Utilization of Audiovisual Media in Understanding Procedural Texts in Grade IV at SDN Jatimekar 6

Dilla Aulia Ramadani[*], Herlina Usman, Mahmud Yunus

Universitas Negeri Jakarta, Jakarta, Indonesia
*Correspondence: E-mail: dillaauliar24@gmail.com

A B S T R A C T

Difficulties in reading comprehension among elementary students remain a persistent challenge, particularly when learning procedural texts. This study aims to explore the implementation of audiovisual media to improve reading comprehension in Indonesian language learning for fourth-grade students at SDN Jatimekar 6. The research employed a qualitative descriptive method, involving 28 students and one teacher, with five students selected for interviews. Data were collected through classroom observations, interviews, and documentation, then analyzed using Miles and Huberman's interactive model. The findings reveal that the majority of students demonstrated increased attention, engagement, and understanding of procedural steps after the use of instructional videos. Approximately 85% of students were able to confidently explain the sequence of making a simple drink using relevant vocabulary. The teacher also observed higher motivation and classroom interactivity. It is concluded that audiovisual media are effective in enhancing elementary students' reading comprehension of procedural texts.

A R T I C L E   I N F O

1. INTRODUCTION

Reading proficiency is a fundamental component in achieving academic success at the elementary school level. Reading involves not only the recognition of linguistic symbols but also comprehension, interpretation, and the ability to relate textual information to students' prior experiences and knowledge. Thus, reading comprehension serves as a key indicator in assessing students' literacy competence. Students need to acquire reading skills to gain knowledge and competencies, as most learning activities are conducted through reading (Prasetyo et al., 2022).

However, field observations show that fourth-grade students at SDN Jatimekar 6 experience difficulties in comprehending reading materials, including literal, inferential, and evaluative levels. These difficulties lead to low academic achievement and reduced student motivation to engage actively in learning. The problem is further exacerbated by the use of conventional teaching methods, in which learning is teacher-centered and students tend to remain passive (Hayati et al., 2022). The limited use of innovative and contextual learning media results in monotonous and unengaging learning processes (Fitri et al., 2025). Instructional media play a crucial role in creating more engaging learning experiences, especially through interactive media that allow students to interact directly with content via videos, animations, or digital applications (Ariyani et al., 2024). The scarcity of innovative media is a major contributing factor to the low reading comprehension of students, as teachers continue to rely heavily on textbooks and lectures, making it difficult for students to build meaningful connections with the texts (Putrihana et al., 2021). Teaching approaches that are unresponsive to students' needs negatively affect their reading comprehension (Apandi, 2022).

With technological advancement, audiovisual media have emerged as a promising solution to these issues. This type of media integrates images, texts, sounds, and animations into a cohesive unit, making learning more appealing and enhancing information retention. The use of audiovisual media in Indonesian language learning has been shown to significantly increase students' reading interest and comprehension (Etnawati, 2019).

Theoretically, this is supported by Mayer's (2009) Cognitive Theory of Multimedia Learning, which asserts that learning becomes more effective when information is delivered through both verbal (auditory) and visual channels simultaneously. Similarly, Paivio's (1986) Dual Coding Theory explains that encoding information through verbal and non-verbal systems strengthens the comprehension process. Audiovisual media, which combine text, images, and sound, enable dual encoding that supports memory retention and understanding.

From a sociocultural perspective, Vygotsky's Sociocultural Theory highlights the importance of social interaction and cognitive stimulation in the learning process. Audiovisual media serve as an instructional aid that facilitates interaction through contextual visual presentations and narratives that foster critical and collaborative thinking. Previous studies have also demonstrated the effectiveness of audiovisual media. Usman (2016) reported that the use of visualization media improved students' reading comprehension by up to 95.4%. Riniwanti et al. (2024) added that developing interactive audiovisual media using Kinemaster was effective in enhancing students' motivation and active participation during learning.

Although numerous studies have confirmed the benefits of audiovisual media in reading instruction, research specifically addressing its implementation to improve reading comprehension among fourth-grade students remains limited. Reading comprehension is a complex skill that requires adaptive and multimodal approaches. Therefore, the research problem that this study seeks to address is: *How is audiovisual media implemented to improve*

reading comprehension of procedural texts among fourth-grade students at SDN Jatimekar 6?

The purpose of this study is to describe the implementation of audiovisual media in teaching procedural texts to fourth-grade students at SDN Jatimekar 6. The findings of this study are expected to provide practical contributions for teachers in designing technology-based and contextual literacy instruction strategies and contribute to improving the quality of basic education in the digital era.

2. METHODS

This study employed a qualitative descriptive method to gain a comprehensive understanding of the implementation of audiovisual media in enhancing the reading comprehension of fourth-grade students at SDN Jatimekar 6. The qualitative approach was chosen because it allows researchers to explore phenomena in a natural context and reveal meaning from the participants' perspectives. It is appropriate for classroom-based studies where interaction, behavior, and context are important elements to be observed holistically (Moleong, 2017).

The research was conducted on Tuesday, April 29, 2025, at SDN Jatimekar 6, located in the Graha Indah Complex, Jl. Tangkuban Perahu, RT 003/RW 015, Jatimekar, Jatiasih Subdistrict, Bekasi City, West Java. The study focused on the Indonesian language learning process, particularly on the teaching of procedural texts using audiovisual media in the form of instructional videos projected in class. A total of 28 fourth-grade students participated in the observation. In comparison, interviews were conducted with one teacher and five students selected through simple random sampling to ensure a range of perspectives.

Data collection was carried out using three techniques: observation, interviews, and documentation. Observations were guided by an instrument developed based on Mayer's (2021) Cognitive Theory of Multimedia Learning. This instrument consisted of 20 indicators, which were categorized into three main aspects: the use of audiovisual media, the students' comprehension of procedural texts, and their level of engagement and interaction during learning. The indicators included students' attentiveness to audiovisual content, ability to recall and retell the steps of a procedure, verbal responses using target vocabulary (such as *pour*, *stir*, *boil*), and peer collaboration after media exposure.

Interviews were conducted in a semi-structured format to explore the perceptions of both the teacher and students regarding the use of audiovisual media. The interview guide for the teacher included questions about instructional strategies, classroom management during video use, perceived student responses, and challenges in implementation. For students, the interviews focused on their learning experiences, preferences, comprehension of the material, and perceived differences between traditional and media-assisted instruction. In addition, documentation in the form of photographs, screenshots of the learning video, and student-written responses was used to support and triangulate the data.

The research procedure followed three systematic stages. In the preparation stage, the researcher conducted a preliminary observation of the class, selected appropriate instructional video material, designed the observation sheet and interview guides, and obtained permission from the school. During the implementation stage, data were collected in one learning session through classroom observation, followed immediately by interviews and documentation of the learning process. In the analysis stage, the data were processed using the interactive model of Miles and Huberman, which consists of four interconnected components: data collection, data reduction, data display, and conclusion drawing.

To ensure the validity of the data, the study used the technique of triangulation by comparing the results of observations, interviews, and documentation. This methodological approach ensured data consistency and strengthened the credibility of the findings (Sugiyono, 2016).

3. RESULTS AND DISCUSSION

3.1. Results

This research was conducted to examine how the implementation of audiovisual media contributes to improving reading comprehension, specifically in the context of procedural texts, among fourth-grade students at SDN Jatimekar 6. The data were collected through classroom observations, teacher and student interviews, and documentation. The lesson observed was an Indonesian language class in which a procedural text was delivered using audiovisual support, specifically an instructional video accessed via YouTube.

At the start of the lesson, the teacher initiated a stimulus activity by asking contextual questions designed to activate students' prior experiences. For instance, the teacher asked, *"Who has ever made their drink at home?"* and *"How do you prepare your breakfast?"* Although these questions were relevant and connected to the theme of the lesson, initial responses from students were limited. A number of students appeared disengaged; they either failed to respond or provided minimal answers. This indicates that, before the use of media, classroom interaction was not optimal, and student focus was relatively low.

The classroom dynamic shifted significantly when the audiovisual media were introduced. The teacher played a five-minute educational video depicting the step-by-step process of making a beverage. As the video played, observable changes occurred in student behavior. Most students sat upright, kept their eyes on the screen, and showed increased focus. The narration, visual cues, and motion in the video collectively captured their attention.

The observation data were analyzed using an instrument adapted from Mayer's (2021) Cognitive Theory of Multimedia Learning, which consisted of 20 indicators grouped into three dimensions: media response, reading comprehension indicators, and student engagement (see **Table 1**).

Table 1. Summary of Student Behavior During Learning Activities Based on Observation Indicators

Indicator Category	Specific Indicators Observed	Observation Result	Notes
Media Engagement	Students watched the video without distraction	Achieved	Students were quiet and focused during video playback
	Students followed audio narration with visual synchronization	Achieved	Students nodded, repeated words, and showed responsive facial expressions
Reading Comprehension	Able to recall and retell procedural steps in the correct sequence	Achieved	Several students retold the steps of making tea/orange juice confidently
	Use of target vocabulary (pour, stir, boil)	Achieved	Vocabulary was used in both oral and written tasks
	Able to summarize video content orally	Achieved	Students provided summaries in their own words with appropriate details
Peer Interaction	Students initiated discussions with peers	Achieved	Informal group discussion emerged post-video viewing
	Students responded to friends' opinions and elaborated on ideas	Achieved	Peer correction and extension of explanations occurred spontaneously

Indicator Category	Specific Indicators Observed	Observation Result	Notes
Motivation	Students voluntarily raised their hands to answer or share opinions	Achieved	A higher number of voluntary responses compared to previous sessions
Task Completion	Students completed procedural writing tasks enthusiastically	Achieved	Creative tasks: iced milk, instant noodles, etc.
Focus and Discipline	Students stayed on task without being reminded repeatedly	Achieved	The classroom remained orderly during and after video playback

Figure 1. The teacher begins the lesson with stimulus questions.

Figure 2. Students attentively watch the procedural text video.

These observations suggest that the audiovisual media did not merely attract student attention but also enhanced their cognitive processing. After the video, the teacher asked comprehension questions, and students responded using accurate vocabulary and well-organized sentences. For example, one student answered: *"First we boil the water, then add tea and sugar. Stir it well, then it is ready."* This response shows not only memory recall but also understanding of the procedural sequence and terminology.

Moreover, several students who were typically passive became more active participants. They volunteered to come forward and retell the procedural steps orally. One student explained the steps of preparing orange juice and emphasized squeezing the fruit, filtering the pulp, and pouring it into a glass. This demonstrated that students had not only memorized steps but also internalized the concept and visual process.
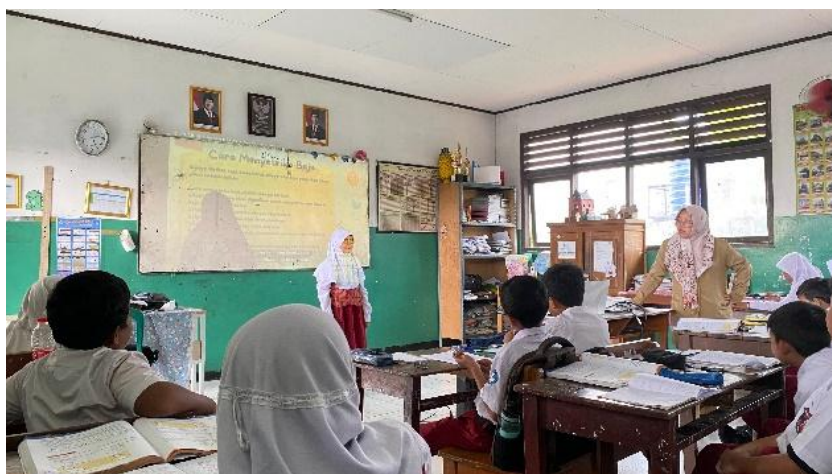

Figure 3. A student orally retells the video content in front of the class.

During the final stage of the lesson, the teacher assigned students to write a procedural text based on an activity from their daily life. Students eagerly began to write about topics such as making instant noodles, preparing iced chocolate milk, or refilling a gallon of water. The structure of their texts generally followed the correct format of title, goal, materials, and steps.

In addition to observation, interviews were conducted with the Indonesian language teacher (Teacher F). She explained that audiovisual media had become one of her main instructional strategies, especially when introducing abstract or procedural concepts:

Compared to only reading or writing on the board, students learn faster and enjoy the class more with videos. They become curious and more confident to ask questions."

She also stated that the video helped her maintain classroom control. The students paid more attention and required fewer reminders to stay focused:

"The class was more manageable. I did not have to keep asking for silence because the video already captured their attention."

When asked about student comprehension, she noted a marked difference:

"They not only remembered the steps but also used the vocabulary that we previously struggled to teach using books. Words like 'boil' or 'pour' became easy for them because they saw it in action."

The five students interviewed gave similar responses. One mentioned:

"This feels like watching YouTube, but we are learning. It is not boring."

Another shared:

"I usually do not like answering questions, but after watching the video, I understood and wanted to talk."

Some even reported that the video helped them complete the final writing task because they already had an example in mind to model from.

These results were further triangulated with documentation, including student-written texts and photographs taken during the learning session. Written products showed consistent use of procedural structure and vocabulary, while documentation confirmed student attentiveness and participation throughout the lesson.

3.2 Discussion

The findings of this study reveal that audiovisual media have a significant positive influence on students' reading comprehension and learning engagement, particularly in the context of procedural text instruction. Data obtained through classroom observation demonstrated that students became more focused, responsive, and expressive when audiovisual media were integrated into the learning process. This condition reflects the principles of Mayer's Cognitive Theory of Multimedia Learning (2021), which emphasizes that effective learning occurs when both auditory and visual channels are activated simultaneously. The use of instructional video enabled students to observe and listen to the steps of a procedure in real time, facilitating better understanding and retention.

The students' ability to apply vocabulary accurately and understand the sequential structure of a procedure also aligns with Paivio's Dual Coding Theory (1986). According to this Theory, learning becomes more effective when information is processed through verbal and non-verbal systems concurrently. In this study, the combination of narration and visual demonstration allowed students to develop stronger conceptual understanding. This was evident in their ability to recall steps correctly, retell content fluently, and use target vocabulary such as "pour," "stir," and "boil" in both oral and written expressions.

In addition to cognitive benefits, the use of audiovisual media contributed to a notable transformation in the classroom environment. Students who were previously passive began to participate more actively, initiating discussions, responding to peer explanations, and engaging in group work. This change is consistent with Vygotsky's sociocultural Theory, particularly the concept of the Zone of Proximal Development (ZPD). The video functioned as a form of scaffolding, helping students grasp abstract or unfamiliar content that would be difficult to comprehend through text alone. Peer interaction that emerged organically during the learning process demonstrated that students were not only receiving information but also co-constructing knowledge through social engagement.

Motivational aspects also played a central role. Students expressed enjoyment during the video session and demonstrated increased willingness to complete learning tasks. The media format, which resembled familiar entertainment platforms, reduced learning anxiety and increased enthusiasm. These findings are supported by previous studies such as those by Usman (2016) and Riniwanti et al. (2024), which highlight the capacity of audiovisual media to promote learner autonomy, interest, and active participation in the classroom.

While the study presented promising outcomes, several limitations were encountered. First, the research was conducted in a single classroom within one school, focusing on one lesson session. As such, the findings cannot be generalized to wider populations or extended to long-term learning outcomes without further investigation. Future studies involving multiple schools and longitudinal data collection would offer more comprehensive insights.

Second, the study concentrated solely on one procedural text; thus, the effectiveness of audiovisual media in teaching other genres, such as narrative or descriptive texts, remains an area for further research. Expanding the scope of media-based instruction to different text

types could provide a more holistic understanding of its pedagogical value.

Another limitation involves the availability and reliability of technical infrastructure. During the implementation, challenges such as unstable electricity, limited access to the internet, and inadequate multimedia equipment were noted. These factors can significantly affect the consistency and sustainability of audiovisual learning in schools, particularly those with minimal resources. In addition, the reliance on external media platforms such as YouTube raises concerns regarding content relevance, accessibility, and alignment with curriculum objectives. Teachers may require support in selecting, adapting, or even producing educational audiovisual content that is both pedagogically effective and contextually appropriate.

Despite these challenges, the study concludes that, when integrated with proper planning and sufficient technical support, audiovisual media have the potential to enrich reading instruction in elementary schools. It serves not only as an instructional aid but also as a tool to foster student engagement, deepen comprehension, and facilitate collaborative learning. The use of such media aligns with contemporary educational goals that emphasize digital literacy, multimodal learning, and student-centered pedagogy.

4. CONCLUSION

The results of this study indicate that audiovisual media effectively enhance students' comprehension and engagement in learning procedural texts in the fourth grade of elementary school. By presenting real-world processes through video, students were better able to visualize each step, understand vocabulary in context, and demonstrate confidence in both speaking and writing activities. The integration of audiovisual content also contributed to a more interactive and focused classroom environment, with students showing increased motivation and participation.

In light of these outcomes, the use of audiovisual media can be considered a relevant and supportive strategy for language instruction at the elementary level. However, successful implementation requires consideration of infrastructure readiness and the capacity of teachers to select or design appropriate media. While the study offers promising insights, its scope was limited to one genre of text and one educational setting.

Future research is encouraged to explore the development and application of other types of learning media that may further support literacy development, such as animations, digital storybooks, or student-created video projects. Expanding the research to different grade levels or educational contexts could provide a deeper understanding of the adaptability of media-based instruction. In addition, the use of quantitative methods is recommended to complement qualitative findings and to assess the effectiveness of audiovisual media through measurable learning outcomes.

5. AUTHORS' NOTE

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