to enhance students' learning outcomes, literacy skills, and poetry writing abilities (Yuan & Juanfei., 2024; Angelina et al., 2025).

Media audio-visual has been identified as an instructional aid that incorporates auditory and visual elements, thereby facilitating a dual-direction learning process and establishing a connection between existing knowledge among students (Yus et al., 2025; Nelsiani & Fauziah., 2025). Chen et al (2025) posits that media of an audio-visual nature play a pivotal role in capturing the attention of students and enhancing their motivation to learn. This assertion is based on the premise that the presentation of educational material through visually appealing and easily comprehensible formats can significantly boost student engagement and enthusiasm for learning (Chisunum & Nwadiokwu, 2024). The utilization of multimedia resources has a favorable impact on the academic performance of Indonesian language learners enrolled in the elementary school (Waang., 2023). Multimedia has the capacity to enhance student interest and academic performance in the domains of literary studies and language arts (Sun et al., 2022). Utilization of audiovisual media has a substantial impact on the comprehension of students in elementary schools (Kartika et al., 2023). In accordance with this perspective, Gagné and Briggs (2017) posit that audio-visual media facilitate knowledge transfer by providing dual stimulation, thereby enhancing students' memory retention (Febriawan et al., 2025).

In the context of learning practice, audio-visual media can manifest in the form of videos, animations, and interactive slides that exhibit examples of rhymes in the form of sound images (Setiawan & Firdaus., 2024). As

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Qian & Xie (2025) underscored, the selection of media must align with the requisites and attributes inherent to learning materials. The art of poetic composition entails the transformation of ideas, sentiments, and experiences into poetic forms in accordance with the established principles of poetic structure (Kiparsky., 2019). The rhyme writing skills of elementary school students exhibit a marked increase when learning is facilitated by digital media such as audio-visual aids (Gani et al., 2024). Students are capable of producing rhymes that are more ideational and rule-compliant when learning through videos and animations (Yus et al., 2025). Audio-visual creative learning exerts a distinctive influence on literary writing skills, including the use of rhymes (Chicho & Zrary., 2022). Poetry necessitates an understanding of sampiran, content, rhyme, and imagination, all of which can be cultivated through the utilization of situational media. Gagné and Briggs (2017) underscored the significance of audio-visual feedback in fostering the development of students' writing skills (Febriawan et al., 2025).

Quasi-experimental design is a research method employed when researchers are unable to perform a full random sample draw, thereby involving experimental groups and control groups as well as initial and final tests (Balance., 2024). The efficacy of quasi-experimental design in Indonesian learning, emphasizing its capacity to objectively assess the influence of treatment. Design to assess the success of the use of audio-visual media on the learning outcomes of elementary school students (Nelsiani & Fauziah., 2025). The implementation of quasi-experiments in the evaluation of digital learning media in elementary schools, employing statistical analysis of t-tests to support the findings (Setiawan & Firdaus., 2024). Empirical evidence supporting the efficacy of the quasi-experiment method in assessing the enhancement of poetry writing skills through audio-visual learning (Zhang et al., 2023). The objective of this study is to ascertain the impact of the utilization of audio-visual media on the rhyme writing aptitudes of grade IV elementary school students.

2. Method

This study uses a quasi-experimental approach, involving classrooms IVA and class IVB elementary schools in the 2025/2026 school year as a research sample. The number of research samples was 45 out of the entire population of 66 students in three classes. The research steps are carried out through three stages. First, the initial test of all students in both classes to measure the ability to write rhymes before the treatment is given. Second, the provision of audio-visual learning in room IVA as an experimental class for 4 meetings, while room IV.B was used as a control class with the old approach. Third, giving a test after learning is over, the two classes are given a rhyme writing test to see an improvement in learning outcomes.

The test tool writes rhymes first through a truth test, ensuring that the test tool measures the right aspects, as stable, and meets the legitimate and reliable criteria for use in research. The data method used exposure statistics to calculate the average standard deviation value in the initial and final tests, the calculation of conclusions used an independent t-test to see the striking differences between the experimental and control groups. The research steps include the confidentiality of student identities, the school's consent, and the use of test kits that are safe and not harmful to students.

3. Results and Discussion

The following Table 1 shows the presentation of the students' initial test results and final test results.

Table 1. Presentation Data on Students' Poetry Writing Ability

Group	Pretest (Mean)	Pretest (SD)	Posttes (Mean)	Posttes (SD)
Experiment	59.50	48.89	73.40	6.60
Control	60.59	44.45	65.81	6.49

Note In Table 1, both classes had almost the same initial test scores, indicating equivalent initial ability. The experimental class experienced a higher increase than the control class after the use of audio-visual media.

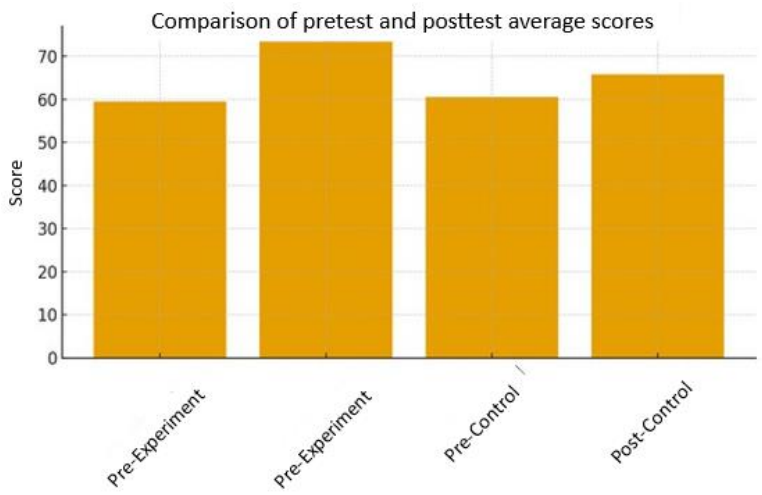

Figure 1. Comparison of pretest and posttest average scores

A comparison graph of the average of the initial test and the final test shows the increase in the effect of the experimental class. The results of the t-test at the final value of t-count = 3.89, p-value = 0.00034 (< 0.05) This result shows that there is a difference in computational influence between the final test value of the experimental class and the control class.

The results of the experimental class research using audio-visual media have a great influence on improving the writing skills of rhymes for grade IV elementary school students for the 2025/2026 school year. In accordance with the multimedia learning theory which states that information presented through a combination of images and sounds can improve students' memory and understanding. The control class that learned using the old method continued to improve, but not as much as the experimental class. In the end, learning without using sophisticated modern media tends not to optimally stimulate students' creativity in writing rhymes.

The t-test showed an opportunity value of <0.05, indicating a meaningful influence of the use of audio-visual media on the rhyming writing skills of grade IV elementary school students for the 2025/2026 school year. In fact, after the research was carried out, students were more enthusiastic and resourceful, easy to understand the elements of rhyme through examples of pictures and sounds. Audio-visual media also facilitates learning activities that are mutually active and situational. These findings are in line with other research on the influence of audio-visual media on Indonesian learning in elementary schools. The main supporting factor of the ability of audio-visual media is to attract the attention of students and stimulate their imagination in creating rhymes that are resourceful and in accordance with the rules. Overall, this study proves that the use of audio-visual media is successful in improving the rhyme writing skills of elementary school students and can be recommended as a media choice in Indonesian language learning.

4. Conclusion

The use of audio-visual media is able to improve the rhyme writing skills of grade IV elementary school students for the 2025/2026 school year compared to the old learning method. It is recommended that educators be more active in utilizing audio-visual media in learning Indonesian, especially when teaching rhymes and other types of literature. Schools should provide supporting facilities in the form of audio-visual devices and training on the use of these media for educators.

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