Research Paper

The Use of Audio-Visual Media for Language Skills in Indonesian Language Learning in Elementary Schools

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ABSTRACT

The purpose of this study was to determine the relationship between the influence of audio-visual media on four language skills in learning Indonesian language in grade 4 of elementary schools in Cluster V, Wera District, West Nusa Tenggara. This study is a quantitative study of the correlation type. Data collection techniques were carried out by means of observation, interviews, tests, questionnaires and documentation. The sample of this study was all students of grade 4 of elementary schools in Cluster V, Wera District, West Nusa Tenggara, with a total of 5 elementary schools, namely, Wora State Elementary School, Wora Dalam State Elementary School, Wora Inpres 1 Elementary School, Wora Inpres 2 Elementary School, Tadewa State Elementary School. The data analysis technique was descriptive statistical analysis. The results of this study are the results of the determination coefficient test using audio-visual media on listening skills obtained by 0.060 giving a positive impact of 6%. Speaking skills obtained by 0.067 giving a positive impact of 6.7%. Reading skills obtained by 0.090 giving a positive impact of 9%. Writing skills obtained by 0.098 giving a positive impact of 9.8%. Based on the description above, it can be concluded that audio-visual media has the greatest influence on Indonesian writing skills, with a percentage of 9.8%, making it the most influential factor on writing skills.

Keywords: Audio Visual Media, Four Language Skills, Indonesian Language Learning

INTRODUCTION

Indonesian language learning in elementary school is a place to develop students' ability to use language according to its function, especially as a means of communication (Harianto, 2020). Indonesian language learning is expected to improve students' ability to communicate orally or in writing. Indonesian language learning will take place effectively and efficiently if the teacher delivers learning materials in a fun way (Putri & Putri, 2018). Indonesian language learning activities are expected to be able to invite students' curiosity in learning activities, create challenging learning for students to learn and be able to activate students' mental, physical and psychological (Pribadi et al., 2020). Thus, such a learning process will be able to increase students' creativity which will have an impact on their learning outcomes which have increased (Rinawati et al., 2020). Indonesian language is one of the many subjects taught in elementary school (Halimatussakdiah et al., 2021).

The general objective of learning Indonesian is to develop students' skills in

using language (Rukiyah et al., 2023). One of the language activities is storytelling. Storytelling is one method that is believed to be effective in conveying value education (Halimatussakdiah et al., 2021). This is because stories can create emotions of affection that lead to goodness, the desire to do the right thing, stories provide a wealth of examples of goodness, stories can familiarize teenagers with the moral rules they need to know, and stories can help to make sense of life, help to create one's own life as a story. Language is a reflection of the mind in the process, reading, writing, listening and speaking play an important role in every language learning process (Saputro et al., 2021). Learning Indonesian is directed to improve students' ability to communicate in Indonesian well and correctly, both verbally and foster appreciation for the literary works of Indonesian people (Sari et al., 2021).

The use of audio-visual media in four language skills facilitates the learning process that is carried out, improves students' ability to communicate in Indonesian well and correctly, both verbally and fosters appreciation for the literary works of Indonesian people, so that it can increase students' creativity which has an impact on their learning outcomes which have increased (Budiarti & Riwanto, 2021). Listening skills are the basic capital for students to develop character attitudes, scientific concepts, and creativity (Gabriela, 2021). Both have a significant influence in improving good language skills and are an inseparable part of efforts to improve student learning outcomes in Indonesian language learning which is well packaged by the teacher concerned (Nurfadhillah et al., 2021).

Based on the results of observations and interviews conducted by researchers on grade 4 teachers of Elementary School Cluster V, Wera District, West Nusa Tenggara, it is known that Indonesian language learning in listening, speaking, reading, and writing skills has not been running optimally. Because this can be seen

from each lesson, teachers still use the lecture method. Learning resources, media, and teaching materials provided by the school have not been utilized optimally during the learning process. So that students look less enthusiastic and tend to be passive because the learning process is monotonous and boring, and teachers dominate the class more in learning Indonesian. In addition, the use of media containing technology has not been maximized. Another thing is that the material and assignments given by teachers during the learning process are less interesting because they are still fixated on textbooks and have not used media containing technology as learning resources. Based on the explanation above, researchers are interested in conducting research on the use of audio-visual media for four language skills in learning Indonesian in elementary schools.

LITERATURE REVIEW
Learning Indonesian in elementary schools is a place to develop students' ability to use language according to its function, especially as a means of communication. Learning Indonesian is expected to improve students' ability to communicate orally or in writing (Rinawati et al., 2020). Learning Indonesian will take place effectively and efficiently if the teacher delivers the learning material in a fun way. The process of learning Indonesian is expected to be able to invite students' curiosity in learning activities, create challenging learning for students to learn and be able to activate students' mental, physical and psychological (Gabriela, 2021). Thus, such a learning process will be able to increase students' creativity which will have an impact on their learning outcomes which will increase. Listening skills are very important in everyday life, both when interacting and communicating, what is needed is active, creative, and productive language skills, one of which is listening skills which aim to capture and understand the message of ideas and concepts contained in the material or listening language (Anggito et al., 2021). A

person is able to receive information delivered orally well if they are able to listen to the information well too. Good listening skills enable students to understand what is conveyed by the source. Listening is a skill that must be learned like speaking, so in the learning process, listening skills must be carried out intensively so that students are able to listen well (Widiani et al., 2019). Being skilled at listening means understanding a deliberate message that is delivered orally. Listening occurs in oral communication. Being skilled at listening means that students have more attention to obtain existing information. Through good listening skills, students can absorb information from their environment and through this information students can develop a good understanding of scientific concepts (Friska et al., 2018). Therefore, being skilled at listening is the basic capital for students to develop character attitudes, scientific concepts, and creativity which are the basis of core competencies in learning Indonesian.

Speaking skills are very necessary in elementary schools in teaching and learning activities, because speaking cannot be separated from the aspects of listening and reading (Widiani et al., 2019). By mastering the aspects of speaking skills, students can express their thoughts and feelings according to the context of the conversation during the learning process. Teaching and learning activities that are often found in schools are learning activities implemented by teachers who still use conventional learning approaches (Istiqomah et al., 2020). Conventional learning approaches can result in low student speaking skills, this is triggered because conventional learning takes place monotonously and boringly, causing students to be passive and tend to be silent during the learning process. The ability or skill to speak is not just owned by someone, it requires guidance from their environment and lots of practice or direct practice (Sukmadewi & Ganing, 2020). This ability or skill to speak can be developed through school programs, designs that are

planned in an unusual way and practice. The ability or skill to speak if developed regularly will become more complete over time, contain meaning, the structure becomes correct, the sentences are more diverse. Speaking is a language skill that develops in students' lives which is preceded by listening skills, at that time the ability to speak or speak is learned. Speaking is certainly closely related to the development of vocabulary acquired by students through listening and reading activities. Before maturity in language development is also a delay in language activities (Putri & Putri, 2018).

Reading skills are students' ability to recognize vowels and consonants, distinguish words that have the same initial letter, distinguish words that have the same initial syllable, and arrange syllables into sentences. Reading skills are very important in life, because in life nothing escapes reading activities (Rinawati et al., 2020). Therefore, reading skills must be immediately mastered by students in elementary schools which are directly related to the entire learning process of students in elementary schools. Students with poor reading skills will have difficulty following learning activities in all subjects (Saputro et al., 2021). Students will have difficulty understanding and storing information presented in various textbooks, books, supporting materials, and other learning resources. As a result, their learning progress is also slower than their friends who do not have difficulty reading. Reading skills are a bridge for students to be able to understand written knowledge in books or other reading sources (Istiqomah et al., 2020). If students are less skilled or not skilled in reading, of course it will be difficult to absorb the information that has been presented in books, texts or reading sources. Skills are obtained through teaching and training activities (Sukmadewi & Ganing, 2020). Recognition of letters, such as vowels and consonants as reading skills. Letters are secondary symbols in

language. Letters are needed in language life (Rand & Morrow, 2021).

Writing as an individual skill to communicate messages in a writing. This skill is related to a person's activities of selecting, sorting and composing messages to be conveyed through written language (Rukiyah et al., 2023). Writing skills are the skills of pouring out ideas, thoughts, and feelings in the form of written language so that other people who read can understand the contents of the writing well (Rinawati et al., 2020). Through a writing, readers can understand the message conveyed and the purpose of writing. Writing skills cannot be mastered in a short time, it requires a lot of practice and continuous practice (Anggito et al., 2021). Through writing activities, students can train their ability to organize and clarify various ideas or concepts, can generate new ideas, absorb and obtain information and help to think actively. Learning media that can motivate students in participating in writing learning are audio-visual media, audio-visual media are intermediary media or the use of materials and their absorption through sight and

hearing so as to build conditions that can make students able to acquire knowledge, skills, or attitudes (Artini, 2019). Therefore, writing skills are a determinant of a student's learning success. Writing skills are closely related to writing activities so that it is necessary to master, utilize graphology, language structure and vocabulary (Susanti et al., 2019). This writing skill is not learned automatically but it requires a lot of practice and regular practice (Rosdiana et al., 2021).

MATERIALS & METHODS

The research design used in this study is correlation research. Correlation research aims to find out whether there is a relationship and if there is, how close the relationship is and whether the relationship is meaningful or not (Rinawati et al., 2020). In this study, there are 5 variables, namely, audio-visual media and four language skills, listening, speaking, reading, and writing in learning Indonesian. The model used in this study is a dual paradigm with four dependent variables and one independent. The design of the research can be shown in Figure 1 as follows.
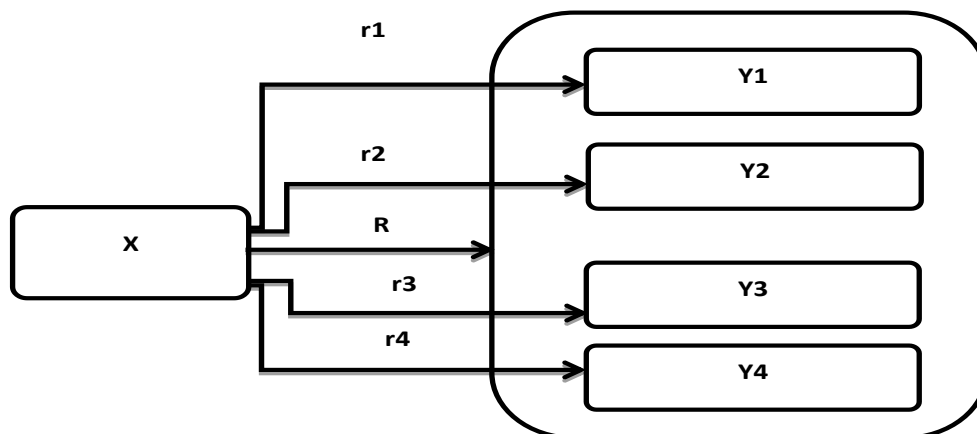

Figure 1. Correlation Research Design

This study consists of one independent variable, namely audio-visual media (X), while the dependent variables are four language skills, namely listening skills (Y1), speaking skills (Y2), reading skills (Y3), and writing skills (Y4). The sample and population in this study were all 4th grade students of elementary schools in Cluster V,

Wera District, West Nusa Tenggara, totaling 76 students. This study is a quantitative study of the correlation research type. Data collection techniques were carried out by means of observation, interviews, tests, questionnaires and documentation. The data analysis technique used was descriptive statistical analysis.

RESULT

The data obtained were then tested for normality, linearity and multicollinearity. The normality test was conducted to determine whether the data in the study were normally distributed or not. In this study, the normality test was conducted on the four variables to be studied, namely the listening skills variable (Y1), speaking skills (Y2), reading skills (Y3), writing skills (Y4) and audio-visual media (X) using the Liliefors test method with Kolmogorov-Smirnov through the assistance of the SPSS 25 program. The decision-making method for the normality test is if the Significance> 0.05 then the data is normally distributed and if the Significance <0.05 then the data is not normally distributed. The following are the results of the normality test for all variables that can be displayed in Table 1 below.

Table 1. Results of Data Distribution Normality Test

One-Sample Kolmogorov-Smirnov Test

		MENYIMAK	BERBICARA	MEMBACA	MENULIS	MEDIA AUDIO VISUAL
N		61	61	61	61	61
Normal Parameters[a,b]	Mean	68,93	70,16	73,52	75,25	76,39
	Std. Deviation	9,270	9,035	10,815	9,765	9,271
Most Extreme Differences	Absolute	,143	,147	,118	,182	,183
	Positive	,143	,147	,118	,182	,183
	Negative	-,120	-,120	-,094	-,098	-,098
Test Statistic		,143	,147	,118	,182	,183
Asymp. Sig. (2-tailed)		,303[c]	,306[c]	,103[c]	,455[c]	,539[c]

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

Source: SPSS Data Processing Results, 2024

Based on Table 1, it can be seen that the results of the normality test of audio-visual media data have a significance value of 0.539. Listening skills data has a significance value of 0.303. Speaking skills data has a significance value of 0.306. Reading skills data has a significance value of 0.103 and writing skills data has a significance value of 0.455. Thus, it can be concluded that the distribution of data from the five variables is normally distributed because the significance is more than 0.05.

The next activity is the linearity test, the results of which can be seen in Table 2 below.

Table 2. Results of Data Linearity Test

ANOVA Table

			Sum of Squares	df	Mean Square	F	Sig.
MENYIMAK * MEDIA AUDIO VISUAL	Between Groups	(Combined)	758,259	8	94,782	1,121	,365
		Linearity	209,984	1	209,984	2,483	,121
		Deviation from Linearity	548,275	7	78,325	,926	,494
	Within Groups		4397,479	52	84,567		
	Total		5155,738	60			
BERBICARA * MEDIA AUDIO VISUAL	Between Groups	(Combined)	1231,048	8	153,881	2,182	,044
		Linearity	884,849	1	884,849	12,547	,001
		Deviation from Linearity	346,199	7	49,457	,701	,671
	Within Groups		3667,313	52	70,525		
	Total		4898,361	60			
MEMBACA * MEDIA AUDIO VISUAL	Between Groups	(Combined)	5789,093	8	723,637	30,640	,000
		Linearity	5655,794	1	5655,794	239,473	,000
		Deviation from Linearity	133,299	7	19,043	,806	,586
	Within Groups		1228,120	52	23,618		
	Total		7017,213	60			
MENULIS * MEDIA AUDIO VISUAL	Between Groups	(Combined)	5329,539	8	666,192	88,424	,000
		Linearity	5302,660	1	5302,660	703,823	,000
		Deviation from Linearity	26,880	7	3,840	,510	,823
	Within Groups		391,772	52	7,534		
	Total		5721,311	60			

Source: SPSS Data Processing Results, 2024

Table 2. shows that the significance obtained from the linearity test on listening skills is 0.494, for speaking skills it is 0.671, for reading skills it is 0.586 and for writing skills it is 0.823 which can be seen in the table in the deviation from linearity section. The results of the linearity test are said to be linear if the significance value obtained is more than 0.05. Thus, it can be concluded that the relationship between audio-visual media and the four language skills is stated as linear.

The next activity carried out is a multicollinearity test which can be displayed in Table 3 below.

Table 3. Multicollinearity Test Results

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	5,639	3,080		1,831	,072		
	MENYIMAK	-,140	,060	-,140	-2,310	,025	,300	3,332
	BERBICARA	,201	,067	,196	3,014	,004	,259	3,856
	MEMBACA	-,170	,090	-,198	-1,887	,064	,099	10,091
	MENULIS	1,047	,098	1,103	10,732	,000	,104	9,635

a. Dependent Variable: MEDIA AUDIO VISUAL

Source: SPSS Data Processing Results, 2024

Based on Table 3, it shows that the tolerance value of the listening skill variable is 0.300 and the VIF value obtained is 3.332. While the tolerance value of the speaking skill variable is 0.259 and the VIF value obtained is 3.856. While the tolerance value of the reading skill variable is 0.099 and the VIF value obtained is 10.091. While the tolerance value of the writing skill variable in the column is 0.104 and the VIF value obtained is 9.635. The results of the multicollinearity test are said to have no multicollinearity relationship if the VIF value is less than 10 and the tolerance value is more than 0.1. Thus, it can be concluded that the research data does not have a multicollinearity relationship.

After testing the normality, linearity and multicollinearity tests, the next activity is to test the results of the product moment correlation analysis. This correlation technique is used to find relationships and prove the hypothesis of the relationship between two variables if the data of both variables are in the form of intervals or ratios and the sources of the two or more variables are the same. If the value (sig.) <0.05 then Ho is rejected and Ha is accepted, and vice versa. Based on calculations using the help of the SPSS version 25 program with the Ha test criteria being accepted if the Sig. (1-tailed) value is less than 0.05. The following are the results of the product moment correlation analysis of listening skills which can be seen in Table 4 below.

Table 4. Results of Product Moment Correlation Analysis of the Relationship between Audio Visual Media and Listening Skills

Correlations

		MEDIA AUDIO VISUAL	MENYIMAK
MEDIA AUDIO VISUAL	Pearson Correlation	1	,202
	Sig. (2-tailed)		,119
	Sum of Squares and Cross-products	5156,557	1040,574
	Covariance	85,943	17,343
	N	61	61
MENYIMAK	Pearson Correlation	,202	1
	Sig. (2-tailed)	,119	
	Sum of Squares and Cross-products	1040,574	5155,738
	Covariance	17,343	85,929
	N	61	61

Source: SPSS Data Processing Results, 2024

From table 4, the correlation between audio-visual media variables and Indonesian language listening skills has a significance value of 0.119. The results show that the significance value is greater than 0.05. Thus, Ho is accepted while Ha is rejected, so it can be concluded that there is no positive relationship between audio-visual media and listening skills in Indonesian language learning.

Furthermore, the results of the product moment correlation analysis on speaking skills can be seen in Table 5 below.

Table 5. Results of Product Moment Correlation Analysis of the Relationship between Audio Visual Media and Speaking Skills

Correlations

		MEDIA AUDIO VISUAL	BERBICARA
MEDIA AUDIO VISUAL	Pearson Correlation	1	,425[**]
	Sig. (2-tailed)		,001
	Sum of Squares and Cross-products	5156,557	2136,066
	Covariance	85,943	35,601
	N	61	61
BERBICARA	Pearson Correlation	,425[**]	1
	Sig. (2-tailed)	,001	
	Sum of Squares and Cross-products	2136,066	4898,361
	Covariance	35,601	81,639
	N	61	61

[**]. Correlation is significant at the 0.01 level (2-tailed).

Source: SPSS Data Processing Results, 2024

From table 5, the correlation between audio-visual media variables and Indonesian language speaking skills has a significance value of 0.001. The results show that the significance value is greater than 0.05. Thus, Ho is rejected while Ha is accepted, so it can be concluded that there is a positive relationship between audio-visual media and speaking skills in Indonesian language learning.

Furthermore, the results of the product moment correlation analysis on reading skills can be seen in Table 6 below.

Table 6. Results of Product Moment Correlation Analysis of the Relationship between Audio Visual Media and Reading Skills

Correlations			
		MEDIA AUDIO VISUAL	MEMBACA
MEDIA AUDIO VISUAL	Pearson Correlation	1	,898[**]
	Sig. (2-tailed)		,233
	Sum of Squares and Cross-products	5156,557	5400,410
	Covariance	85,943	90,007
	N	61	61
MEMBACA	Pearson Correlation	,898[**]	1
	Sig. (2-tailed)	,233	
	Sum of Squares and Cross-products	5400,410	7017,213
	Covariance	90,007	116,954
	N	61	61
[**]. Correlation is significant at the 0.01 level (2-tailed).			

Source: SPSS Data Processing Results, 2024

From table 6, the correlation between audio-visual media variables and Indonesian reading skills has a significance value of 0.233. The results show that the significance value is greater than 0.05. Thus, Ho is rejected while Ha is accepted, so it can be concluded that there is a positive relationship between audio-visual media and reading skills in Indonesian language learning.

Furthermore, the results of the product moment correlation analysis on writing skills can be seen in Table 7 below

Table 7. Results of Product Moment Correlation Analysis of the Relationship between Audio Visual Media and Writing Skills

Correlations		MEDIA AUDIO VISUAL	MENULIS
MEDIA AUDIO VISUAL	Pearson Correlation	1	,963**
	Sig. (2-tailed)		,315
	Sum of Squares and Cross-products	5156,557	5229,098
	Covariance	85,943	87,152
	N	61	61
MENULIS	Pearson Correlation	,963**	1
	Sig. (2-tailed)	,315	
	Sum of Squares and Cross-products	5229,098	5721,311
	Covariance	87,152	95,355
	N	61	61
**. Correlation is significant at the 0.01 level (2-tailed).			

Source: SPSS Data Processing Results, 2024

From table 7. it is obtained that the correlation between audio-visual media variables and Indonesian writing skills has a significance value of 0.315. The results show that the significance value is greater than 0.05. Thus Ho is accepted while Ha is rejected, so it can be concluded that there is no positive relationship between audio-visual media and reading skills in Indonesian language learning.

Next, a significance test or F test is carried out which is used to test how significant the relationship between audio-visual media variables is with listening skills (Y1), speaking skills (Y2), reading skills (Y3), and writing skills (Y4). If the Fcount value > Ftable then Ha is accepted, so that the relationship between the variables is declared significant and can be applied to the population. If the Fcount value <Ftable then Ha is rejected, so that the relationship between the variables is declared insignificant. In this study, the significance test was calculated using the SPSS 25 program. The results of the significance test can be seen in table 8 below.

Table 8. Significance Test

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	4840.116	4	1210.029	214.136	.000^b
	Residual	316.442	56	5.651		
	Total	5156.557	60			

a. Dependent Variable: MEDIA AUDIO VISUAL

b. Predictors: (Constant), MENULIS, MENYIMAK, BERBICARA, MEMBACA

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	5.639	3.080		1.831	.072
	MENYIMAK	-.140	.060	-.140	-2.310	.025
	BERBICARA	.201	.067	.196	3.014	.004
	MEMBACA	-.170	.090	-.198	-1.887	.064
	MENULIS	1.047	.098	1.103	10.732	.000

a. Dependent Variable: MEDIA AUDIO VISUAL

Source: SPSS Data Processing Results, 2024

Based on table 8. it can be seen that the Fcount value is 214.136 and sig. F 0.000 or Sig.F <α (0.05). Then the Fcount value is compared with Ftable with dk numerator = 4 and dk denominator = 61 - 2 - 1 = 58. With a 5% error rate, the Ftable value =

2.53, so it can be seen that Fcount is greater than Ftable (214.136 > 2.53). So it can be concluded that there is a significant relationship between audio-visual media variables and listening skills, speaking skills, reading skills, and writing skills in learning Indonesian for grade 4 elementary school students in Cluster V, Wera District, West Nusa Tenggara. Based on the output results above, the R square value is 0.939, so it can be concluded that the influence of audio-visual media variables (X) simultaneously on the four language skills variables in learning Indonesian for grade 4 elementary school students in Cluster V, Wera District, West Nusa Tenggara is 94%.

DISCUSSION
Description of the Influence of Audio Visual Media on Listening Skills
Based on the statistical analysis obtained, the questionnaire score data for the listening skills variable are presented in a frequency distribution table. Based on the results of the analysis, it shows that listening skills in learning Indonesian language in grade 4 of elementary schools in Cluster V, Wera District, West Nusa Tenggara are in the very good criteria, which is 14.8% (9 students), in the very good criteria it means that in learning activities students feel interested and pay attention to learning, then students are ready to pay attention and follow learning optimally so that students are able to listen well, do evaluations and get maximum scores. This audio-visual media is expected to make it easier for students to understand the material and information presented. In addition, the use of audio-visual media in the listening learning process is also expected to be able to enhance the learning process and results, so that this competency is truly mastered by students. The use of audio-visual media in listening skills in learning Indonesian language for grade 4 elementary schools in Cluster V, Wera District, West Nusa Tenggara is in good criteria, namely 62.2% (38 students). Listening skills in good criteria mean that students are able to. Retell

the contents of the story that was listened to, understand the meaning or contents of the story that was listened to, increase insight or knowledge, take messages or wisdom from the story. Students are able to talk about what they hear, understand what they read, write well what they hear, to listen effectively, students can listen with full concentration, study the material that is listened to, listen critically, take notes if the material listened to is quite long. Furthermore, the use of audio-visual media in listening skills in learning Indonesian language for grade 4 elementary schools in Cluster V, Wera District, West Nusa Tenggara is in sufficient criteria, namely 23% (14 students). Listening skills in sufficient criteria mean that students have not concentrated, students have not been able to study the material that was listened to, students have not been able to listen critically, students have not made notes, students have not understood the purpose of the conversation, students are in a hurry. Meanwhile, the use of audio-visual media in listening skills in Indonesian language learning for grade 4 elementary schools in Cluster V, Wera District, West Nusa Tenggara is in the less than ideal criteria, namely 0% (0 students).

Description of the Influence of Audio Visual Media on Speaking Skills
Based on the results of data analysis, it shows that speaking skills in learning Indonesian language in grade 4 of elementary school Cluster V, Wera District, West Nusa Tenggara are in very good criteria, which is 11.5% (7 students), in very good criteria means that in learning activities students can mention the characters in fictional texts orally correctly and students are able to tell the characters in fictional texts orally correctly. This audio-visual media is expected to make it easier for students to understand the material and information presented. In addition, the use of audio-visual media in the learning process in speaking skills is also expected to be able to enhance the learning process and

results, so that this competency is truly mastered by students. The use of audio-visual media in speaking skills in learning Indonesian language for grade 4 elementary school Cluster V, Wera District, West Nusa Tenggara is in good criteria, which is 72.1% (44 students). Speaking skills in good criteria mean that students mention the characters in the fictional text orally but are not very accurate and students are able but sometimes still make mistakes in telling the characters in the fictional text orally correctly. The use of audio-visual media in speaking skills in learning Indonesian language for grade 4 elementary school Cluster V, Wera District, West Nusa Tenggara is in sufficient criteria, which is 16.4% (10 students). Storytelling skills in sufficient criteria mean that students have not concentrated, students have not mentioned the characters in the fictional text orally correctly and students have not been able to tell the characters in the fictional text orally correctly. While the use of audio-visual media in speaking skills in learning Indonesian language for grade 4 elementary school Cluster V, Wera District, West Nusa Tenggara is in the less criteria, which is 0% (0 students).

Description of the Influence of Audio Visual Media on Reading Skills

Based on the results of descriptive analysis, it shows that reading skills in learning Indonesian language in grade 4 of elementary school Cluster V, Wera District, West Nusa Tenggara are in very good criteria, which is 23% (14 students), in very good criteria means that in learning activities students read characters in fictional texts orally, in writing, and visually, and students can compare characters in fictional texts orally, in writing, and visually. The use of audio-visual media is expected to make it easier for students to understand the material and information presented. In addition, the use of audio-visual media in the learning process in reading skills is also expected to improve student learning outcomes and

achievements. The use of audio-visual media in reading skills in learning Indonesian language for grade 4 elementary school Cluster V, Wera District, West Nusa Tenggara is in good criteria, which is 60.6% (37 students). Reading skills in good criteria mean that students are able to read characters in fictional texts orally, in writing, and visually, and students can compare characters in fictional texts orally, in writing, and visually. The use of audio-visual media in reading skills in learning Indonesian language for grade 4 elementary school Cluster V, Wera District, West Nusa Tenggara is in sufficient criteria, which is 16.4% (10 students). Reading skills in sufficient criteria mean that students have not concentrated, students are able to read characters in fictional texts orally, in writing, and visually, and students can compare characters in fictional texts orally, in writing, and visually but still do not understand the real characters. While the use of audio-visual media in reading skills in learning Indonesian language for grade 4 elementary school Cluster V, Wera District, West Nusa Tenggara is in the less criteria, which is 0% (0 students).

Description of the Influence of Audio Visual Media on Writing Skills

Based on the results of descriptive analysis, it shows that writing skills in learning Indonesian language for grade 4 elementary school Cluster V, Wera District, West Nusa Tenggara are in very good criteria, which is 23% (14 students), in very good criteria means that in learning activities students can write the identification of characters in fictional text stories and students can write the character of each character in fictional text stories correctly. The use of audio-visual media is expected to make it easier for students to understand the material and information presented. In addition, the use of audio-visual media in the learning process in writing skills is also expected to improve student learning outcomes and achievements. The use of audio-visual media in writing skills in learning

Indonesian language for grade 4 elementary school Cluster V, Wera District, West Nusa Tenggara is in good criteria, which is 72.1% (44 students). Reading skills in good criteria mean that students are able to write the identification of characters in fictional text stories and students are able to write the character of each character in fictional text stories correctly. The use of audio-visual media in reading skills in learning Indonesian language for grade 4 elementary school Cluster V, Wera District, West Nusa Tenggara is in the sufficient criteria, which is 4.9% (10 students). Writing skills in the sufficient criteria mean that students have not been able to write the identification of characters in the fictional text story and students have not been able to write the character of each character in the fictional text story correctly. While the use of audio-visual media in writing skills in learning Indonesian language for grade 4 elementary school Cluster V, Wera District, West Nusa Tenggara is in the insufficient criteria, which is 0% (0 students).

CONCLUSION

Based on the results of the hypothesis test, the correlation between the audio-visual media variable and Indonesian listening skills has a significance value of 0.119, thus Ho is accepted while Ha is rejected. So it can be concluded that audio-visual media does not affect listening skills. The results of the hypothesis test on Indonesian speaking skills have a significance value of 0.001, thus Ho is rejected while Ha is accepted. So it can be concluded that audio-visual media has an effect on speaking skills. The results of the hypothesis test on Indonesian reading skills have a significance value of 0.233, thus Ho is rejected while Ha is accepted. So it can be concluded that audio-visual media has a significant effect on reading skills. The results of the hypothesis test on Indonesian writing skills have a significance value of 0.315, thus Ho is accepted while Ha is rejected. So it can be concluded that audio-visual media has a significant effect on reading skills.

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