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Research Article

The Influence of Audio-Visual Media of Cerita Hikayat on the Improvement of Speaking and Critical Thinking Skills in Grade 6 Students

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ABSTRACT

Audio-visual media can be an effective and influential learning medium to improve students' speaking and critical thinking skills. This study aims to measure the validity and effectiveness of audio-visual media through storytelling on speaking and critical thinking skills in grade 6 students. The research was conducted at SDN Kalibanteng Kulon 02 with a total of 56 students consisting of 28 students for the control class and 28 students for the experimental class. The method used is mixed method through a sequential explanatory design. Data collection was carried out through observation, questionnaires, interviews, and tests. Before conducting data analysis, validity and reliability tests were carried out to determine the level of validity and reliability of the instruments used as a measuring tool to collect data. Quantitative data analysis uses hypothesis tests, namely t-test, N-Gain test, t-test (independent) through SPSS. Qualitative data analysis uses narrative descriptive from observations, interviews, and questionnaires. The results showed that learning using audio-visual media in the context of storytelling in the Experiment class showed a significant increase in N Gain in speaking skill indicators (Y1), such as Speaking Fluency (AKB) (0.43), Clarity (AK) (0.34), and Confidence (KD) (0.47), showing that learning with audio-video media contributes greatly to improving students' speaking skills.

Keywords: Audio Visual Media, storytelling, speaking skills, critical thinking

1. INTRODUCTION

Education plays an important role in every individual's life. Education can lead a person to develop his or her potential and improve the skills used to achieve success in various fields. According to the Minister of Education and Culture. The purpose of using digital media in learning at school can provide learning effectiveness and make it easier for students to understand information well. Digital audio-visual media can foster a better spirit of learning, interactive, and increase understanding in critical thinking. According to (Gabriela, 2021), learning by utilizing audio-visual media can affect various learning characteristics, such as visual, auditory, and kinesthetic. The use of digital media also helps students in facing challenges in the era of all-digital globalization.

The role of language is very important in influencing the intellectual and social-emotional development of students which is one of the keys to success in learning all sciences (Syahrin & Bin As, 2021). Proficiency in speaking skills both through interpersonal dialogue, as well as speaking in front of a crowd will increase confidence. Speaking skills are indispensable in the face of global competition. Students who are weak in speaking skills will have difficulty in facing global competition. Speaking skills can be an important component in influencing and shaping the overall language development of learners (Jalil Fathi, 2024). A person who thinks critically is one of them shown by the ability of speaking skills. Critical thinking skills are intellectual abilities that are integrated in all activities obtained from observing, experiencing, meditating, reasoning, or communicating as a way to solve problems and make decisions (Qodarsih et al., 2023). In research, it is proven that the integration of learning models with the right method approach is able to encourage students to have ideas to solve a problem critically and creatively (Dewi et al., 2023)

Speaking and critical thinking skills are related to the learning motivation possessed by students. (Widyasari, 2020) Explained motivation can be understood as the energy dynamics in a person that arise due to certain feelings and encourage action towards a goal. Students who have good motivation can solve problems that have a good picture of critical thinking skills. Indonesian learning in the aspect of 6th grade speaking skills at SDN Kalibanteng Kulon 02 has found many obstacles in achieving learning goals. Many students struggle in speaking skills when conveying their ideas and ideas. The obstacles faced include lack of vocabulary mastery, limited understanding of language structure, difficulty analyzing and interpreting

the meaning of texts, lack of motivation to ask questions and explore, lack of motivation to question, investigate, or challenge existing ideas, thus hindering the development of critical thinking skills, thus causing a lack of confidence when conveying ideas or ideas in front of the class.

Audio-visual media, including videos, films, and animations, are increasingly utilized in educational settings to enhance learning quality. In the context of speaking skills, these media offer significant potential to help students develop oral communication abilities (Rizal & Pancor, 2024). In research (Kaif et al., 2024) Based on the results of the study, it can be concluded that the application of audio visual media in learning can improve students' critical thinking skills. Likewise with (P. W. Utami et al., 2021), in his research found that audio-visual media in learning can affect students' speaking skills. The results show that the use of video media is effective in helping students hone their speaking skills, while encouraging the growth of creativity and expanding their imagination while learning.

In the context of communication, media is defined as a means that delivers information from one source to the recipient. In the context of learning, media is interpreted as a communication tool that facilitates the teaching process, bringing teaching materials from teachers to students with the aim of arousing their interest in learning activities. The use of learning media is a tool so that learning does not seem monotonous and there is a less conducive atmosphere in the classroom (Yadi & Murcahyanto, 2024). Learning media is a means used to complement learning activities in conveying messages, where this message is a subject matter that is easier for students to grasp and understand (R. A. Utami et al., 2024). The audio part allows students to understand the learning material through the sense of hearing, while the visual part supports the delivery of learning messages in the form of visual representations. The use of video in classroom learning allows students to be exposed to a wide range of authentic sounds and dialects (Fawaid & Damayanti, 2024). Based on the results of the research (Rizal & Pancor, 2024) , this research seeks to examine how the use of audio-visual media influences students' speaking abilities, particularly in terms of their fluency, pronunciation, and effectiveness in conveying messages.

The role of the media cannot be optimal if its application is not in accordance with the competencies and learning objectives to be achieved. Although the media may be sophisticated, if it does not support the essence and objectives of learning, then its existence will not make a significant contribution. Audio-visual media is media that has elements of images and sounds that are displayed simultaneously when communicating messages or information (Nurhasanah, 2024). The audio part allows students to understand the learning material through the sense of hearing, while the visual part supports the delivery of learning messages in the form of visual representations. The use of video in classroom learning allows students to be exposed to different types of authentic voices and dialects (Fawaid & Damayanti, 2024). Audio-visual media is a supporting medium that combines audio and visual elements to aid in the learning process by reinforcing written and spoken words to convey knowledge, ideas, and attitudes. With the right strategy and use of audio-visual media, it can improve student achievement (Yadi & Murcahyanto, 2024). Audio-visual learning media has a positive impact on meeting the needs of students with visual, auditory, and movement learning styles. The use of technology also helps condition students to face problems in the era of globalization where digitalization continues to be developed. To overcome the problem of low student speaking ability in the classroom and lack of enthusiasm or motivation of students in learning activities, it is necessary to have learning media that is useful to improve students' speaking ability in learning activities (Yadi & Murcahyanto, 2024).

Today's education is expected to teach a wide range of skills needed to play a role in various areas of life today, such as the skills of various professional skills. One of them is the ability to speak and think critically. Students are required to master various elements of skills to face challenges in social life. The main purpose of speaking is as a means of communication so that ideas can be conveyed clearly and effectively. It requires a speaker to understand the meaning of every-thing that wants to be conveyed.Speaking skills are also closely related to vocabulary development, which children acquire through listening and reading (Siti & Ain, 2024). A student's speaking ability is not only influenced by linguistic or psychological aspects, but also needs to be evaluated thoroughly by considering the mastery of various related factors. Speaking skills are very important skills for every individual without leaving aside other aspects, such as skills in listening, reading, writing, and linguistic aspects in learning which aim to improve the ability to communicate verbally well and correctly in front of the audience (Sae & Radia, 2023). Every individual should develop and familiarize themselves with a critical mindset in daily life. (Febia Ghina Tsuraya et al., 2022). This ability involves a set of skills such as analyzing information, evaluating arguments, solving complex problems, and making good decisions (Musa'ad et al., 2024).

Superior quality learning is needed to produce quality education. Currently, the quality of learning is still a significant problem in efforts to improve the quality of the national education system. Various steps have been taken by the government in an effort to advance the quality education system in Indonesia, one of which is curriculum reform. High-level thinking skills are important abilities that need to be prepared by students as an effort to form superior human resources. One of the key components of this skill is the ability to think critically. This ability involves a set of skills such as analyzing information, evaluating arguments, solving complex problems, and making good decisions (Musa'ad et al., 2024). According to (Yadi & Murcahyanto, 2024) it is stated that as part of learning planning, audio-visual media is chosen by teachers to make the learning process more enjoyable and foster students' interest. The results of his research show that learning with audio-visual media has an effect on the achievement of competence in terms of speaking by telling stories in Indonesian subjects in grade V of elementary school.

Based on the results of the research (Sabil et al., 2025) said that audio-visual technology has a very positive impact on students' learning of speaking and listening skills. Greater improvements in speaking and listening skills in the experimental group, when compared to the control group, showed that audio-visual media provided opportunities for students to learn through a multisensory approach. The findings of his research show that there is a significant relationship related to the use of youtube learning media and motivation to excel with students' critical thinking simultaneously. This is also supported by research (Butler, 2024) One of the advantages of critical thinking over intelligence is that it is easier to teach someone to be a critical thinker than it is to improve their intelligence.

Indonesian learning in the aspect of speaking skills in elementary schools, especially in grade VI at SDN Kalibanteng Kulon 02, there are many obstacles in delivering the material needed to achieve learning goals. These problems include: (1) students have difficulties in learning Indonesian in the aspect of speaking, (2) in the delivery of Indonesian material, teachers are still conventional, teachers are not able to plan learning, when teaching and learning is not fun, less interesting, less variety, (3) teachers do not use media as a learning tool, (4) teachers do not use learning materials in accordance with the material taught. From the results of observation of the problems that have been identified, a problem formulation was obtained which was arranged into 3 things, namely the influence of learning videos in the context of stories on speaking skills, the effectiveness of learning videos in the context of stories on critical thinking skills, and the extent of students' responses in the use of learning videos in the context of stories for speaking skills and critical thinking. It is hoped that after this research is carried out, it can improve the quality and learning outcomes of speaking skills and critical thinking in grade VI of elementary school. Through this research, it is hoped that a deeper and more comprehensive understanding, experience and encouragement will be created for educators to innovate and be creative in the application of learning media in schools that are in accordance with student needs, competency achievements and learning goals.

Motivated by the fact that there are still many difficulties when communicating learning in grade VI students at SDN Kalibanteng Kulon 02 Semarang due to students' weakness in productive language skills, namely speaking and critical thinking, so the researcher tries to use audio-visual learning media based on stories to improve speaking and critical thinking skills. Through this audio-visual medium, students can see, hear and participate in effective learning. The lesson was fun because students were shown stories with Abunawas characters who were clever and good at dealing with problems. There are 3 objectives of the research carried out, namely:

1. To find out the influence of audio-visual based media in the context of storytelling on the ability of speaking skills in grade 6 students in elementary school.
2. To determine the effect of the effectiveness of the use of audio-visual learning media in the context of storytelling in Indonesian learning on the aspect of critical thinking skills for grade 6 students in elementary school.
3. Describe students' active responses in the use of learning videos in the context of storytelling for speaking skills and critical thinking in grade 6 students

2. RESEARCH METHOD

Approaches and Types of Research

In each series of research, the selection of research methods is based on the problems faced, the research objectives, and the conceptual framework that has been designed. This research applies a mixed approach, which combines quantitative and qualitative research approaches (mixed methods). In the experimental class, when using audio-visual learning media, the context of the story is told to improve the ability of speaking skills and critical thinking using a quantitative approach. Meanwhile, to find out the obstacles and obstacles, a qualitative approach is used. The mixed research method uses a sequential explanatory design. The research was conducted on 6th grade students at SDN Kalibanteng Kulon 02, in the first semester of 2024/2025. The number of students is 56 consisting of 2 classes, namely class 6A as a control of 28 students and class 6B as an experimental class of 28 students. In this study, a pretest was carried out to measure students' initial ability to the material studied, as well as a posttest to assess the improvement in learning outcomes after the treatment was given. Both tests were applied to both experimental classes and control classes.

Data and Data Sources

This research was conducted at SDN Kalibanteng Kulon 02 which is located at Jalan Lebdosari VIII No.1, West Semarang District, Semarang City 50148. This research was carried out in July - December 2024 Academic Year 2024/2025. The subjects in this study are all grade VI students of SDN Kalibanteng Kulon 02 consisting of two classes, namely class VIA A (28 students) as a control class by applying the learning model and conventional class VI B (28 students) as an experimental class by applying an audio-visual-based classroom learning model through the story of Abu Nawas.

Research Design

The design of this research is a mixed-methods research with a sequential explanatory design. The Mixed Methods method (combined method) and sequential explanatory design (sequential explanatory design) are two research approaches that can be used together to gain a more comprehensive understanding of a phenomenon. According to (Sugiyono, 2011) explained that the combination research method is a combination of quantitative and qualitative methods in a series of research, aiming to obtain more complete, valid, reliable, and objective data. This study uses a mixed approach with an "Explanatory Mixed Methods" design. The mixed methods method can be implemented through sequential explanatory design. This means that the research starts with a quantitative phase to collect quantitative data, and then the results are used to design a qualitative phase to explain or deepen those findings. Practically, this relationship creates a thorough research approach and provides richer insights. Quantitative results can provide an overview, while qualitative analysis can help explain the context and complexity behind the findings. By combining mixed methods and sequential explanatory design, research can become more holistic and combine the advantages of both approaches to provide a more comprehensive understanding of the phenomenon being studied.

In the combination research method of Sequential Explanatory Design, the first stage method used is the quantitative method. The use of quantitative methods ends after the hypothesis has been proven or not empirically proven. To prove the results of hypothesis testing qualitatively, as well as to strengthen and deepen the results of quantitative research with qualitative data, it is continued by using qualitative methods. The qualitative method is used with the aim of obtaining qualitative data to test, expand, and deepen the results of quantitative research. The steps in the qualitative method according to Sugiyono (2011) are: determining the source of research data, collecting data and analyzing quantitative data, and making a research report in which there are elements and suggestions. Instruments that have been tested for validity and reliability were given to 56 samples. After all the instruments are collected, then a tabulation of variable data is made. Next, a quantitative data analysis was made. The analysis is directed to answer the formulation of the descriptive problem and test the hypotheses that have been proposed. To answer the three formulations of the descriptive problem, the ideal score is first determined. The ideal score is a score that is set on the assumption that each respondent on each question gives the highest score (in this case the highest score of 4). Furthermore, to answer the three formulations of the problem, it can be done by dividing the number of research scores by the ideal score.

In this study, there are two variables, namely the free variable and the bound variable. The creation of quasi experiments as an independent variable and the achievement of student KKM is a bound variable. This study uses a Nonequivalent Control Group Design Research design, where some research subjects are given treatment (experimental class) and some are not given treatment (control class). In this study, a pretest and posttest will be given. Pretest is given to determine students' initial ability to the material. Posttest is given to determine the improvement of student learning outcomes in both groups (experimental group and control group). In general, the design of this research can be described as follows:

Table 1. Research Design Nonequivalent Control Group Design

Group	Pre-Test	Treatment	Post Test
Experiment	O1	X1	O2
Control	O1	X2	O2

Information:

X1 = Learning using audio-visual media

X2= Conventional learning through lectures

O1= pretest of initial ability of speaking and critical thinking skills before treatment

O2= posttest of speaking and critical thinking skills

After the pretest and posttest treatment in the experimental class, the aim was to measure students' ability in speaking and critical thinking skills.

Data Collection Techniques

The variables in this study include one independent variable, namely the use of audio-visual learning media, and two dependent variables, namely students' speaking and critical thinking skills. The data collection techniques used were in the form of observations, questionnaires, interviews, and test techniques carried out on each Dependent and Independent variable. In conducting research, several instrument tests were carried out first through validity and reliability tests. The validity test is an indicator that determines the extent to which an instrument can measure accurately or in accordance with what should be measured Arikunto, S. (2006). Meanwhile, reliability is related to the level of consistency of an instrument, where an instrument is said to be reliable if it produces stable or fixed data when used repeatedly. In this study,

the validity and reliability test of the instrument was carried out using SPSS (Statistical Package for the Social Sciences) software. Through the SPSS program, it can be used on one of the methods, namely Cronbach's Alpha. This method is used to measure the internal reliability of an instrument consisting of several items. The reliability level is measured on an alpha scale of 0 to 1.

Data Analysis and Processing Techniques

The first data analysis technique used is the quantitative data analysis technique, to analyze the presence or not of the influence of audio-visual based media in the context of storytelling on the ability of speaking skills in grade 6 students in elementary school based on the improvement of speaking and critical thinking skills. The data obtained from the research are in the form of quantitative and qualitative data. Quantitative data from qualitative data that is converted to quantitative. The steps in quantitative research begin with identifying problems, formulating hypotheses, creating data collection tools, collecting information, analyzing data, and writing reports. This sequence is important and should not be disguised, given that each step depends on the previous one in a linear pattern. The stages carried out are to conduct a hypothesis test and a t test. To measure the level of understanding of students' learning outcomes, the researcher conducted a hypothesis test using the N-Gain test and the t-test. This increase is analyzed based on the comparison of the pretest and posttest scores obtained. N-Gain, as explained by Hake (1998), is the ratio between the actual gain—the difference between students' pretest and posttest scores—and the maximum gain or the highest score that can be achieved. The calculation of the normalized gain score (N-Gain) can be expressed in the following formula:

$$< g > = \frac{< sf > - < si >}{100 - < si >}$$

Information:

< g > = Ternimalization gain (N-Gain)
< sf > = posttest score
< si > = pretest score

On the t-test the increase in the experimental class by the increase in the control class. When the data is normally distributed, the test is continued with an independent-samples t-test using SPSS. The test results showed that the null hypothesis (H0) was accepted if the significance value (p) was bidirectional equal to or greater than 0.05. This showed that no significant differences were found in speaking skills or cognitive learning outcomes between students in the experimental class and the control class. Data analysis on the qualitative approach of the influence of audio-visual based media in the context of storytelling on speaking and critical thinking skills in grade 6 students was carried out with the initial step of collecting data through observation and interviews using observation sheets and interviews through questions. Furthermore, the data obtained during observation and interviews were presented using data tables. Then carry out data reduction, namely the process of selection, focus attention, simplification, abstraction, and transformation of raw data obtained from written notes during research in the field, paraphrasing, and finally concluding and verifying. The second data analysis technique is the qualitative analysis technique. Therefore, data collection and analysis are inseparable; The two run simultaneously in an interactive cycle, not following a linear pattern. The first steps of data analysis are the qualitative approach of the influence of audio-visual media in the context of storytelling on speaking and critical thinking skills in grade 6 students, the first is to collect data through observation and interviews using observation sheets and interviews through questions. Followed by presenting data obtained during observation and interviews using data tables. Then carry out data reduction, namely the selection process, focusing on simplification, abstraction and transformation of rough data that arise from written records in the field. This process takes place continuously throughout the study, even before the data is actually collected as seen from the conceptual framework of the research, the study problems, and the data collection approach chosen by the researcher.

3. RESULTS AND DISCUSSION

3.1 Research Results Data

The research was conducted at SDN Kalibanteng Kulon 02. with the aim of finding out whether there is an influence of audio-visual media in the context of Stories on speaking and critical thinking skills in grade VI students of the 2024/2025 school year in the second semester. The sampling used used two groups, namely the control class and the experimental class. It consists of class VI A as many as 28 students as the control class, and class VI B as many as 28 students as the experimental class. In the control class, Indonesian learning uses a classical model without the intermediary of audio-visual means. Meanwhile, in the experimental class, during the pretest, the treatment is the same as in the control class, and during the posttest it is preceded by audio-visual learning in the context of storytelling.

3.1.1 Quantitative Research Results Data

In the Control Class:

Table 2. Recapitulation of Pretest and Posttest Values in Control Class

	Speaking Skills		Critical Thinking	
	Pretest	Posttest	Pretest	Posttest
Sum	1425	1420	894	836
Average Score	50,89	50,71	31,93	30,96
Highest Score	68	67	42	41
Lowest Score	30	33	20	21
Median Value	52,5	53	33,5	32

Based on the Table 2, it can be seen that the score was obtained on speaking and critical thinking skills in the control class without using audio-visual media means. In the treatment control class on Pretest students on the aspect of speaking skills after Posttest Some have decreased, but some have increased. At the average value after Possttest decreased from 50.89 to 50.71. The highest value dropped from 68 to 67, the lowest rose from 30 to 33, and the median value slightly increased from 52.5 to 53. Meanwhile, in the critical thinking aspect, it tends to decrease. It can be seen from the total score of the Pretest 894 after Posttest down to 836. After the postest, the average score drops from 31.93 to 30.96. The highest fell from 42 to 41, the lowest rose slightly from 20 to 21, and the median fell from 33.5 to 32.

In the Experimental Class:

Table 3. Recapitulation of pretest and postest scores

	Speaking Skills		Critical Thinking	
	Pretest	Postest	Pretest	Postest
Sum	1275	1596	874	1101
Average Score	45	57	31,2	40,8
Highest Score	75	75	44	50
Lowest Score	28	30	14	26
Median Value	45,5	58,5	32	43

Table 4. Assessment Criteria

Speaking Skills		Critical Thinking	
67 - 75	Very High	43 – 50	Very High
54 - 66	Tall	35 – 42	Tall
41 - 53	Keep	27 – 34	Keep
28 - 40	Low	19 – 26	Low
15 - 27	Very Low	10 - 18	Very Low

Speaking Skills Score : Critical Thinking Score :

$$\frac{\text{Acquisition score}}{75} \times 100 \qquad \frac{\text{Acquisition score}}{50} \times 100$$

Based on the results of the research in the table above, there is a very significant difference between the pretest and posttest results. In terms of speaking skills, the average score increased from 45 (score 60) to 57 (score 76), the highest score was still at the same score for both pretest and posttest, which was 75 (score 100), the lowest score slightly increased from 28 (score 30) to 30 (score 40). Meanwhile, the median score experienced a very significant increase from 45.5 (score 60.7) to 58.5 (score 78). This proves that in the experimental class, the use of audio-visual learning media for stories has an effect on improving speaking skills. Likewise, the results of research on the aspect of critical thinking. There is a very significant increase or increase in test results. In the pretest, the average score was obtained 31.2 with a score of 62.4 in the postest score increased to 40.8 score 82, the highest score was 44 with a score of 88 rose to 100, the lowest score was 14 score 28 at the postest to 26 score 52, and the media score during the pretest was obtained a score of 32 scores to 43 scores of 86. This also proves that the audio-visual media of the context of the story has an effect on the ability to think critically in grade VI students at SDN Kalibanteng Kulon 02.

3.1.2 Descriptive Research Results Data

The data on the results of the test scores in the control class and the experimental class can be seen in the **Table 5**.

Table 5. Recap of Speaking Skills Aspect Assessment

Experimental Classes		Control Class	
Pretest	Posttest	Pretest	Posttest
1.275	1.596	1.425	1.420

Based on the research data, the results of the descriptive analysis based on student speaking skills data in the experimental class and the control class are as follows:

Grade Point Average

Experimental Class:

Pretest : = $45.54\frac{1275}{28}$

Postest : = $57\frac{1596}{28}$

Increased : 57 – 45.54 = 11.46

Control Class:

Pretest : = $50.89\frac{1425}{28}$

Postest : = $50.71\frac{1420}{28}$

Decline : 50.71 – 50.89 = 0.18

Range

Experimental Class:

Pretest : Min 28, Max 75 → Range: 75−28=4775 - 28 = 4775−28=47

Posttest : Min 34, Max 75 → Range: 75−34=4175 - 34 = 4175−34=41

Control Class:

Pretest : Min 30, Max 68 → Range: 68−30=3868 - 30 = 3868−30=38

Posttest : Min 33, Max 67 → Range: 67−33=3467 - 33 = 3467−33=34

Value Change Analysis

The experimental class experienced a significant increase from pretest to posttest (an average increase of 11.46 points). The control class stagnated even slightly (-0.18 points), indicating that without audio-visual media, students' speaking skills did not develop significantly. The increase in scores in the experimental class showed that the use of audio-visual based learning videos was effective in improving students' speaking skills.

Interpretation of Results

The experimental class showed a significant improvement after using audio-visual media in the learning of fairy tales. The control class did not experience a significant increase, even a slight decrease. From this data, it can be concluded that audio-visual based learning has a positive impact on students' speaking skills.

Table 6. Recap of Critical Thinking Aspects Assessment

Experimental Classes		Control Class	
Pretest	Posttest	Pretest	Posttest
874	1.148	894	880

The following is a descriptive analysis based on data on students' critical thinking skills in the experimental class and the control class:

Grade Point Average

Experimental Class:

Pretest : = $31.21\frac{874}{28}$

Postest : = $41\frac{1148}{28}$

Increased : 41 – 31.21 = 9.79

Control Class:

Pretest : = $31.93\frac{894}{28}$

Postest : = $31.43\frac{880}{28}$

Decline : 31.46 – 31.93 = - 0.5

Range

Experimental Class:

Pretest: Min 28, Max 75 → Range: 75−28=4775 - 28=4775−28=47

Posttest: min 34, max 75 → range: 75−34=4175 - 34=4175−34=41

Control Class:

Pretest: Min 30, Max 68 → Range: 68−30=3868 - 30=3868−30=38

Posttest: min 33, max 67 → range: 67−33=3467 - 33 = 3467−33=34

Value Change Analysis

The experimental class experienced a significant increase from pretest to posttest (an average increase of 9.79 points). The control class experienced a slight decline (an average decrease of 0.5 points), suggesting that without audio-visual media, students' critical thinking skills did not develop. An increase in scores in the experimental class showed that the use of audio-visual-based learning videos was effective in improving students' critical thinking skills.

Interpretation of Results

The experimental class showed a significant improvement after using audio-visual media in learning storytelling. The control class did not experience a significant increase, even a slight decrease. So it is concluded that audio-visual based learning has a positive impact on critical thinking skills.

1.1.3 Qualitative Research Results Data Interviews

Table 7. Display of Qualitative Data for Interviews and Observations

	Question Item Aspect	Interview Results
1	Students' feelings when learning with audio-visual media	100% students are happy, easier to understand, more focused, interested in animation and music
2	Ease of understanding stories with audio-visual	100% of students say it is easier to understand
3	Students' interest in learning with audio-visual media	100% of students are interested, it is easier to recognize the figure
4	Courage to speak in front of the class after studying with audio-visual	40% or 11 students are brave, 30% (8 students) are a little brave, 30% (8 students) are still shy
5	Ease of expressing opinions after using audio-visual media	22 students feel more confident, 3 students are slightly helped, 1 student is still having difficulties
6	Fluency in speaking after using audio-visual media	20 students fluently speaking, 5 students hesitating, 3 students have not dared
7	Critical thinking skills in analyzing the content of stories	90% (24 students) easy to understand, 10% (3 students) understand little
8	The ease of finding moral messages in stories	17 students were easier to understand, 8 students understood little, 3 students had difficulty understanding
9	Ease of understanding the characters in the story	100% of students find it easier to recognize and analyze character characters
10	Ease of rating on stories	90% of students find it easier to understand and analyze stories

3.2 Discussion

3.2.1 Discussion of Quantitative Data

Descriptive Statistical Test

Table 8. Descriptive Statistical Test Results

	N	Minimum	Maximum	Mean	Std. Deviation
X	28	59	95	75,07	8,344
Y1	28	30	75	57,00	12,037
Y2	28	26	50	41,00	6,498
Valid N (listwise)	28				

Based on the results of the Descriptive Test above, it can be described that the distribution of data obtained by the researcher is as follows:

1) The variable of audio visual media in the context of the story of the story (variable X), from the data can be described as a minimum value of 59 while the maximum value is 95, and an average of 75.07. Standard Deviation of audio visual media (variable X) 8.344
2) The variable of speaking skills (variable Y1), can be described as a minimum score of 30, a maximum score of 75, an average score of 57.00 and the standard deviation in speaking skills (variable Y1) is 12.037.
3) The critical thinking variable (Y2), described as a minimum value of 26, a maximum value of 50, an average of 41.00, and the standard deviation in the critical thinking variable (Y2) of 6.498.

Validity Test

Table 9. Speaking Skills Validity Test

Requirement	r – Count	r – Table	P (Sik)	Requirement	r – Count	r – Table	Information
P1	,828**	0,306	0,000	P9	,885**	0,306	Valid
P2	,816**	0,306	0,000	P10	,892**	0,306	Valid
P3	,877**	0,306	0,000	P11	,930**	0,306	Valid
P4	,814**	0,306	0,000	P12	,914**	0,306	Valid
P5	,764**	0,306	0,000	P13	,796**	0,306	Valid
P6	,787**	0,306	0,000	P14	,854**	0,306	Valid
P7	,869**	0,306	0,000	P15	,875**	0,306	Valid
P8	,868**	0,306	0,000	P9	,885**	0,306	Valid

Table 10. Critical Thinking Validity Test

Requirement	r – Count	r – Table	P (Sik)	Requirement	r – Count	r – Table	Information
P1	,662**	0,306	0,000	P6	,729**	0,306	Valid
P2	,764**	0,306	0,000	P7	,761**	0,306	Valid
P3	,629**	0,306	0,000	P8	,780**	0,306	Valid
P4	,718**	0,306	0,000	P9	,782**	0,306	Valid
P5	,660**	0,306	0,000	P10	,833**	0,306	Valid

Based on the results of the validity test using SPSS from Pearson Correlation, all items in the research questionnaire "The Influence of Audio-Visual Media Based on Stories on Critical Speaking and Thinking Skills" were declared valid. This can be seen from the r-table value of 0.306 ($\alpha = 0.05$, df = [df-2]) from 28 samples, each item having an r-calculated value greater than the r-table value. This shows that this questionnaire accurately measures speaking and critical thinking skills. Therefore, the results of the research obtained using this questionnaire are reliable and provide a valid picture of the influence of visual-based audio media on speaking and critical thinking skills in grade VI students. The validity test in similar studies related to the influence of audio-visual media on speaking skills, the validity of the instrument was also shown by (Syafanah et al., 2025) and (Deliyana & Fitriani, 2019) who said that the research is considered valid if the measuring tool used to measure it is valid.

Reliability Test

The reliability test in this study uses the basis for decision-making, if the Cronbach Alpha value > 0.6, then the questionnaire instrument from this study is said to be reliable (realistic). If the alpha tilapia < 0.6, then the instrument is said to be

unreliable (Ghozali, 2005). A reliability test related to the influence of audio visual media was also carried out by (Nuzulia, 2024) who said that the results of the instrument test in the study used validation tests and reliability tests, difficulty levels and differentiating power. This is in line with (Abjad et al., 2024) saying that the reliability test is used to find out the extent to which the measurement results remain consistent, if measurements are taken twice or more. Reliability is used to find out whether the instrument made by the researcher can be trusted to be used as a data measuring tool, then a reliability test is carried out. The results of the reliability test can be seen in the following table:

Table 11. Speech Skills Aspect Control Class (Y1)

Cronbach's Alpha	N of Items
0,972	15

From the data, it can be seen that the Speaking Skill variable (Y1) is proven to be reliable, because in the Cronbach Alpha value of the data it is 0.972 which is greater than 0.6.

Table 12. Aspects of the Critical Thinking Control Class (Y2)

Cronbach's Alpha	N of Items
0,901	10

In the reliability test of the Y2 variable (critical thinking) in the control class, the basis for decision-making is if the indigo *cronbach Alpha* > 0.6, then the questionnaire instrument is declared reliable (reliable). If *the cronbach alpha* value < 0.6, the instrument is declared unreliable. In the Y2 variable test, it was proven that the instrument was reliable because in the *Cronbach Alpha* value in the data was larger than 0.6, which was 0.901 (0.901 > 0.6).

Table 13. Speaking Skills Experiment Class (Y1)

Cronbach's Alpha	N of Items
0,984	15

Based on the data mentioned above, *the cronbach Alpha* was recorded to be greater than 0.6, which was 0.984 (0.901 > 0.6), so because the results of the reliability test of the instrument on the variable of Bebricara Skill (Y1) in the experimental class were declared reliable.

Table 14 . Critical Thinking Experiment Class (Y2)

Cronbach's Alpha	N of Items
0,918	10

Based on the data mentioned above, *Cronbach Alpha* The data is seen to be greater than 0.6, which is 0.984 (0.918 > 0.6), then because the results of the reliability test of the tool on the critical thinking variable (Y2) in the experimental class are declared reliable (reliable).

Normality Test

In the Normality test research with a total of 28 respondents in the control class and 28 students in the experimental class, so that the total number of respondents was 56 students, the normality test used *Kolmogorov Smirnov*. The researcher used a decision-making technique based on significance values (sig.). If the test results of the sig. > of 0.05, the normality test is declared absolute or the instrument is normally distributed. If the value of sig. < 0.05, the research data is declared not to be normally distributed.

Table 15. Control Class Normality Test

	Kolmogorov-Smirnova			Shapiro-Wilk		
	Statistics	Df	Sig.	Statistics	Df	Sig.
Total. Speaking Skills	0,122	28	,200*	0,913	28	0,024
Total Critical Thinking	0,174	28	0,029	0,914	28	0,024

Based on the data in the table above, it can be explained that:

1) In the normality test, both in the independent variables, the aspects of speaking skills (Y1) and critical thinking (Y2) were based on the acquisition where the magnitude of sig > 0.05. In the control class it says "NORMAL". Because

in the table the significance of the data obtained for speaking skills (variable Y1) is 0.024 which means greater than 0.05 (0.024 > 0.05), this shows that Ho is accepted, Sugiyono (2017). Normality tests with the same technique have been performed in previous studies (Nurazijah et al., 2023) which uses a parametic normality test using an average estimator at the standard deviation through lilifoers .

2) The distribution of data appears to be parallel to the P-Plots line which states, if the points (data) are parallel to and or close to the P-Plots line, it is declared "NORMAL"

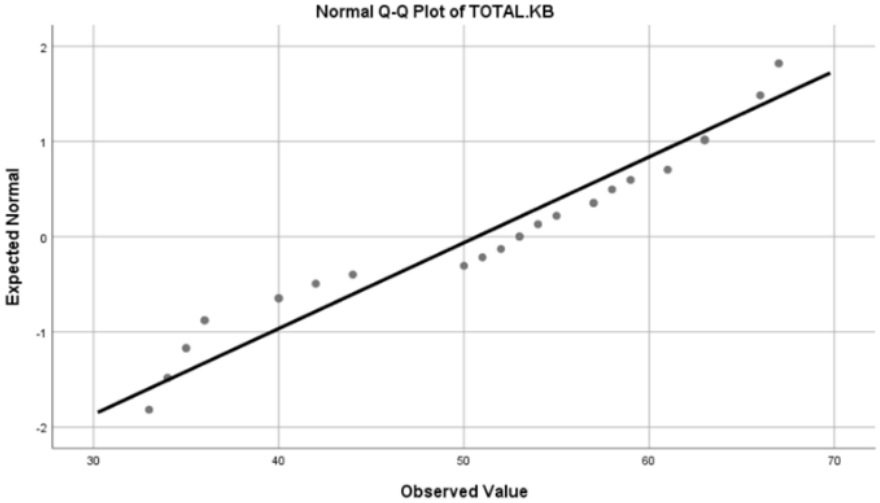

Figure 1. Control Class Deployment

Table 16. Experimental Class Normality Test

Tests of Normality						
	Kolmogorov-Smirnova			Shapiro-Wilk		
	Statistics	Df	Sig.	Statistics	Df	Sig.
∑ _ E.KB	0,125	28	,200*	0,947	28	0,167
∑ _E.BK	0,178	28	0,024	0,919	28	0,033
*. This is a lower bound of the true significance.						
Lilliefors Significance Correction						

The normality test treatment in the experimental class was the same as in the control class. From the table data, it was obtained that the significance value for the Y1 variable (Speaking Skills) was 0.167 and for Critical Squeaky Skills the significance result was 0.033. Both indicate that Ho is accepted because the Sig value is greater than 0.04 or 5%. Based on the chart data of the normality test in the experimental class, the following data was obtained:

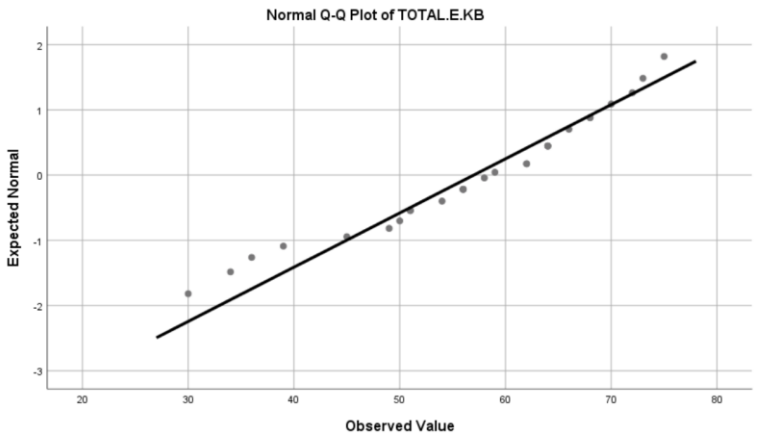

Figure 2. Deployment of Experimental Classes

Based on the significance **Figure 2**, it can be seen that the distribution of data (indicated by the dots) appears parallel to or close to the P-Plot line so that it is said that the data is normally distributed.

Hypothesis Test

In the Hypothesis test, the researcher used SPSS through statistical analysis using the t-test. This is done to find out whether the hypothesis is rejected or accepted, whether the independent variable with the dependent variable has an influence or no. The basis for decision-making is that if the value of Sig. < 0.05 or the t-value > t-table, then this indicates the influence of the variable of the audio-visual media of the story of the story (X) on the variable of speaking and critical thinking skills (Y1 and Y2). And if the value of Sig. > 0.05 or the t-value of the t-count < t-table, then the variable of the audio-visual media of the story (X) and the variable of speaking and critical thinking skills (Y1 and Y2) has no effect.

Table 17. Variable X T Test Against Y1 Variable

Type		Unstandardized Coefficients		Standardized Coefficients	Sig.
		B	Std. Error	Beta	
1	(Constant)	97,075	15,570		0,000
	X (audio visual)	-0,534	0,206	-0,454	0,015
Dependent Variable: Y1 (Speaking skills)					

Based on the data of the table, the value of Sig. < 0.05, it can be said that the audio-visual variable of the story of the story (X) has a significant influence on the variable of speaking skills (Y1) because the value of Sig. (0.015) where the value is less than (<) 0.05.

Table 18. Variable X T Test Against Y2

Type		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	75,682	6,471		11,695	0,000
	X (Audio Visual)	-0,462	0,085	-0,728	-5,407	0,000
Dependent Variable: Y2 (Critical Thinking)						

Decision-making based on table data if the value of Sig. < 0.05, then it can be said that the variable X (audio visual of the story of the story) has a significant influence on the variable Y2 (critical thinking) because the value of Sig. (0.000) where the value is less than (<) 0.05.

N-Gain Test

N-Gain is carried out to determine the effectiveness of the use of a research method. The researcher conducted a comparison of the difference between postest and pretest scores.

Table 19. N-Gain Results Table

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Ngain_Score	28	-3,00	6,00	1,0805	1,72804
Ngain_Persen	28	-300,00	600,00	108,0452	172,80374
Valid N (listwise)	28				

Table 20. N-Gain Indicator

Improved Indicators	Experimental Classes		Control Class	
	N-Gain	Percent	N-Gain	Percent
Aspects of Speaking Skills				
Smooth	0,43	42,92	-0,02	-1,69
Clarity	0,34	34,17	-0,02	-2,33

Grammar	0,33	33,00	-0,01	-0,83
Confidence	0,47	47,34	0,01	1,18
Critical Thinking Aspects				
Identification	0,66	66,13	0,05	4,76
Analysis	0,48	48,36	-0,03	-2,86
Evaluation	0,46	45,95	-0,03	-2,61
Troubleshooting	0,35	35,21	-0,11	-10,98
Conclusion	0,58	58,16	-0,04	-4,04

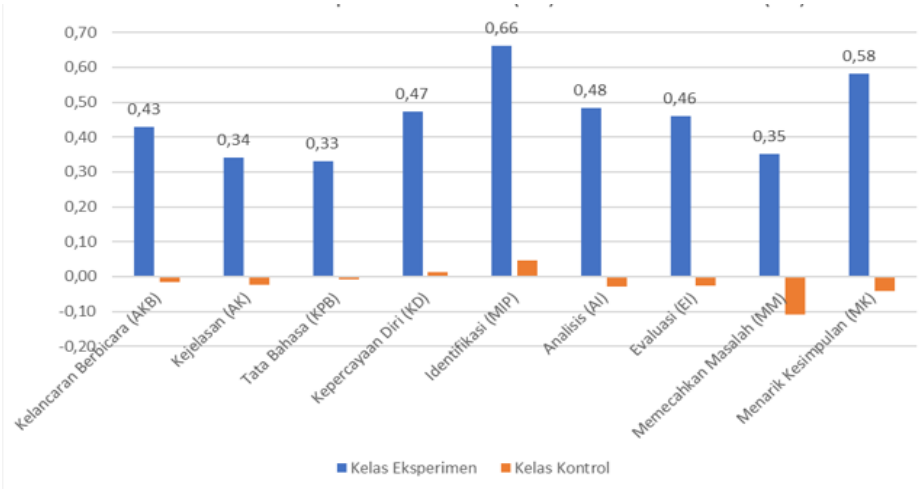

Figure 3. Critical Speaking and Thinking Skills Indicator Chart

Based on the graph of the results of the N-Gain indicators of speaking (Y1) and critical thinking (Y2) skills between the experimental class and the control class, it was obtained from the interpretation of the data that in the experimental class showed a much higher improvement in all indicators compared to the control class. This shows that the learning methods used in the experimental classroom are more effective in improving students' speaking and critical thinking skills. In the aspect of Speaking Skills (Y1), data were obtained showing that Speaking Fluency (AKB) had an N-Gain of 0.43 in the experimental class, compared to a very low value in the control class. The indicators of Clarity (AK), Grammar (KPB), and Confidence (KD) also showed a significant increase in the experimental class with N-Gain of 0.34, 0.33, and 0.47, respectively. Meanwhile, the control class did not experience a significant increase. In the Critical Thinking (Y2) aspect, the Problem Identification (IM) indicator had the highest N-Gain in the experimental class (0.66), which indicates that the students' ability to identify problems increased significantly compared to the students in the control class. Analysis (AI), Evaluation (EI), Problem Solving (MM), and Drawing Conclusions (MK) also saw significant increases in the experimental class with N-Gains of 0.48, 0.46, 0.35, and 0.5, respectively In the control class, the N-Gain value on all critical thinking indicators tended to be very low or even close to zero, indicating that conventional learning methods were less effective in improving these skills. In general, the results of the research on the N-Gain test obtained data that the learning method applied in the experimental class succeeded in improving students' speaking (Y1) and critical thinking (Y2) skills better than the control class. Based on the N Gain graph, if it is associated with learning using audio-video, the interpretation obtained for the effectiveness of learning using audio-visual media in the context of storytelling in the Experiment class is proven to have a significant increase in N Gain in speech skill indicators (Y1), such as Speaking Fluency (AKB) (0.43), Clarity (AK) (0.34), and Confidence (KD) (0.47), showing that learning with audio-video media contributes greatly to the improvement of students' speaking skills. This can happen because the use of audio-video allows students to hear, see examples of good speaking practices, and imitate them. In addition, students can learn intonation, pronunciation, and non-verbal expressions that support speaking skills. The largest increase occurred in the indicators of Identification (IMR) (0.66) and Drawing Conclusions (MK) (0.58). This shows that audio-visual-based learning also helps improve critical thinking skills, especially in analyzing information and drawing conclusions from the content presented through videos.

3.2.1 Discussion of Qualitative Data

In analyzing qualitative data, researchers used structured interviews. The researcher used an interview instrument for students. This is so that qualitative data has the same standard of questions for each respondent. Data were taken through direct interviews (oral), and answered in writing on the instrument sheet that had been provided. In collecting qualitative

data, the researcher used 10 questions, consisting of 5 questions for indicators of the influence of audio-visual media as a variable on speaking skills as a Y1 variable, and 5 questions for the influence of audio-visual media as a variable X on critical thinking ability as a Y2 variable. (Syafanah et al., 2025) The researcher used three flows in analyzing qualitative data. There are 3 flows that must be done, namely: data reduction (data Reduction), data presentation (data display), and finally conclusions or verification (conclusion verification) quoted from Miles & Huberman. The following is an analysis of the interview results of each question. Qualitative research methods are based on post-positivist philosophy and are used to investigate the state of natural objects "as opposed to experiments" in which the researcher is the main instrument (Ana Mufidah et al., 2024). In the question item related to students' feelings when learning using audio-visual media of stories of stories, 28 students answered 100% and answered happily. All students answered happily for different and varied reasons. Based on the answers from the students, with the help of audio-visual media, they tend to focus more on listening and paying attention than just reading the text as before the pretest. This has also been tested in research (Restami & Samsudin, 2023) which is said that the presentation of material accompanied by audio-visuals can increase students' attention, enthusiasm, motivation, and memory in the learning process, and audio-visual media can also give rise to explanations of material that can be seen and heard by students, so that it will increase students' understanding of concepts and high-level thinking skills. Another thing that makes students feel happy and interested in learning using audio-visual media of fairy tales, because through audio-visual media students find it easy to analyze the characters in the story.

In the question indicator related to various conveniences, when asked if students are easier to understand stories by using audio visuals, 100% of students answered "yes". All students answered that they found it easier to understand the content of the story after using audio-visual media through video stories. On the ease of expressing opinions after using audio-visual media. Most students said they felt easy and confident. There was only 1 student who said it was not easy. This was experienced by Reizo. Reizo said that even though he had seen the learning video, he still found it difficult to understand, let alone express his opinion when asked questions. The reason is because he feels that he cannot understand something quickly. In addition, there were 3 people who answered a little help. Because according to most students, by watching audio-visual videos, it provides more clarity of stories, so that students dare to express their opinions. The main function of learning media is as an educational tool that also affects the climate, conditions and learning environment organized and created by teachers. This is supported by research conducted by (Marijo & Mari'i, 2022) who said that this audio-visual medium helps teachers use an open approach, making classroom learning more effective and creating interactive and fun learning opportunities.

In the indicator of critical thinking ability in studying the content of stories, 90% of students stated that it was easy to understand and study the content of the story, while 10% stated that they understood little. Thus, it can be said that audio-visual based media can improve students' critical thinking skills. This is also proven in research (Restami & Samsudin, 2023), in his research entitled "Audio-Visual Learning Media in Achieving Students' Motivation and Critical Thinking with a Scientific Approach" said that the correlation between learning motivation and critical thinking skills is a strong category. This means that the relationship formed between learning motivation and critical thinking skills is high Based on the data above, it can be concluded that the effectiveness of learning using audio-visual media significantly increases students' understanding of stories, clarifies the content of the material, and increases the attractiveness of the learning process. Students are more focused, more interested, and more motivated in learning with audio-visual media than just reading texts. In addition, most students feel more confident in speaking after using this medium, although there are still some who are shy and nervous. On critical thinking skills, it can be concluded that most students are able to analyze the content of stories, understand moral messages, and assess character characters better after audio-visual media-based learning. Improving language skills, although not optimal, audio-visual learning contributes to improving speaking, critical thinking, and expressing opinions more fluently and confidently. So it can be concluded that the use of audio-visual media based on the context of storytelling in Indonesian learning, has a positive impact on students in terms of speaking skills and critical thinking.

4. CONCLUSION

Based on the formulation of the problem of the influence of learning videos in the context of storytelling on speaking skills for grade VI students in elementary school, after a pretest and posttest were carried out on two sample groups divided into a control class group and an experimental class, it was found that the use of learning videos in the context of storytelling had a positive influence on students' speaking skills. Most students feel more confident and brave to speak up after watching the learning videos. Regarding the effectiveness of learning videos in the context of storytelling on critical thinking skills for grade 6 students in elementary school, data was obtained that audio-visual learning media in the context of story stories was also proven to be effective in improving students' critical thinking skills. In the learning process, the use of audio-visual media in learning has been proven to increase students' understanding of the material.

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