The Utilization of Audiovisual Media in Improving Short Story Writing Skill of Fourth Grade Students at Elementary School

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Article Info	ABSTRACT
	The abstract nature of storytelling and a lack of engaging learning media often lead to low writing skills among elementary school students. At Elementary School 2 Poka, students faced significant challenges in organizing storylines and developing ideas, as evidenced by low initial test scores. This study aims to enhance short story writing skills through the utilization of audiovisual media in Indonesian language learning. The research employed a Classroom Action Research (CAR) design consisting of two cycles, each comprising planning, acting, observing, and reflecting. There were 25 fourth-grade students in the study. Data was collected through classroom observations, short story writing tests, and documentation, then analyzed using mixed descriptive quantitative and qualitative methods. The indicator of success was set at 85% of students reaching the minimum mastery criterion of > 70. The findings revealed a progressive improvement in students' performance. The average score went up from 47.6 in the pre-test to 67.6 in Cycle I and then to 81.2 in Cycle II. Correspondingly, classical completeness increased significantly from 24% at the baseline to 52% in Cycle I, finally achieving 88% in Cycle II. The integration of audiovisual media effectively assisted students in visualizing story elements, structuring coherent plots, and refining their diction. This study demonstrates that audiovisual media is an effective pedagogical tool to boost interest, motivation, and creative writing skills. These results provide a practical reference for elementary educators to adopt multimedia-based strategies to overcome barriers in literacy education.

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1. INTRODUCTION

Writing skills are a key pillar of literacy in elementary schools, enabling students to express ideas, convey information, and communicate effectively (Nisrina et al., 2025; Setiawan et al., 2019; Tarigan et al., 2023). Writing short stories is an important way for elementary school students to improve their imagination and structured thinking skills (Ayu et al., 2024; Saraswati & Tarmini, 2022; Sari et al., 2024). Through short

stories, students learn to construct plots, develop characters, and communicate messages in a focused yet meaningful manner (Nirwaningtyas & Yanti, 2024).

Despite their importance, real-world challenges demonstrate significant barriers to learning to write short stories. Research by Wafa and Rahmawati (2024) revealed that students often experience writer's block when starting a story and struggle to determine an appropriate resolution. Conventional, teacher-centered learning patterns exacerbatesmited use of innovative learning media exacerbate this problem (Efendi et al., 2024).

A preliminary study by the author with observations in February 2025 revealed a similar situation at Elementary School 2 Poka. Fourth-grade students had trouble constructing sentences and understanding story structure because the learning process still relied on the lecture method. These issues led to low student interest and writing skills, as they struggled to translate abstract ideas into concrete written form.

To address this problem, this study proposes a solution through the integration of audiovisual media. Unlike static text media, audiovisual media combines auditory and visual elements, providing concrete stimulation for students' imaginations (Anita & Suriadiman, 2024; Tiarasari et al., 2024). According to Nicolaou et al. (2019) and Syntya et al. (2023), the use of this media increases students' appeal and stimulates their visual thinking skills in designing detailed scenes.

This study offers an innovative approach to applying audiovisual media as a scaffolding tool to address students' specific difficulties in determining the opening and closing plots of stories—two critical points that often pose major obstacles for fourth-grade students. If previous research only focused on general learning outcomes (Erlitaviana & Tyas, 2025; Manulang et al., 2023; Yuliana & Siregar, 2025), this research will explore how audiovisual stimulation can help students construct more coherent and descriptive narrative structures, adapting to the cognitive characteristics of elementary school students who are at the concrete operational stage.

Therefore, the general objective of this research is to improve short story writing skills using audiovisual media in fourth grade students at Elementary School 2 Poka. Specifically, it analyzes the effectiveness of using audiovisual media in helping students overcome difficulties when starting (opening) and ending (ending) short stories, describes the improvement in students' abilities in constructing narrative structures and describing scenes in more detail through visual and auditory stimuli, and measures changes in students' interest and active involvement in the learning process of writing short stories after the application of innovative audiovisual media. Additionally, this research provides practical contributions for teachers regarding the use of audiovisual media not just as a viewing tool, but as a scaffolding tool to map out story lines for elementary school students.

2. METHOD

This research used a participatory and collaborative Classroom Action Research (CAR) approach. The goal was to improve the quality of short story writing instruction

for fourth-grade students at Poka 2 Elementary School. The research was conducted at Poka 2 Elementary School, Ambon. The subjects were all 25 fourth-grade students (consisting of both boys and girls). The selection of these subjects was based on the low narrative writing skills watched during initial observations in the class.

This research was conducted in two cycles. Each cycle followed four systematic stages that formed a continuous spiral: (1) Planning: Developing teaching modules, preparing learning media, and developing assessment instruments. (2) Acting: Implementing short story writing instructional actions according to the selected model. (3) Observing: Recording teacher and student activities during the learning process using observation sheets. (4) Reflecting: Analyzing observation and test results to determine the success of the actions and planning improvements for the next cycle. The action research design for the classroom is presented below in Figure 1.
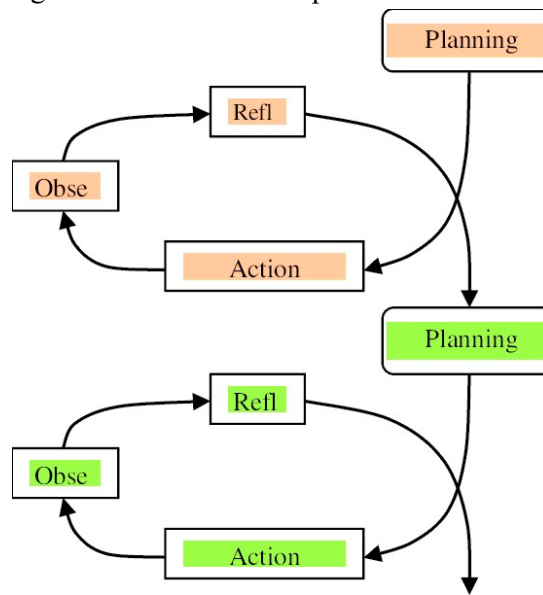

Figure 1. Classroom Action Research Design

To obtain comprehensive data, data triangulation techniques were used, as shown in Table 1.

Table 1. Data Collection Techniques and Instruments

Techniques	Instruments	Uses
Observation	Observation Sheet (Teacher & Student)	Measuring the implementation of learning syntax and student activities.
Tests	Short Story Writing Test Questions	Measuring students' cognitive abilities and writing skills.
Documentation	Photos & Score List	Assuring authentic evidence of research implementation in the classroom.

The collected data were analyzed using comparative descriptive techniques: (1) Quantitative Data: Taken from student writing test scores. The analysis was conducted by calculating the class average score and the percentage of classical learning completion based on the established Learning Objective Achievement Criteria (KKTP). (2) Qualitative Data: Derived from observation sheets, which were analyzed

descriptively to describe changes in classroom behavior and atmosphere during the action. This research was considered successful if at least 85% of all students achieved scores above the minimum threshold (KKTP) and there was an increase in teacher and student learning activities in the "Good" category.

$$Final\ Score = \frac{score\ obtained}{Total\ Score} x100\%$$

Table 2. Classification of Minimum Passing Grades

No	Score Interval	Score	Classification
1	85-100	A	Very Good
2	70-84	B	Good
3	55-69	C	Fair
4	40-54	D	Poor
5	<39	E	Very Poor

3.   RESULTS AND DISCUSSION

Results

This research was conducted in two cycles to see the effectiveness of audiovisual media in improving short story writing skills.

Pra Cycle (Pretest Results)

Table 3. Pretest Results

No	Students Initials	Aspects Assessed		Final Score	Description
		Short Story Elements	Writing Short Stories		
		0-40	0-60		
1.	A.K	30	40	70	Good
2.	D.N.S	40	30	70	Good
3.	N.S	40	30	70	Good
4.	N.G.M	40	30	70	Good
5.	P.A.B	40	30	70	Good
6.	Q.A.W	40	30	70	Good
7.	A.W	30	30	60	Fair
8.	G.P.A	30	30	60	Fair
9.	M	30	30	60	Fair
10.	F.J	40	20	60	Fair
11.	B.W	40	20	60	Fair
12.	Z.M	20	30	50	Poor
13.	V.I	30	20	50	Poor
14.	R.V.C	30	20	50	Poor
15.	A.Y.L	30	20	50	Poor
16.	A.N.L	30	20	50	Poor
17.	Z.P.A	20	20	40	Poor
18.	R.A.S	20	20	40	Poor

No	Students Initials	Aspects Assessed		Final Score	Description
		Short Story Elements	Writing Short Stories		
		0-40	0-60		
19.	A.A.S	20	20	40	Poor
20.	J.A.M	20	20	40	Poor
21.	M.G.A	40	0	40	Poor
22.	C.V.T	30	0	30	Very Poor
23.	A.R.A	30	0	30	Very Poor
24.	K.R	30	0	30	Very Poor
25.	A.A	20	0	20	Very Poor
Total		770	510	1.190	Poor
Average		30,8	20,4	47,6	

The preliminary exam results indicate a total score of 770 for short story ingredients, 510 for short story writing, and a final score of 1,190. The cohort comprised 25 students, with an average score of 30.8 for short story elements, 20.4 for short story composition, and a final average score of 47.6. This average score remains in the inadequate category as it has not attained the minimal passing score of 70.

Out of 25 pupils, only 6 (24%) attained a passing score (≥70), and 19 students (76%) remained below the minimum competency standard. The results indicate that most Grade IV students at Elementary School 2 Poka are not proficient in writing short stories. Their challenges include an inability to identify the components of a short story, such as the title, characters, setting, and theme, as well as difficulties in composing short stories with a coherent plot. Additionally, their language usage remains ambiguous, and their writing contains numerous spelling errors.

These conditions suggest that pupils require more imaginative and engaging learning ways to enhance their writing skills. Consequently, this study progressed to Cycle I by employing audiovisual media as a pedagogical tool for short story composition. The utilization of audiovisual media is anticipated to enhance students' comprehension of short story parts and facilitate the composition of narratives with logical plots and precise language.

Cycle I Results

In this cycle, students were introduced to short, animated videos to stimulate ideas. The videos played too quickly, and the teacher didn't provide enough pauses for discussion. Students needed a more structured guide (worksheet) to capture key points from the audiovisual media.

Table 4. Cycle I Results

No	Students Initials	Aspects Assessed		Final Score	Description
		Short Story Elements	Writing Short Stories		
		0-40	0-60		
1.	A.K	40	40	80	Good

No	Students Initials	Aspects Assessed		Final Score	Description
		Short Story Elements	**Writing Short Stories**		
		0-40	**0-60**		
2.	D.N.S	40	40	80	Good
3.	N.S	40	40	80	Good
4.	N.G.M	40	40	80	Good
5.	P.A.B	40	40	80	Good
6.	Q.A.W	40	40	80	Good
7.	A.W	40	30	70	Good
8.	G.P.A	40	30	70	Good
9.	M	40	30	70	Good
10.	F.J	40	30	70	Good
11.	B.W	40	30	70	Good
12.	A.Y.L	40	30	70	Good
13.	A.N.L	40	30	70	Good
14.	ZM	30	30	60	Fair
15.	V.I	30	30	60	Fair
16.	R.V.C	30	30	60	Fair
17.	Z.P.A	30	30	60	Fair
18.	R.A.S	30	30	60	Fair
19.	A.A.S	30	30	60	Fair
20.	J.A.M	30	30	60	Fair
21.	M.G.A	40	20	60	Fair
22.	C.V.T	40	20	60	Fair
23.	A.R.A	40	20	60	Fair
24.	K.R	40	20	60	Fair
25.	A.A	30	30	60	Fair
Total		**920**	**770**	**1.690**	**Fair**
Average		**36,8**	**30,8**	**67,6**	

The results of Cycle I examinations presented in Table 4 show the cumulative score for the short story elements was 920, and the score for short story composition was 770, resulting in a total score of 1,690. Among 25 students, the mean score for the short story elements was 36.8, for the short story writing it was 30.8, and the overall average score was 67.6. The average scores reflect an enhancement relative to the initial test, which attained an average of merely 46.

Of the 25 students, 13 (52%) achieved learning completeness (≥70), while 12 (48%) did not. In comparison to the first assessment, where only 6 students (24%) attained completeness, there was a 28% increase in completeness during cycle I. The incorporation of audiovisual media in short story writing instruction positively enhances students' skills. Nonetheless, the outcomes obtained in cycle I failed to satisfy the research success criterion, which required a minimum of 85% of students to attain a score of ≥70. Consequently, advancements and refinements to the learning process are necessary in cycle II to attain the success target.

Cycle II Results

In this cycle, the use of audiovisual media is improved with the pause-and-prompt technique (stopping the video at a certain scene to trigger the imagination).

Table 5. Cycle II Results

No	Students Initials	Aspects Assessed		Final Score	Description
		Short Story Elements	Writing Short Stories		
		0-40	0-60		
1.	A.K	40	50	90	Very Good
2.	D.N.S	40	50	90	Very Good
3.	N.S	40	50	90	Very Good
4.	N.G.M	40	50	90	Very Good
5.	P.A.B	40	50	90	Very Good
6.	Q.A.W	40	50	90	Very Good
7.	A.W	40	40	80	Good
8.	G.P.A	40	40	80	Good
9.	M	40	40	80	Good
10.	F.J	40	40	80	Good
11.	B.W	40	40	80	Good
12.	A.Y.L	40	40	80	Good
13.	A.N.L	40	40	80	Good
14.	ZM	40	40	80	Good
15.	V.I	40	40	80	Good
16.	R.V.C	40	40	80	Good
17.	Z.P.A	40	40	80	Good
18.	R.A.S	40	40	80	Good
19.	A.A.S	40	40	80	Good
20.	J.A.M	40	40	80	Good
21.	M.G.A	40	40	80	Good
22.	C.V.T	40	40	80	Good
23.	A.R.A	40	30	70	Good
24.	K.R	40	30	70	Good
25.	A.A	40	30	70	Good
Total		**1.000**	**1.030**	**2.030**	**Good**
Average		**40**	**41,2**	**81,2**	

The results of Cycle II, as presented in Table 5, indicate an enhancement in the short story writing abilities of Grade IV students at Elementary School 2 Poka. The cumulative score for short story elements is 1,000, while the score for short story writing is 1,030, resulting in an aggregate total of 2,030. The mean total score of pupils has risen. The average score for the short story elements was 40, and the average score for the short story writing factor was 41.2. This figure means that the overall average was 81.2. This score significantly surpassed the average of the initial exam, which was merely 47.6, and Cycle I, which was 67.6, demonstrated that the learning objectives were met. The research success criterion fulfilled in cycle II aimed

for at least 85% of students to attain a score of ≥ 70. Twenty-two out of twenty-five students (88%) successfully attained a score exceeding the minimum passing grade of 70. This demonstrates that the audiovisual medium effectively enhances pupils' short story writing abilities.

Discussion

This study bases its discourse on data collected during the investigation. We provide the study's outcomes comprehensively, starting with the pre-action phase (initial assessment) and moving on to Cycle I and Cycle II. This study's findings demonstrate that the appropriate utilization of audiovisual media enhances the short story writing abilities of fourth-grade pupils at Elementary School 2 Poka. Data analysis from the initial test to Cycle II indicates a substantial enhancement, demonstrated by an elevation in the average score and the proportion of students attaining the minimal passing mark.

Prior to the commencement of the study, initial test results indicated that the mean student score was merely 47.6, with only 24% (6 out of 25 students) attaining the minimum passing score of 70. Most pupils struggled to recognize the components of short stories and to build a cohesive narrative. The study by Husniati et al. (2025) identifies three factors contributing to students' challenges in writing short stories: cognitive aspects (difficulty in comprehending the structure, including plot and setting), affective aspects (low motivation and lack of confidence), and psychomotor aspects.

Following the implementation of audiovisual media in Cycle I, the average score rose to 67.6. The proportion of pupils who attained a passing score increased to 52% (13 out of 25 students). This rise indicates that this novel learning method has a beneficial effect. Nonetheless, these outcomes fell short of the research success criterion, which stipulated that at least 85% of students attain the minimum passing grade. Consequently, enhancements were implemented in cycle II.

Educators and scholars offered enhanced instruction and encouraged pupils to compose autonomously. Consequently, the pupils' mean score increased to 81.2. This rise surpassed the average of the initial test and cycle I. The research success requirements were met, with 88% (22 of 25 students) attaining scores exceeding the minimal passing grade. This enhancement demonstrates that the utilization of audiovisual media is highly advantageous in the short story writing learning process (Sulaeman & Hun, 2022). This medium aids students in comprehending the components of short stories, including characters, setting, plot, and theme. This aligns with the perspective of Fibiyanti and Nuroh (2024); Pratiwi et al. (2025) that the utilization of audiovisual media offers multiple advantages, including (1) facilitating learning experiences that are challenging to acquire through direct methods; (2) presenting a diverse array of learning experiences to mitigate monotony; and (3) functioning as a medium for autonomous learning. The graphics and music provided enhance the learning experience, addressing the issues of disinterest and lack of motivation previously encountered by pupils. Short tale films enable pupils to

effectively visualize narratives and cultivate their concepts. This medium aids students in crafting narratives with enhanced coherence and employing more precise terminology. The utilization of audiovisual media has markedly enhanced academic performance, as well as students' comprehension and proficiency in composing short narratives. This aligns with the findings of a study Hidayatullah (2022); Zahroh et al. (2025), indicating that audiovisual learning mediums can enhance students' writing skills from a low of to a high.

4. CONCLUSION

The use of audiovisual media has been shown to significantly improve students' short story writing skills. This is demonstrated by the progressive increase in the average class score, starting from 47.6 in the pre-cycle, increasing to 67.6 in Cycle I, and reaching a peak of 81.2 in Cycle II. Audiovisual media helps students visualize abstract ideas as concrete narratives. This results in a better understanding of the intrinsic elements of the story, a more coherent organization of the plot, and the use of more varied and clear diction. This research was declared successful in Cycle II, with a classical completion rate of 88% (22 out of 25 students), exceeding the Minimum Completion Criteria of 70. Overall, audiovisual-based learning strategies are effective in fostering interest, motivation, and creative writing skills in elementary school students.

As a recommendation, it is suggested that fourth-grade teachers consistently integrate audiovisual media into writing lessons. Teachers need to be discerning in selecting video content relevant to children's psychological characteristics to ensure the moral message and story structure are more easily absorbed. Considering the limitations of this study, further researchers are advised to explore the use of audiovisual media in other types of text (such as explanatory or persuasive texts) or combine it with problem-based learning models to see broader effectiveness.

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