



# Audio Visual Literacy Media Based on Fable Story to Increase Student Reading Interest for Second Grade of Elementary Student

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## ABSTRAK

Tulisan ini dibuat berdasarkan kurangnya variasi media literasi yang diberikan guru, khususnya pada kegiatan literasi sebelum pembelajaran dimulai. Hal ini menyebabkan siswa cenderung kurang semangat atau minat membaca ketika gerakan literasi sekolah dimulai. Tulisan ini bertujuan untuk mengembangkan media literasi audio visual berbasis cerita fabel untuk siswa kelas II sekolah dasar. Tulisan ini menggunakan model pengembangan ADDIE (Analyse, Design, Development, Implementation, and Evaluation). Subyek dalam penelitian ini adalah ahli isi sebanyak 2 orang, ahli media pembelajaran sebanyak 2 orang, ahli desain video pembelajaran sebanyak 2 orang, praktisi sebanyak 2 orang, uji coba individu sebanyak 3 orang, dan uji coba kelompok kecil sebanyak 9 orang. Sedangkan yang menjadi objek tulisan ini adalah media literasi audio visual. Metode yang digunakan adalah wawancara, observasi, angket, dan tes. Berdasarkan hasil uji validitas, praktikalitas, dan efektivitas yang dilakukan, secara keseluruhan mempunyai kategori sangat baik. Sedangkan hasil perhitungan uji efektivitas yang dilakukan diperoleh  $t$  hitung sebesar 1,819 sedangkan tabel sebesar 1,745 sehingga dapat disimpulkan hasil belajar bahasa Indonesia sebelum menggunakan media literasi audio visual berbasis cerita fabel. Implikasi dari penelitian ini adalah media literasi audio visual berbasis cerita fabel pada kelas II SD dengan kualifikasi sangat membantu dalam menunjang proses pembelajaran di kelas. Dengan demikian, hasil penelitian menunjukkan bahwa media literasi audio visual berbasis cerita fabel layak dan efektif untuk digunakan dalam proses kegiatan literasi.

## ABSTRACT

This paper was carried out based on the lack of variety in literacy media that the teachers provide, especially in literacy activities before the learning section started. This causes students tend to have lack of enthusiasm or interest in reading when the school literacy movement begins. This paper aims to develop audio-visual literacy media based on fable stories for the student in grade II class of elementary school. This paper uses the ADDIE (Analyse, Design, Development, Implementation, and Evaluation) development model. The subjects in this research were 2 content experts, 2 learning media experts, 2 learning video design experts, 2 practitioners, 3 individual trial students, and 9 small group trial students. Meanwhile, the object of this paper is audio-visual literacy media. The methods used are interviews, observation, questionnaires, and tests. Based on the results of the validity, practicality, and effectiveness tests carried out, overall, it has a very good category. Meanwhile, the results of the effectiveness test calculations carried out obtained a  $t$  count of 1.819 while the table was 1.745, so it can be concluded that Indonesian language learning outcomes before using audio-visual literacy media based on fable stories. The implication of this research is that audio-visual literacy media based on fable stories in class II elementary school with qualifications is very helpful in supporting the learning process in the classroom. Thus, the research results show that audio-visual literacy media based on fable stories are feasible and effective for use in the literacy activity process.

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## 1. INTRODUCTION

Literacy is an individual's ability to process and dissect information when carrying out the process of reading and writing. Good literacy skills will pave the way for other language skills such as listening, speaking, and writing. Apart from that, promising literacy will hone skills such as critical thinking, creativity, and foster students' character. One of the government concern to overcome this literacy problem is the launching of School Literacy Movement (GLS) program (Gunansyah et al., 2018; Ichsan, 2018; Suyono et al., 2017). The School Literacy Movement is a new program promoted by the government. The literacy program was born based on educational conditions that were not yet entrenched in schools. Elementary School Literacy Movement Guide. Previous research data from the 2011 Progress International Reading Literacy Study (PIRLS) shows that Indonesian students' ability to comprehend reading is below the international average (Firat & Laramée, 2018). According to this data, literacy has not yet become a culture among Indonesian students, especially at the

elementary school level. Therefore, human resource development continues to be carried out with the hope of being able to improve literacy conditions in Indonesia, especially among students (I. I. M. Putri et al., 2020; Ramandanu, 2019).

Entering the current development of the 21st century, teachers are required to be able to adapt to the rapid growth of communication and information technology to achieve educational goals. Teachers are faced with the characteristics of students who want everything to be instant by using technology (Hwang et al., 2022; Starkey, 2011). This of course has implications for teachers' demands to adopt and innovate technology in their learning. Referring to the four fundamental changes in the "Freedom of Learning" curriculum, it will certainly have an impact on changes in the pattern and style of Indonesian education in the future. In particular, changes in aspects of teacher learning in preparing students' resources for new assessments, namely the minimum competency assessment and character survey, which consist of language reasoning abilities (literacy), mathematics (numeracy), and character education (Krishnapatria, 2021; Pangestu & Rochmat, 2021). Based on three aspects of competence consisting of language reasoning competence (literacy), mathematics (numeracy), and character education, sufficient teacher competence is absolutely required to acknowledge "Freedom of Learning" based learning in order to achieve these three fundamental competencies (Hodges et al., 2022; Simarmata & Mayuni, 2023).

Based on the results of observations by the researcher located at SD Negeri 1 Bebetin, problems were found in the form of students' literacy skills at SD Negeri 1 Bebetin tending to be low, this was due to the lack of literacy media that supported students to focus on the content of the reading book. Conventional media such as stories based only on text and writing without any variations in the form of video or animation are considered tedious and less interesting, as the result, this case make student tend to less passionate to read. This causes the essence of the literation that in order to make students figure out the contents of the books they have read to become meaningless. Monotonous literacy activities like this should be changed through media that are more interesting and tend to be attractive and then supported by fable stories for lower-class children to make them more interesting (Hill, 2021; Rahimi & Yadollahi, 2017). Literacy media that is suitable for lower-class children who are still not so fluent in reading is media with sound assistance also equipped with attractive picture designs so that students are more enthusiastic when carrying out these literacy activities.

One medium for developing students' literacy quality is through audio-visual media. Audio-visual media means mixed media between audio and visuals that merges such as slides combined with audio cassettes, audio-visual media has a fairly large level of effectiveness for studies, on average above 60% to 80%. Teaching via audio-visual apparently characterized by the use of hardware throughout the learning process, such as film projectors, tape recorders, and large visual projectors (Masitoh, 2018; L. A. Putri et al., 2022). Therefore, teaching via audio-visual is the use of modules that are absorbed through thought and hearing and do not entirely depend on uniform descriptions of words and symbols. This type of audio-visual media has the best capabilities because it includes both types of media, namely: 1) Audiovisual stills, namely media that displays sound and still photos such as sound & slides, sound films; voice print; 2) Audiovisual motion, is media that can show moving sound and photo elements such as sound films and video cassettes (Fitria, 2018; Manuaba, 2017).

The advantages of audio-visual media according to previous study are: Clarify the presentation of the message so that it is not too verbalistic in nature (in the form of words, written or spoken). 2) Overcoming the limitations of space, time, and sensory energy, such as large objects being replaced with reality, photos, film frames, films, or models. 3) Audio-visual media can function in guidance education (Daniyati & Sugiman, 2015). Later this media will help students in the literacy process, students will look at pictures and listen to sounds then read the text in one media. It hopefully could enable students enhancing the quality of their literacy. Apart from listening and reading, students can also listen to stories through media that will be presented later so that the literacy material presented can actually be read and then understood by students. The application of audio-visual media to facilitate students in literacy activities cannot run optimally if it is not supported by the text or reading contained in it (Liaw & Huang, 2013; Sumardi & Muamaroh, 2020). The development of audio-visual media should be supported by stories or texts that are suitable for reading for elementary school-age children, for instance, fables.

Fables are fairy tales that depict animals or animals that act like humans. Etymologically, fable comes from Latin, namely "fabula", which means story. This fabula is in the form of a story set in Greek animal myths. Over time, the word fabula was adapted into Old French and English to become "fable". The word fable was then absorbed into Indonesian to become fable (Reistanti, 2018; Wahyuni et al., 2023). The main characters in this fable are animals or animals who can talk, think, and have different characters like humans in general. Fable stories also contain many messages that can be instilled from an early age for lower-class children in elementary school. Therefore, the application of fable stories to support literacy media in the form of audio-visual is expected to increase students' reading interest in literacy activities at school.

Previous research conducted by previous study found that the influence of audio-visual media on students with strong learning motivation was able to achieve greater learning outcomes when taught using PBL strategies assisted by audio-visual media compared to using learning strategies assisted by LKS (Han & Ellis, 2019; Kivunja,

2015). Therefore, previous study also recommends that teachers always join and follow technological developments and utilize the use of audio-visual-based learning strategies in learning practices to be able to encourage students' learning motivation (Anggraini et al., 2020; Ivanović et al., 2013). Another research was conducted by previous study who found that audio-visual-based learning media can be used as a medium for students to make it easier to understand the material, apart from that, the existence of this media makes it easier for students to watch anywhere and anytime, in other words, the media is in audio form. This research is supported by research conducted by previous study namely that audio-visual or video media is easy to control by users (Koriaty & Agustani, 2016). This media can be implemented for individual or group learning so that it will make it easier for students in learning activities.

Based on the research results presented by several previous researchers, it can be concluded that the development of literacy media can be carried out through audio-visual media also will produce a product that is suitable for supporting student literacy activities in school. Therefore, the author raised the research with aims to develop audio-visual literacy media based on fable stories for the student in grade II class of elementary school. The novelty of this study is integration of audio visual on fable story research that will be implemented at SD Negeri 1 Bebetin. Through this research, it is hoped that students will be more diligent in reading because the media is interesting.

## 2. METHOD

This paper uses the ADDIE (Analyse, Design, Development, Implementation, and Evaluation) development model (Owens & Kadakia, 2020). This paper developing literacy media in the form of audio visuals based on fable stories, then consulting the product to the supervisor to get correction and advice in order to make a good product. After the media has been repaired or created from the guidance of the supervisor, an expert test is then carried out to determine the media that has been developed. The data obtained from the expert test results were analysed to determine the validity of literacy media in the form of audio-visual based on fable stories that have been completed and then improved if there are input or suggestions. All of those steps that have been done in order to determine the aim of the research subject that is to increase student interest in reading. High interest of reading mean a higher quality of student because reading is the very basic step to gain knowledge.

The data collection methods used in this research are interviews, observation, questionnaires and written tests. The interview method is a question and answer activity which aims to obtain information from the source (Sugiyono, 2019). The interview method is used to find problems in the field. The observation method is a data collection technique carried out through observation, accompanied by notes on the condition or behavior of the target object. This observation method is used to find out directly the problems that occur in the field. The questionnaire method is a data collection tool which is carried out by providing a list of questions to media expert. Written test is a data collection method which is carried out by giving a list of questions to the samples and then filling them in according to their knowledge. The test used is the multiple choice type and the completion type, which aims to collect data on student learning outcomes before and after using audio-visual literacy media based on fable stories. The data collection section was done to determine the level of effectiveness of the use of literacy media. Audio-visual based on fable stories to increase student literacy outcomes using the t-test.

The instrument used in this development research is the Rating Scale. Rating Scale is a technique that uses a certain scale as the basis for an assessment starting from the lowest level to the highest level (Harpe, 2015). The assessment instrument can be used to test the validity of audio-visual literacy media based on fable stories that will be developed. The grid was created to ensure the validity of the media literacy instrument. To determine validity, it is ensured through several stages, it is consist of : 1) making a grid table, 2) consulting with the supervisor, 3) preparing the instrument. The instrument validity grid consists of the content expert instrument grid, the media expert instrument grid and the design expert instrument grid. The grid of validation sheets and validation instruments for fable-based audio-visual literacy media are presented in the following table.

## 3. RESULT AND DISCUSSION

### Result

This research was conducted at SD Negeri 1 Bebetin on class II students. In this research, the development of literacy media in the form of audio-visual based on fable stories was carried out using the ADDIE model, the stages of which include analysis, planning, development, implementation and evaluation. In presenting the data, the design of literacy media in the form of audio-visual based on fable stories is explained as follows. The design of literacy media in the form of audio-visual based on fable stories was carried out using the ADDIE model, the stages of which include analysis, planning, development, implementation and evaluation as follows.

### ***Stage I. Analysis (Analysis)***

The results of the analysis of problems faced by students in learning were carried out by observation. Based on the results of observations in the ongoing learning process, students were less focused on understanding the content of the reading. This lack of student focus was caused by the lack of literacy media to support teachers in the learning process. The media used by teachers tends to be watched and does not attract students' attention in learning and understanding the content of the reading which causes students to become lazy about reading so that literacy activities should run with the aim of making students understand the content of the reading. From books that have been read to something that students do not understand or understand. Understanding the content of reading is very important for students to teach from an early age, because if students do not understand what they read, the knowledge they learn will not be absorbed properly, which of course will affect the learning objectives achieved.

Student character analysis was carried out to determine each character of class II students at SD Negeri 1 Bebetin. Based on the results of the analysis in the learning process, there are still students who chat with their friends when the teacher explains the material or when the teacher asks students to read the contents of the reading in the book, where the tendency is for students to participate in learning quickly to get bored and not read the contents of the reading seriously because the teacher only watches and teaches. The student handbook alone without any other media used can arouse students' enthusiasm, considering that the character of lower class students likes to be taught while discovering new things that can stimulate their senses.

Material analysis is carried out to obtain material that is suitable for use in the media. In this stage, material analysis was carried out with the homeroom teacher for class II at SD Negeri 1 Bebetin, after material analysis was carried out, the basic competencies and indicators that would be used in the learning process, especially the Indonesian language content.

### ***Stage II. Planning***

The most important stage is product preparation. The planning stage produces a result of the design that has been created. The design for audio-visual literacy media based on fable stories is as follows. b. Arranging instruments. The instrument used is in the form of a test, where after the preparation of the instrument is complete it is followed by a judges test which is carried out with 2 expert experts. Next, an assessment of the product used is carried out to determine the quality of the media being developed, which goes through a revision stage to obtain maximum product quality. Then the product was also assessed by the teacher and all class II students at SD Negeri 1 Bebetin as test subjects.

### ***Stage III. Development***

In developing audio-visual literacy media based on fable stories, it is carried out based on the results of a design that has been approved by the supervisor, then continues with an assessment by an expert lecturer in accordance with their field. The assessment is carried out by filling in a validation sheet that has been prepared. After the assessment is carried out, the average the average range of scores obtained from experts in the field. Apart from the assessment carried out by experts, there is also criticism and suggestions given which have been provided on the assessment sheet which is used as improvement material for obtaining maximum audio-visual literacy media based on fable stories. For the results of developing audio-visual literacy media products based on fable stories.

### ***Stage IV. Implementation***

At the implementation stage, it was carried out to test the audio-visual literacy media product based on the fable story being developed. The implementation of the product being developed was carried out at SD Negeri 1 Bebetin for class II students, where the implementation stage was to find out about students' responses to audio-visual literacy media based on fable stories and the attractiveness of the product provided as a learning medium in the learning process. At this implementation stage, it was carried out for all second grade elementary school students.

### ***Stage V. Evaluation***

The evaluation stage is carried out to provide value for the development of fable-based audio-visual literacy media in the ongoing learning process, so that later the advantages and disadvantages of the media developed will be known. Evaluation is carried out by carrying out objective tests to determine the quality of the media, and the success of this development can be seen from the enthusiasm and level of focus that students have in the learning process.

To determine the suitability of the product being developed, a judges test is first carried out with experts in the field. The instrument was tested for validity with learning media experts, learning material expert

instruments, teacher response instruments, student response instruments. The validity of the lecturer's assessment is seen in [Table 1](#).

**Table 1.** The Validity of The Lecturer's Assessment

| No. | Instrument Validation               | Score | Qualification              |
|-----|-------------------------------------|-------|----------------------------|
| 1   | Learning media expert instrument    | 0.90  | Very High Content Validity |
| 2   | Learning material expert instrument | 0.91  | Very High Content Validity |
| 3   | Learning design expert instrument   | 0.88  | Very High Content Validity |
| 4   | Teacher response instrument         | 0.86  | Very High Content Validity |
| 5   | Student response instrument         | 0.97  | Very High Content Validity |

Based on [Table 1](#), show results of the analysis of the problems faced by students, especially in Indonesian language subjects, namely that there is still a lack of literacy media used by teachers in the learning process which causes students to quickly become bored with learning. According to several teachers, in the learning process in class, students get bored very easily if they are asked to read and there are some students who are still chatting with their friends if they are asked to read text or text. Reading is an important activity to apply in students, because by reading students will be able to broaden their insight. Analysis of student character is seen during the learning process, there are still many students who chat with their friends when the teacher explains the learning material, this is because the teacher only focuses on the LKS book or student handbook when teaching and there is a lack of media used that can attract students' attention in the learning process. Based on the analysis of learning needs, the availability of media that supports the learning process is really needed by teachers who can help them in the ongoing learning process. The media used by teachers in teaching is a varied media, therefore a development activity is needed, where this development is intended namely the development or innovation of media that can attract students' attention and interest in learning, in this case the media developed is story-based audio-visual literacy media.

The validity results that have been obtained are then analyzed to determine the level of validity of the fable-based audio-visual literacy media that has been developed. Analysis is carried out by calculating the rater agreement score. To determine the validity of audio-visual literacy media, it is converted to the Aiken validity index. The results of calculating the percentage scores obtained from learning media experts are presented in [Table 2](#).

**Table 2.** The Percentage Scores from Learning Media Experts

| Items      | Expert |    | S1 | S2 | Σs | n(c-1) | V    | Category   |
|------------|--------|----|----|----|----|--------|------|------------|
|            | I      | II |    |    |    |        |      |            |
| Items 1-10 | 46     | 46 | 36 | 36 | 72 | 8      | 0.90 | Very Valid |

On the results of the data in [Table 2](#), the results of the learning media expert assessment were obtained with the total rater agreement score being 0.90. Based on these results, the Aiken validity criteria are already in the range of 0.8 with very valid qualifications. Based on the results of expert assessment of learning materials with a total score of rater agreement, the results were 0.91. Based on these results, the Aiken validity criteria are already in the range of 0.8 with very valid qualifications. Based on learning material experts, the total rater agreement score was 0.88. Based on these results, the Aiken validity criteria are already in the range of 0.8 with very valid qualifications. The percentage of achievement level obtained by the average percentage of RI and R2 respondents is 91%. This means that the teacher's response level is very high and they have very good qualifications.

In the implementation stage, data is obtained from the test results that have been given. The research design used was One Group Pre Test and Post Test Design. The One Group Pre Test and Post Test Design design was used to find out the results between before treatment and the results after treatment given to class II students. Before conducting a media effectiveness analysis test using the t-test, a prerequisite test is first carried out, namely normality and homogeneity of the data. The normality test in this study used Shapiro-Wilk. The data normality test calculations are presented in [Table 3](#).

**Table 3.** The Result of Normality Test

| Group     | Shapiro-Wilk |    |       |
|-----------|--------------|----|-------|
|           | Statistic    | df | Sig.  |
| Pre-test  | 0.941        | 16 | 0.363 |
| Post-test | 0.953        | 16 | 0.533 |

Based on the calculation results in Table 3, it can be seen that the results of the normality test with Shapiro-Wilk for the pretest were 0.363 and posttest 0.533, so the results are greater than 0.05 which indicates that the data is normally distributed. The data homogeneity test was carried out using the F Test. The homogeneity test calculations are presented in Table 4.

**Table 4. The Result of Homogeneity Test**

| Parameters | Levene Statistic                     | df1   | df2 | Sig.   |       |
|------------|--------------------------------------|-------|-----|--------|-------|
| Value      | Based on Mean                        | 2.201 | 1   | 30     | 0.148 |
|            | Based on Median                      | 1.937 | 1   | 30     | 0.174 |
|            | Based on Median and with adjusted df | 1.937 | 1   | 25.551 | 0.176 |
|            | Based on trimmed mean                | 2.136 | 1   | 30     | 0.154 |

Based on the calculations in Table 4, the significance value is 0.148 and this proves that the significance value is > 0.05, so the data is declared homogeneous. Then the hypothesis testing is carried out using the correlated t-test. The hypothesis test calculations are presented in Table 5.

**Table 5. Independent Samples Test**

| Parameters           | Levene's Test for Equality of Variances |       | t-test for Equality of Means |       |                 |                 |                       |   |          |        |
|----------------------|---|-------|------------------------------|-------|-----------------|-----------------|-----------------------|---|----------|--------|
|                      | F                                       | Sig.  | t                            | df    | Sig. (2-tailed) | Mean Difference | Std. Error Difference | 95% Confidence Interval of the Difference |          |        |
|                      |   |       |                              |       |                 |                 |                       | Lower                                     | Upper    |        |
| Pre-test - Post-test | Equal variances assumed                 | 1.733 | 0.198                        | 1.819 | 30              | 0.002           | -39.125               | 32.093                                    | -104.668 | 26.418 |
|                      | Equal variances not assumed             |       |                              | 1.819 | 16.163          | 0.001           | -39.125               | 32.093                                    | -107.104 | 28.854 |

Based on the calculation results in Table 5, it is found that the significance value data in the sig column (2-tailed) is 0.002 < 0.05, and tcount is 1.819 while t-table is 1.745, so it can be concluded that H0 is rejected and H1 is accepted, that there is a significant difference (5%) on Indonesian language learning outcomes before using audio-visual literacy media based on fable stories for class II students in the even semester of the 2022/2023 academic year at SD Negeri 1 Bebetin and after using audio-visual literacy media based on fable stories for class II students in even semester 2022/2023 academic year at SD Negeri 1 Bebetin.

### Discussion

Based on the research results that have been described, audio-visual literacy media based on fables produces significant results in helping teachers carry out the learning process in the classroom. The results of data acquisition by media experts got results of 0.90 with very valid qualifications, learning material experts got 0.91 with very valid qualifications, design experts got results of 0.88 with very valid qualifications, teacher responses got results of 91% with very good categories and Student responses obtained 98% results in the very good category. This proves that audio-visual literacy media based on fable stories is effective for use in the learning process. Apart from the media display which has many variations in animation and the use of bright colors which can attract students' attention also because of the audio used in the media, the use of audio is very effective to apply to lower class students which can make students focus on learning and have high enthusiasm for learning.

This finding is in line with previous research which has shown that fable-based audio-visual literacy media provides significant results in helping teachers carry out the learning process in the classroom (Akbar, 2017; Istiqomah & Siswono, 2020). Data obtained from various experts shows very valid and positive results. Media experts gave an assessment of 0.90 with very valid qualifications, learning material experts gave an assessment of 0.91 with very valid qualifications, and design experts gave an assessment of 0.88 with very valid qualifications. Responses from teachers reached 91% in the very good category, while responses from students reached 98% in the very good category.

These results prove that audio-visual literacy media based on fable stories is effectively used in the learning process. One factor in the success of this media is its varied display with animation and the use of bright

colors which are able to attract students' attention (Falck et al., 2018; Musliha & Revita, 2021). Apart from that, the use of audio in this media is very effective for lower class students. The audio used can help students to focus more on learning and increase their enthusiasm for learning. Support from the results of previous research strengthens that the use of fable-based audio-visual literacy media can be an effective tool in improving the quality of learning in the classroom (Istiq'faroh & Aliyah, 2022; Wahyuni et al., 2023).

The implication of this research is that audio-visual literacy media based on fable stories in class II elementary school with qualifications is very helpful in supporting the learning process in the classroom. This can be seen from the results of research that has been carried out, where based on these results, audio-visual literacy media has positive implications which can be used as a solution by teachers in overcoming the limitations and problems faced by teachers in carrying out learning in the classroom, especially in overcoming students' boredom when studying (Dasaradhi et al., 2016; Ikhsan & Humaisi, 2021). Audio-visual literacy media, it can raise students' enthusiasm for learning in the classroom, apart from that, audio-visual literacy media also has a positive impact on teachers, where through audio-visual literacy media, teachers gain new knowledge regarding the development of learning media, so that in the future they can overcome problem faced by teachers in carrying out learning in the classroom. The use of this media has a fundamental impact in increasing students' level of focus in the learning process.

Suggestions to Teachers, teachers can use audio-visual literacy media based on fable stories in conducting learning in the classroom and can develop audio-visual literacy media based on fable stories to support the learning process in the classroom. The Headmaster of the School, can motivate teachers to use learning media that can support the learning process in the classroom, so that learning will increase enthusiasm and be active. To students, students can access this media anywhere through pages that have been uploaded to YouTube, so students will be able to increase their knowledge. Other Researchers, can be used as a reference and reference source in developing audio-visual literacy media on different learning content.

#### 4. CONCLUSION

Based on the research problem, the results of data analysis and discussion in the research, it can be concluded that in this research the development model used is ADDIE with five stages, consist of analysis, planning, development, implementation and evaluation. The development of audio-visual literacy media based on fable stories went through several stages of revision by experts so as to obtain maximum media results to be applied in carrying out the learning process in the classroom. The results of the research show that data obtained by media experts, learning material experts, design experts got result very valid qualifications. Teacher responses got a result with very valid categories. Also the student response was very good category. Hypothesis testing obtained in the sig column (2-tailed) can be concluded that H<sub>0</sub> is rejected and H<sub>1</sub> is accepted, that there is a significant difference (5%) in language learning outcomes Indonesia before using audio-visual literacy media based on fable stories for the II grade students in the semester of the 2022/2023 school year at SD Negeri 1 Bebetin and after using audio-visual literacy media based on fable stories for class II students in the even semester of the 2022/2023 school year at State Elementary School 1 Bebetin.

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