



# Innovative Learning Media Development: Improving Elementary Students' Speaking Skills with Storytelling-Based Audiovisual Tools

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## ABSTRAK

Pengembangan media pembelajaran yang inovatif menjadi kebutuhan penting dalam meningkatkan keterampilan berbicara siswa. Salah satu kendala dalam pembelajaran keterampilan berbicara di tingkat sekolah dasar adalah terbatasnya penggunaan media yang interaktif dan menarik. Penelitian ini bertujuan untuk mengembangkan media audiovisual berbasis storytelling yang efektif dalam meningkatkan keterampilan berbicara siswa kelas VI SD. Penelitian ini menggunakan metode pengembangan ADDIE yang terdiri atas lima tahapan: Analisis, Perancangan, Pengembangan, Implementasi, dan Evaluasi. Subjek penelitian adalah media audiovisual berbasis storytelling, sedangkan objek penelitian meliputi validitas isi materi, validitas media, respons pengguna, dan efektivitas media. Data dikumpulkan melalui wawancara, observasi, dan angket/kuesioner dengan instrumen berupa pedoman observasi, lembar rating scale, pedoman wawancara, dan angket/kuesioner. Hasil penelitian menunjukkan bahwa media yang dikembangkan memiliki tingkat validitas yang tinggi dengan indeks validitas isi materi sebesar 0,92 dan validitas media sebesar 0,91. Tingkat kepraktisan media berdasarkan respons siswa mencapai 97% dengan kualifikasi sangat baik. Uji efektivitas menunjukkan bahwa media audiovisual berbasis storytelling secara signifikan meningkatkan keterampilan berbicara siswa dengan nilai signifikansi (2-tailed) sebesar 0,000 yang lebih kecil dari 0,05. Simpulan dari penelitian ini adalah bahwa media audiovisual berbasis storytelling efektif digunakan dalam pembelajaran untuk meningkatkan keterampilan berbicara siswa di sekolah dasar.

## ABSTRAK

The development of innovative learning media is essential to improving students' speaking skills. One of the challenges in teaching speaking skills at the elementary school level is the limited use of interactive and engaging media. This study aims to develop a storytelling-based audiovisual medium that is effective in enhancing the speaking skills of sixth-grade elementary school students. The study employed the ADDIE development method, which consists of five stages: Analysis, Design, Development, Implementation, and Evaluation. The research subject was the storytelling-based audiovisual medium, while the research objects included content validity, media validity, user responses, and media effectiveness. Data were collected through interviews, observations, and questionnaires, using instruments such as observation guidelines, rating scale sheets, interview guides, and questionnaires. The results revealed that the developed medium had a high validity level, with a content validity index of 0.92 and a media validity index of 0.91. The practicality of the medium, based on student responses, reached 97% in the excellent qualification category. The effectiveness test showed that the storytelling-based audiovisual medium significantly improved students' speaking skills, with a significance value (2-tailed) of 0.000, which is less than 0.05. This study concludes that the storytelling-based audiovisual medium is effective in enhancing students' speaking skills in elementary school.

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## 1. INTRODUCTION

One of the essential skills that students need to master is speaking. In Indonesian language learning, there are four skills that students must acquire, which include listening, speaking, reading, and writing (Choirul & Dimas, 2023; Fitriana & Aziez, 2021). Speaking skills are considered a primary necessity for students in order to communicate effectively with teachers, peers, and others in their surroundings (Alviolita & Huda, 2019; Dewi, 2017; Ruiyat et al., 2019). Speaking skills in Indonesian are particularly crucial for elementary school students, as this ability forms the foundation for their communication development. At this stage, students are in the process of learning to express their ideas, opinions, and feelings clearly (Hanum & Subrata, 2021; Ruiyat et al., 2019). Good speaking skills enable them to feel more confident when interacting with their peers, teachers, and adults around them. Moreover, speaking skills play a significant role in accelerating comprehension of the lesson material (Hanum & Subrata, 2021; Hendri, 2017; Ruiyat et al., 2019). Proficient speaking allows students to ask questions or seek clarifications related to the lessons they are learning, as well as express their thoughts in a way that is easy to understand (Choirul Amri & Dimas Kurniawan, 2023; Fitriana & Aziez, 2021; Floryantini et al., 2019; Wati & Yulsyofriend, 2019).

However, in reality, many students, particularly at the elementary school level, still struggle with effective communication. This issue is not only observed among younger elementary students but also among those in higher grades. This is supported by previous research findings which reveal that many students remain unmotivated in their learning (Fakhrudin et al., 2021; Otoluwa et al., 2022). Students' lack of interest in learning and their desire to engage further also influence this issue (Fidiyanti, 2020; Miralpeix & Muñoz, 2018). Besides confidence, vocabulary proficiency, and learning interest, another influential factor is the teacher's teaching method in the classroom. Conventional teaching methods (where the teacher explains in front of the class and students listen) often lead to student boredom, which subsequently hampers the transfer of knowledge from the teacher. Teachers should possess the ability and skills to design and deliver engaging lessons to their students (Kusumawati et al., 2017; Putu et al., 2022). The limited use of learning media during the teaching process also impacts the effectiveness of the learning activities (Kusuma et al., 2017; Widiana et al., 2019).

A similar issue was also found at SD Negeri 2 Kaliaseh, Banjar District, Buleleng Regency, particularly in the sixth-grade class, where their speaking abilities should ideally be slightly better compared to their peers in grades I-V. The results of observations and interviews with teachers revealed that they still predominantly use conventional lecture methods in teaching (where the teacher explains and students merely listen). This is due to limited resources and facilities at the school, time constraints in delivering lesson materials, which lead teachers to opt for direct explanation using the lecture method, and the lack of teacher development activities related to the use of innovative teaching methods, models, or media in accordance with current trends. During the teaching process and presentations in front of the class, only a few students were confident in their speaking skills, while others were still shy or unsure of what to say, as stated by the teacher in the interview. The low speaking skills of the sixth-grade students at SD Negeri 2 Kaliaseh are also evidenced by the average speaking skill score of only 66%, which indicates that their speaking skills are still categorized as insufficient.

The use of learning media in elementary schools during the current era of Industry 4.0 is crucial to facilitate teachers in delivering lessons, explaining concepts, and visualizing content. Learning media are tools that can assist educators in conveying information or material to students (Fadillah & Bilda, 2019; Fidiyanti, 2020; Puriasih & Trisna, 2022). There are various types of learning media, including audio, visual, and audiovisual media. One popular form of learning media among elementary school students is audiovisual media (video). Video media, which is part of the audiovisual category, can be defined as media that presents both images and sound simultaneously (Fadillah & Bilda, 2019; Fitri & Ardipal, 2021; Sarnoko et al., 2016). One audiovisual medium that can be applied in elementary schools is the learning media created using the Sparkol Videoscribe application. Videoscribe is an application used to create illustrative videos, and it can also be used to produce teaching videos (Fransisca & Mintohari, 2018; Siregar & Al-washliyah, 2022). Sparkol Videoscribe incorporates various media elements, such as images, sounds, text, and animations, into an engaging video. The use of innovative media like Sparkol Videoscribe is seen as a viable option for teachers to incorporate into their classrooms, especially when teaching students to communicate more effectively. By watching illustrative videos, students can enrich their knowledge (Fransisca & Mintohari, 2018; Putri et al., 2021; Siregar & Al-washliyah, 2022). In the learning videos, teachers can easily edit and add new words, which may be unfamiliar to students, to enrich their vocabulary.

Several studies related to the development of audiovisual media have been conducted. The first study discussed is about the development of audiovisual-based learning media that can assist students in their learning (Legendari et al., 2016; Mariyah et al., 2021). Another study focuses on the development of audiovisual media to improve students' learning outcomes (Mutia et al., 2020; Novita & Novianty, 2020;

Yuanta, 2017). These studies share similarities in the use and application of audiovisual media for teaching Indonesian language. However, the distinguishing factor in this research is that it does not explicitly mention which language skills are intended to be enhanced. This research focuses on the development of audiovisual media based on storytelling to improve the speaking skills of sixth-grade elementary school students. The objective of this study is to develop effective audiovisual-based storytelling media that can enhance the speaking skills of sixth-grade students. This learning media is aimed at increasing students' interest in learning and communication, which will ultimately result in improved speaking abilities.

## 2. METHOD

This study is a Research and Development (R&D) study that uses the ADDIE model. ADDIE is an acronym for Analyze, Design, Development, Implementation, and Evaluation, where these five stages represent the phases of development. The ADDIE model is a systematic development research model, with each stage focused on addressing learning problems while adhering to theoretical foundations of learning (Tegeh & Kirna, 2010). The advantage of using the ADDIE model is its systematic approach. The model consists of five stages: (1) Analyze, (2) Design, (3) Development, (4) Implementation, and (5) Evaluation (Adesfiana et al., 2022). The development research procedure is carried out through several stages. These stages include analysis, design, development, implementation, and evaluation. The first stage is analysis (Analyze), where several analyses are carried out, such as needs analysis, competency analysis, and student characteristic analysis. In the design stage (Design), the activity involves creating a design or sketch of the developed media. The design or sketch will then be consulted with the supervising lecturer for feedback and suggestions. The development stage (Development) involves conducting a judge validation test to determine the validity of the research instrument and validation by experts. In the implementation stage (Implementation), a trial or implementation of the media is conducted in the field to observe its impact on the quality of learning. The final stage, evaluation (Evaluation), involves formative evaluation (conducted after the learning activities) and summative evaluation (carried out at the end of the semester or year).

The subject of this development research is the audiovisual media based on Storytelling. The subject will be tested through the five stages of ADDIE (Analyze, Design, Development, Implementation, and Evaluation). Meanwhile, the object of this development research is the validity and effectiveness of the audiovisual media based on Sparkol Storytelling. This object is used for testing to determine whether there is a positive or negative effect after the treatment is given. The product trial is conducted using a pre-experiment pretest-posttest design, where different treatments are applied within the same class. During the pretest, students engage in learning without media, whereas during the posttest, students use the media in their learning. The data collection methods used in this study include qualitative observation, quantitative observation, interviews, and questionnaires. The instrument grids used in this study can be found in Table 1, Table 2, Table 3, and Table 4.

**Table 1. Expert Validation Instrument for Media**

No.	Aspect	Dimension
1	Relevance to the subject matter	Alignment with basic competencies Alignment with learning objectives Alignment with teaching materials
2	Educational Value	Helps students develop communication skills Helps students understand the topic/material Stimulates students' interest and curiosity
3	Language	Use of correct language rules Language is easily understood by students
4	Aesthetics	Graphic elements of the media are attractive Harmonious color combinations Beauty of each component

**Table 2. Expert Validation Instrument for Materials**

No	Aspect	Indicator
1.	Learning Design	Alignment of the material presented in the learning media with basic competencies Alignment of the subject matter with the media used Depth and completeness of the material Contextual relevance

No	Aspect	Indicator
		Ease of understanding the material Systematic, logical, and clear flow Clarity in the explanation, examples, and exercises Alignment between the number of exercises and the material presented The learning material can be reviewed again The overall content of the media motivates students in learning

**Table 3.** Expert Validation Instrument for Practicality

No.	Aspect	Dimension
1	Educational Value	Helps students develop communication skills Helps students understand the topic/material Stimulates students' interest and curiosity
2	Language	Language is easily understood by students
3	Aesthetics	Graphic elements of the media are attractive Harmonious color combinations Beauty of each component

**Table 4.** Expert Validation Instrument for Speaking Skills

No	Aspect	Indicator
1	Pronunciation	a Clear phoneme pronunciation, standard intonation
2	Vocabulary	b Mastery of correct, appropriate, and varied words, terms, and expressions
3	Structure	c Minimal errors in Indonesian language structure during speech
4	Fluency	d Smooth delivery from beginning to end, appropriate pauses

The instrument developed was tested by judges or experts in their respective fields. In this study, the feasibility of the instrument was assessed by two judges from the Faculty of Education, covering aspects of content, media, and practicality. The instrument's validity was tested using the Gregory formula. Furthermore, for the effectiveness test, the instrument was evaluated by four experts from the Faculty of Education, followed by validity analysis using the CVR/CVI formula. The data analysis technique employed descriptive qualitative analysis, quantitative analysis, and inferential statistics.

### 3. RESULT AND DISCUSSION

#### Results

This study resulted in a storytelling-based learning video. The research process went through five stages: analysis, design, development, implementation, and evaluation. The first stage, analysis, involved several analyses. The needs analysis aimed to identify the needs of students and teachers (availability of learning materials and required media). The competency analysis assessed the competencies to be achieved by students by reviewing the basic competencies (KD), competency achievement indicators, and learning materials. Furthermore, the student characteristic analysis was conducted to gather demographic data, as well as to understand the characteristics and learning styles of the sixth-grade students at SDN 2 Kaliasem. From the conducted analyses, it was found that speaking skills were not yet optimal. This could be identified by the fact that only a small proportion of students were able to speak clearly and systematically in class. This was also evidenced by the speaking skills percentage, which, when measured using a speaking skills questionnaire, showed that the average speaking ability of the sixth-grade students at SDN 2 Kaliasem was only 47%. The second stage, design, involved the development of media sketches. These designs or sketches were then consulted with the supervising lecturer for feedback and suggestions. The media were created using the Canva application. The results of the video design can be seen in [Figure 1](#).

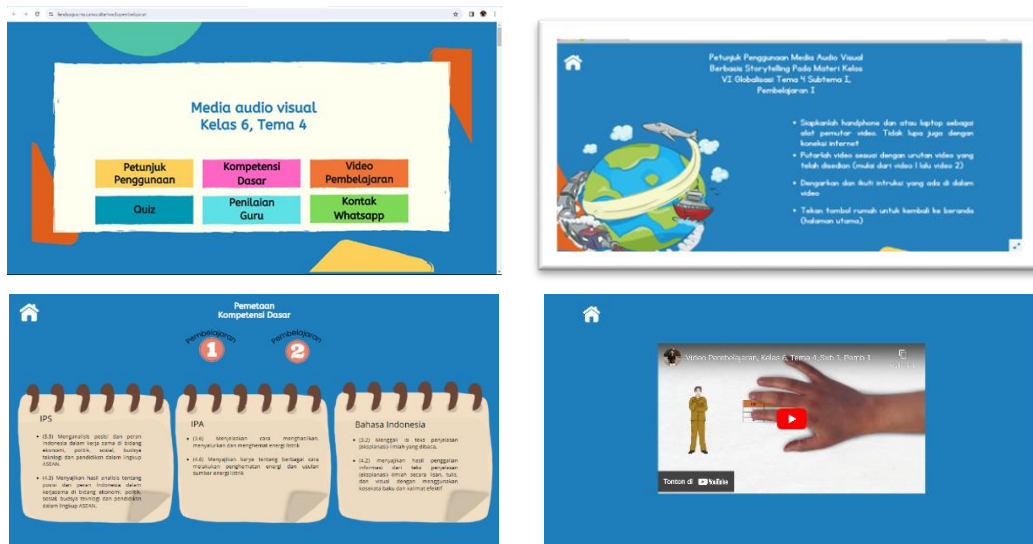


Figure 1. Learning Video Design

The third stage, development, involved conducting a judges' test to determine the validity of the research instrument and expert validation. The media created during the design stage was then subjected to expert testing. The expert validation was carried out by three experts. The results of the assessments were then analyzed to determine the validity of the developed media and to make improvements based on the feedback and suggestions. Based on the tests conducted, the content validity of the media instrument, including the material and practicality, received a score of 1.00 using the Gregory formula, indicating that the instrument falls within the category of very high content validity. Furthermore, the content validity of the effectiveness instrument obtained a score of 1, with a qualification of "very suitable" using the CVR/CVI formula. The instrument was deemed feasible, and media feasibility validation was conducted by experts in the field. The results of the validation of the storytelling-based audiovisual media showed a validity index of 0.92, which falls within the  $\geq 0.8$  range. According to Aiken's validity criteria, if the validity index is  $\geq 0.8$ , the developed product is considered to have high validity. Additionally, the material of the storytelling-based audiovisual media received a validity index of 0.91, indicating high validity. Student responses to the storytelling-based audiovisual media achieved a score of 97%, which falls within the 90-100% range based on a five-point scale. This indicates that student responses were rated as "very good," meaning that students rated the practicality of the storytelling-based audiovisual media very highly.

The fourth stage, implementation, involved testing or implementing the media in the field to observe its impact on the quality of learning. The fifth stage, evaluation, focused on evaluating the implementation of the media in the field to assess its effect on the quality of learning. In this stage, an effectiveness test was conducted using observation sheets. Students used the media developed, and the researcher observed the results of the students' speaking skills. The effectiveness results were analyzed using SPSS software. The results of the normality, homogeneity, and t-test can be seen in Table 5, Table 6, and Table 7.

Table 5. Normality Test Results

Groups	Kolmogorov-Smirnov			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Speaking Skills Scores Before Implementation	0.163	24	0.100	0.955	24	0.347
Speaking Skills Scores After Implementation	0.157	24	0.133	0.923	24	0.067

Table 6. Homogeneity Test Results

Parameters	Levene Statistic	df1	df2	Sig.
Speaking Skills Scores Based on Mean	0.366	4	17	0.829
Based on Median	0.282	4	17	0.886
Based on Median and with adjusted df	0.282	4	13.695	0.885
Based on trimmed mean	0.355	4	17	0.837



**Tabel 7. T-Test Result**

Paired Groups	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1 Pretest-Post test	-18.958	5.312	1.084	-21.201	-16.715	-17.485	23	0.000

Based on the t-test [Table 7](#), it can be observed that the significance value (2-tailed) is 0.000. This result indicates that the significance value is less than 0.05 (5% significance level) or  $p < 0.05$ . Therefore,  $H_0$  is rejected and  $H_1$  is accepted. This suggests that there is a significant difference in the speaking skills of sixth-grade students before and after learning with the storytelling-based audiovisual media.

**Discussion**

This study resulted in a storytelling-based learning video media, which includes educational content, visualizations of the discussed topics in two dimensions, and dubbing that helps students understand the video’s content through listening. There are several reasons why the storytelling-based audiovisual media received excellent ratings from both experts and users, as well as proving effective in enhancing communication skills. Some of these reasons are discussed as follows. First, the content of the storytelling-based audiovisual media integrates the material from the learning theme "Globalization" into a storytelling video format that is easy for students to understand and access ([Mutia et al., 2020](#); [Rasyid & Islamia, 2021](#)). Indirectly, students listen, watch, and read the material in the video, thus increasing the variety of their learning methods, especially for those with an audiovisual learning style ([Darihastining et al., 2020](#); [Lestari et al., 2018](#); [Novita & Novianty, 2020](#)). The integration of the learning material within the video media creates an engaging, enjoyable, and non-boring learning experience. Integrated learning fosters a positive learning environment ([Loviasyuni & Bhuana, 2023](#); [Rasyid & Islamia, 2021](#)). This is because students do not receive information directly through lectures; instead, they gain knowledge through integrated activities such as playing, exercising, storytelling, role-playing, singing, and other engaging activities.

Second, the storytelling-based audiovisual media invites students to learn while listening to the story from the learning video they are watching and paying attention to. The learning activities carried out using the storytelling method, supported by video media, align with the cognitive development and characteristics of elementary school students ([Fortinasari et al., 2022](#); [Zalukhu et al., 2023](#)). Essentially, elementary school students have a strong inclination toward imagination. Learning through storytelling indirectly instills character values, academic skills, non-academic skills, and can even optimize students' gross and fine motor skills ([Fortinasari et al., 2022](#); [Purnama et al., 2022](#); [Zalukhu et al., 2023](#)). The storytelling method not only enhances cognitive knowledge but also nurtures empathy, sympathy, sensitivity, emotions, art, imagination processed by the right hemisphere of the brain, and improves skills such as reading, writing, and speaking ([Sudarma et al., 2015](#); [Wardiah, 2017](#)).

Third, the storytelling-based audiovisual media, when related to Edgar Gale's Cone of Experience theory, can improve students' ability to recall and understand content, leading to a 30% improvement in learning effectiveness compared to conventional learning methods. Teachers often face challenges in visualizing knowledge directly to students, which is why the integration of ICT tools such as learning videos is necessary to facilitate student learning and cognitive development ([Patriani & Kusumaningrum, 2020](#); [Sarnoko et al., 2016](#)). The learning process using a cognitive development approach will be far more effective, efficient, and precisely targeted ([Lia et al., 2023](#); [Nuryati & Darsinah, 2021](#)).

Fourth, the storytelling-based audiovisual media integrates bright colors such as blue, green, orange, and yellow, along with animations. Elementary school children tend to prefer and choose bright-colored images because these colors appear cheerful and stimulate students' attention during learning ([Mapicayanti et al., 2018](#); [Oktaviani, Maria et al., 2020](#)). When the learning media is dominated by blue and other bright colors, it indirectly makes students feel calm and comfortable when viewing and using the learning material ([Lia et al., 2023](#); [Masturah & Mahadewi, 2018](#); [Nuryati & Darsinah, 2021](#)). Elementary school students enjoy seeing images or animations that are interesting, cute, clear, and colorful. Fifth, the storytelling-based audiovisual media uses the Comic Sans MS font. This font was chosen because of its attractive, playful, and non-formal appearance, which appeals to students. One study revealed that Comic Sans MS is well-suited for print media due to its professional, simple, appealing, and clear visual quality ([Fitrianan, 2020](#)).

The implications of this research on the development of innovative learning media aimed at improving elementary students' speaking skills through storytelling-based audiovisual media have a positive impact on the development of communication skills. The use of audiovisual media in the form of stories provides an opportunity for students to practice speaking in a more creative and enjoyable way, as this media combines visual and auditory elements that can stimulate imagination and enrich their learning experience. Several recommendations can be made from this study. To students, it is encouraged to continue practicing and improving speaking skills through various methods. For teachers, it is recommended to apply storytelling-based teaching methods with the support of media to optimize students' development. Additionally, teachers should aim to create active, innovative, and enjoyable learning activities so that students' potentials can be fully developed. Lastly, for school principals, it is advised to facilitate activities aimed at optimizing students' potentials, as well as those aimed at developing teachers' competencies.

#### 4. CONCLUSION

Based on the research findings, it has been determined that storytelling-based video learning media is effective in improving the speaking skills of sixth-grade students at SD N 2 Kaliadem. The results of this study are expected to have a positive impact on the development of the education field, particularly in relation to the use of media. First, teachers need to understand their students' learning styles and then adjust the storytelling-based visual learning media to suit those styles. This approach ensures that the media aligns with the cognitive preferences and learning needs of the students, thus enhancing the effectiveness of the learning process. Second, in addition to storytelling-based video learning, other methods such as role-playing can also be used to further diversify the learning process. Integrating role-playing into lessons offers students opportunities to actively engage in the learning material, practicing their speaking skills in a more interactive and enjoyable manner. This variation can help keep students motivated and more actively involved in their learning journey. By combining various teaching methods and media, educators can create a more dynamic and effective learning environment that caters to the diverse needs of their students.

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