

The Effect of Audio-Visual Media on Students' Beginning Reading Ability at Grade I of SDN 091355 Urung Panei

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Abstract

This study aims to determine the effect of audio-visual media on the beginning reading abilities of first-grade students at SD Negeri 091355 Urung Panei. The problem in this study is the students' low beginning reading abilities, such as difficulty recognizing letters, distinguishing letter sounds, stringing syllables into words, and low student interest and motivation in reading activities. Based on observations, it was found that out of 30 students, only 9 students (30%) obtained a score of ≥ 70 and were declared to have completed the reading, while 21 students (70%) obtained a score of ≤ 70 and were declared to have not completed the reading. This study used a quantitative research method with an experimental design using a One Group Pretest-Posttest Design. The study was conducted on first-grade students at Urung Panei Elementary School 091355, with a sample size of 30 students, consisting of 17 boys and 13 girls. Based on the data analysis, the average pretest score was 37.66 and the average posttest score was 87.33. The normality test showed a normally distributed data with a significance value of $0.419 > 0.05$. Furthermore, the N-Gain test yielded a value of 0.8147, which is considered high. Therefore, it can be concluded that audiovisual media has an effect on the beginning reading skills of first-grade students at Urung Panei Elementary School 091355.

Keywords: Audiovisual Media, Beginning Reading, Reading Ability, Elementary School.

INTRODUCTION

Education is an important aspect of human life because it plays a role in developing students' abilities, character, and potential. According to Law No. 20 of 2003 concerning the National Education System, education aims to develop individuals who are faithful,

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knowledgeable, creative, independent, and responsible. Schools, as educational institutions, have an important role in creating effective learning processes through the active involvement of teachers and students. Teachers are required to choose appropriate learning methods and media so that learning objectives can be achieved effectively and efficiently.

Language is the main tool of human communication used to express ideas, feelings, and knowledge. In language learning, there are four interconnected language skills: listening, speaking, reading, and writing. Among these skills, reading is a fundamental ability because it becomes the basis for learning other fields of knowledge. Therefore, reading skills need to be developed from the elementary school level, especially beginning reading skills.

Beginning reading is the initial stage of reading instruction that aims to help students recognize letters, syllables, words, and simple sentences. In the Merdeka Curriculum, beginning reading is the main focus of Phase A (Grades I–II of elementary school). Students are expected to read aloud with proper pronunciation and intonation and understand simple meanings from texts. The curriculum also emphasizes student-centered learning by utilizing various learning media, including audio-visual media, to improve students' interest and reading ability.

However, in reality, many elementary school students still experience difficulties in beginning reading. These difficulties include recognizing letters, combining letters into syllables, reading fluently, and understanding simple words and sentences. Pertiwi (2016) found that first-grade students experienced several problems, such as difficulty reading diphthongs, forgetting words they had spelled, reading inaccurately, and requiring a long time to spell words. Based on observations conducted at SDN 091355 Urung Panei, many first-grade students still face difficulties in beginning reading. The problems include distinguishing certain letters, combining letters into syllables, reading two- or three-syllable words, and lacking confidence when reading aloud in front of the class. In addition, the use of less effective learning media makes students easily bored and less focused during reading activities.

These problems affect students' reading achievement. Of the 30 students in Grade I, only 9 students achieved scores of ≥ 70 , categorized as passing, with a completion percentage of 30%, while 21 students scored ≤ 70 , categorized as failing, with a completion percentage of 70%.

Table 1. Reading Results of Grade I Students at SDN 091355 Urung Panei

No	Score	Criteria	Number of Students	Percentage
1	≥ 70	Passed	9	30%
2	≤ 70	Failed	21	70%

No	Score	Criteria	Number of Students	Percentage
	Total		30	100%

Source: Grade I Student Score Data of SDN 091355 Urung Panei

One effort that can be made to overcome these problems is the use of audio-visual media in beginning reading instruction. Audio-visual media combine sound and visual elements, making learning more interesting and motivating for students. This media can help students understand reading materials more easily through interactive and engaging presentations. The implementation of audio-visual media in beginning reading learning includes preparation, media presentation, student interaction, reading practice, and evaluation activities.

Previous studies have shown that audio-visual media are effective in improving students' beginning reading abilities. A study conducted by K. Eli et al. (2024) found that the use of audio-visual media significantly improved the beginning reading skills of first-grade elementary school students. Therefore, the researcher is interested in conducting a study entitled "The Effect of Audio-Visual Media on Students' Beginning Reading Ability at Grade I of SDN 091355 Urung Panei."

RESEARCH METHODS

1. Research Design

The research design used in this study is a pre-experimental design, specifically the One Group Pretest-Posttest design. This design involves only one class as the experimental group and is conducted without a comparison group. It aims to obtain an understanding of the effect of audio-visual media on improving the beginning reading ability of Grade I students at SDN 091355 Urung Panei. A pre-experimental design is a type of experimental research that examines the relationship between an independent variable and a dependent variable. The One Group Pretest-Posttest design is conducted by comparing conditions before and after the treatment is given (Sugiyono, 2019:72).

The pretest (initial test) is administered before learning using audio-visual media, while the posttest (final test) is given after the implementation of audio-visual media in the learning process. The research design can be illustrated as follows:

Table 2. One-Group Pretest-Posttest Design

Pre-test	Treatment	Post-test
O1	X	O2

Source: Sugiyono (2019:75)

Description:

O1 : Pretest score (initial test)

O2 : Posttest score (final test)

X : Treatment using audio-visual learning media

2. Research Location and Time

This research was conducted at SD Negeri 091355 Urung Panei. The researcher selected this school as the research site because it faces significant educational challenges, such as limited use of interactive learning media, which results in low student learning outcomes, especially in Indonesian language learning. This research was conducted in Grade I of SD Negeri 091355 Urung Panei from January to May in the second semester of the 2025/2026 academic year.

3 Research Population and Sample

According to Sugiyono (2020:126), a population is a generalized area consisting of objects and subjects possessing certain quantities and characteristics determined by the researcher to be studied and then conclusions drawn. The population in this study was the first-grade students of Urung Panei State Elementary School 091355.

According to Sugiyono (2019:215), a sample is a portion of that population. The type of sample used in this study was total sampling, where the entire population was selected as the sample. Sampling in this study was conducted using non-probability sampling, where the selected sample was a saturated sample. Saturated samples are used when the population is relatively small, less than 100 people. Therefore, in this study, the sample consisted of all 30 first-grade students, consisting of 17 males and 13 females. This aligns with Sugiyono's (2019:25) opinion, which states that saturated sampling is a sampling technique in which members of the population are used as samples.

4. Research Instruments

A research instrument is a tool used to measure the observed phenomenon (Sugiyono, 2019). The instrument used in this study is a multiple-choice test with 40 validated questions. The test will be administered in the form of a pretest and posttest.

The researcher chose a multiple-choice test because scoring is easier, faster, more effective, and has a higher level of reliability than essay tests. A well-designed test instrument can measure student learning outcomes. Instruments used in research must first be validated.

Data is considered valid if the data collection tool or instrument used is truly valid as a measuring tool.

5. Data Collection Techniques

Data collection is a crucial stage in research. Correct data collection techniques will ensure high levels of trust. Therefore, this stage must be carried out carefully and in accordance with good research procedures. This aligns with Sugiyono's (2013) opinion, which states that strategic steps are necessary in research to obtain accurate phenomena that can be verified. To obtain accurate data, this study employed several data collection techniques, namely:

1. Pretest

The pretest was conducted to determine the initial learning abilities of first-grade students in Indonesian language learning at SD Negeri 091355 Urung Panei before using audio-visual media.

2. Posttest

The posttest was conducted to determine the learning outcomes of first-grade students in Indonesian language learning at SD Negeri 091355 Urung Panei after using audio-visual media.

3. Documentation

Documentation is a tool used to provide a clearer picture of the learning situation. Research documentation can take the form of videos and images. The documentation used in this study consisted of photographs taken during the learning process using audiovisual media and the corrected pretest and posttest answers, which will be attached.

6. Data Analysis Technique

The data analysis technique in this study was descriptive statistics. According to Sugiyono (2019:148), descriptive statistics are statistics used to analyze data by describing or illustrating the collected data as it is, without the intention of drawing conclusions or generalizations applicable to the general public. Once the data is collected, it needs to be processed immediately by research staff, particularly those tasked with data processing (Arikunto, 2019:278).

RESULTS

This research was conducted in Grade I of SD Negeri 091355 Urung Panei during the 2025/2026 academic year, from January to May 2026. The population of this study consisted of



all Grade I students at SD Negeri 091355 Urung Panei. The findings of this study are presented based on the collected data and the results of data analysis. This study aimed to determine the effect of audio-visual media on students' beginning reading ability in Grade I of SD Negeri 091355 Urung Panei.

Based on the pretest results, the average student score was 37.66. A total of 25 students scored below the Minimum Completeness Criteria (KKTP), while only 5 students achieved scores above the KKTP. These findings indicate that students' beginning reading ability prior to the implementation of audio-visual media was still categorized as very low.

In contrast, the posttest results showed a significant improvement, with an average score of 87.33. After the implementation of audio-visual media, all 30 students achieved scores above the KKTP. This indicates that students' reading performance improved substantially after being taught using audio-visual media.

Furthermore, the N-Gain test results obtained a score of 0.81417. Based on the N-Gain interpretation criteria, a value greater than 0.7 indicates a high level of effectiveness. Therefore, it can be concluded that the use of audio-visual media is highly effective in improving the beginning reading ability of Grade I students at SDN 091355 Urung Panei. In addition, the use of audio-visual media had a positive impact on students' learning behavior. Students became more attentive to the teacher's explanations and showed greater seriousness during the learning process. They were also more active in expressing opinions when the teacher asked questions. Moreover, students demonstrated increased confidence in assisting peers and asking questions when they encountered difficulties. The learning process became more engaging and enjoyable, reducing student boredom and off-task behavior. As a result, students showed higher motivation and interest in reading activities.

These findings are consistent with the study conducted by Ika Julianta (2023), entitled "The Effect of Audio-Visual Media on Student Learning Outcomes in Grade VI Theme 2: Working Together to Achieve Goals at SD Negeri 097323 Dolok Hataran, Simalungun Regency." The study reported a t-test result of 5.231, while the t-table value at a 5% significance level was 2.000. Since $t\text{-count} > t\text{-table}$, it was concluded that audio-visual media has a significant effect on student learning outcomes.

DISCUSSION

The findings of this study indicate that the use of audio-visual media has a significant effect on improving the beginning reading ability of Grade I students at SDN 091355 Urung Panei. This conclusion is supported by the difference between the pretest and posttest results, as well



as the N-Gain value obtained from the data analysis. Before the implementation of audio-visual media, students' beginning reading ability was in the very low category, as shown by the average pretest score of 37.66. Most students were unable to meet the Minimum Completeness Criteria (KKTP), with 25 students scoring below the standard. This condition reflects that students still experienced difficulties in recognizing letters, combining syllables, and reading simple words and sentences. These findings are consistent with the initial observation that students faced problems such as difficulty distinguishing letters, low reading fluency, and limited reading confidence.

After the implementation of audio-visual media, there was a significant improvement in students' reading performance, as indicated by the posttest average score of 87.33. All students successfully achieved scores above the KKTP, showing that learning outcomes improved substantially after the treatment. This improvement suggests that audio-visual media provides meaningful support in helping students understand reading materials more effectively. The N-Gain result of 0.81417 further confirms the effectiveness of the treatment. Based on the interpretation criteria, a value above 0.7 is categorized as high effectiveness. Therefore, it can be concluded that audio-visual media is highly effective in improving beginning reading skills. This improvement occurs because audio-visual media integrates sound and visual elements, allowing students to learn through both auditory and visual stimulation, which is particularly suitable for early-grade learners who are still in the concrete operational stage of cognitive development.

In addition to improving academic achievement, the use of audio-visual media also influenced students' learning behavior positively. Students became more engaged, attentive, and motivated during the learning process. They showed increased confidence in participating in classroom activities, such as answering questions, expressing opinions, and helping peers. The learning atmosphere also became more enjoyable, which reduced boredom and increased students' willingness to participate in reading activities. These findings suggest that interactive and visually supported learning media can create a more active and student-centered learning environment. The results of this study are also supported by previous research conducted by Ika Julianta (2023), which found that audio-visual media has a significant effect on student learning outcomes. The similarity between the findings of both studies strengthens the conclusion that audio-visual media is an effective instructional tool, particularly in improving cognitive and language-based skills such as reading.

Overall, this study demonstrates that audio-visual media is not only effective in improving students' beginning reading ability but also plays an important role in enhancing



student motivation, participation, and learning interest. Therefore, its use is highly recommended in beginning reading instruction at the elementary school level.

CONCLUSION

Based on the discussion and analysis presented in the previous sections, it can be concluded that the use of audio-visual media has a significant effect on improving the beginning reading ability of Grade I students at SDN 091355 Urung Panei. This is evidenced by the marked improvement in students' learning outcomes after the implementation of the treatment. First, the application of audio-visual media significantly improved students' beginning reading skills. This is shown by the increase in the average pretest score from 37.66 to 87.33 in the posttest results. The improvement indicates that students experienced substantial progress in recognizing letters, reading syllables, and understanding simple words and sentences after learning with audio-visual media. Second, the results of the N-Gain test, which reached 0.8147, fall into the high category. This indicates that the use of audio-visual media is highly effective in enhancing students' beginning reading ability. Therefore, it can be concluded that audio-visual media is an effective instructional tool that can improve both learning outcomes and students' engagement in beginning reading activities.

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