

The Effect of Audiovisual-Based Storytelling on Learning Motivation and Story Writing Skills of Fifth Grade Elementary School Students

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Abstract

This study aimed to analyze the effect of audiovisual-based storytelling on learning motivation and story writing skills among fifth-grade elementary school students in Lasalimu District. The study was motivated by the low levels of students' learning motivation and story writing skills caused by conventional learning practices that tend to be monotonous and less interactive. This research employed a quantitative approach using a quasi-experimental design with a Non-Equivalent Control Group Design. The participants consisted of fifth-grade students from elementary schools in Lasalimu District, Southeast Sulawesi. Data were collected through learning motivation questionnaires and story writing tests administered before and after the treatment. The experimental group received instruction using storytelling-based audiovisual media, while the control group received conventional learning. Data were analyzed using descriptive statistics and Multivariate Analysis of Variance (MANOVA) after meeting the prerequisite assumptions of normality, homogeneity, and homogeneity of covariance matrices. The results revealed that audiovisual-based storytelling had a significant simultaneous effect on students' learning motivation and story writing skills, as indicated by a significance value of 0.000 (< 0.05). Students in the experimental group demonstrated greater improvement in learning motivation and story writing skills than those in the control group. These findings indicate that storytelling-based audiovisual media create a more engaging, interactive, and meaningful learning environment and can be effectively used to enhance elementary school students' learning motivation and story writing skills.

Keywords:

Audiovisual Media, Learning Motivation, Storytelling, Story Writing Skills

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Abstrak

Penelitian ini bertujuan untuk menganalisis pengaruh storytelling berbasis media audio visual terhadap motivasi belajar dan keterampilan menulis cerita siswa kelas V sekolah dasar di Kecamatan Lasalimu. Penelitian ini dilatarbelakangi oleh rendahnya motivasi belajar dan keterampilan menulis cerita siswa yang disebabkan oleh praktik pembelajaran konvensional yang cenderung monoton dan kurang interaktif. Penelitian ini menggunakan pendekatan kuantitatif dengan desain quasi experiment melalui non-equivalent control group design. Partisipan penelitian terdiri atas siswa kelas V sekolah dasar di Kecamatan Lasalimu, Sulawesi Tenggara. Data dikumpulkan melalui angket motivasi belajar dan tes keterampilan menulis cerita yang diberikan sebelum dan sesudah perlakuan. Kelompok eksperimen memperoleh pembelajaran menggunakan media audio visual berbasis storytelling, sedangkan kelompok kontrol memperoleh pembelajaran konvensional. Data dianalisis menggunakan statistik deskriptif dan Multivariate Analysis of Variance (MANOVA) setelah memenuhi uji prasyarat berupa normalitas, homogenitas, dan homogenitas matriks kovarians. Hasil penelitian menunjukkan bahwa media audio visual berbasis storytelling memberikan pengaruh signifikan secara simultan terhadap motivasi belajar dan keterampilan menulis cerita siswa, yang ditunjukkan oleh nilai signifikansi sebesar 0,000 ($< 0,05$). Siswa pada kelompok eksperimen menunjukkan peningkatan motivasi belajar dan keterampilan menulis cerita yang lebih tinggi dibandingkan kelompok kontrol. Temuan ini menunjukkan bahwa media audio visual berbasis storytelling mampu menciptakan lingkungan belajar yang lebih menarik, interaktif, dan bermakna serta dapat digunakan secara efektif untuk meningkatkan motivasi belajar dan keterampilan menulis cerita siswa sekolah dasar.

Kata Kunci:

Media Audiovisual, Motivasi Belajar, Storytelling, Keterampilan Menulis Cerita

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INTRODUCTION

Language learning in elementary schools plays an important role in developing students' literacy, communication skills, creativity, and ability to express ideas through both oral and written language. One of the essential competencies in language learning is writing skill because writing enables students to communicate thoughts, feelings, experiences, and imagination systematically and meaningfully. Through writing activities, students learn how to organize ideas, develop narratives, and express creativity in written form. Among various types of writing activities, story writing is considered an important activity because it encourages students to combine imagination, language competence, and creativity simultaneously. However, many elementary school students still experience difficulties in writing activities, particularly in generating story ideas, organizing story structures, selecting appropriate vocabulary, and maintaining coherence in their writing (Aktaş et al., 2021). This condition indicates the need for innovative and student-centered learning strategies that not only facilitate effective knowledge transfer but also encourage students to actively construct understanding, develop creativity, and engage meaningfully in the writing process (Ananiadou & Claro, 2021). Previous studies have shown that meaningful and student-centered writing instruction significantly contributes to students' writing motivation, engagement, and writing performance in elementary education (Alves-Wold et al., 2024; Habudin et al., 2023; Nunes et al., 2024).

Learning motivation plays an important role in determining students' participation and achievement during the learning process. Motivation encourages students to become actively involved in classroom activities, complete assignments, maintain concentration, and achieve learning objectives (Edu et al., 2021). Students with high learning motivation generally demonstrate enthusiasm, curiosity, confidence, and persistence during learning activities. In contrast, students with low motivation tend to become passive, easily bored, and less interested in classroom instruction (Bozgün & Akın-Kösterelioğlu, 2021). In elementary education, students' motivation strongly influences academic engagement and learning outcomes because students at this developmental stage require enjoyable and meaningful learning experiences to sustain their participation in classroom instruction (Ryan & Deci, 2020). Previous studies have also revealed that learning motivation positively affects students' academic achievement, participation, and confidence in language learning activities (Edu et al., 2021; de Smedt et al., 2020; Wright et al., 2021). Therefore, teachers are required to implement innovative instructional approaches that can create more engaging and motivating classroom environments.

Based on preliminary observations conducted in several fifth-grade elementary schools in Lasalimu District, Indonesian language learning, especially story writing activities, is still dominated by conventional instructional methods. Teachers generally rely on textbooks, worksheets, lectures, and individual writing assignments without integrating interactive learning media. During classroom activities, students are usually instructed to write stories individually based on examples provided in textbooks, while opportunities to discuss ideas, explore imagination, and interact actively remain limited. As a result, many students appear passive, less enthusiastic, and unmotivated during writing activities. Students also experience difficulties in generating ideas, organizing plot structures, selecting appropriate vocabulary, and expressing imagination creatively through writing. Similar findings were reported by Wright et al. (2021), who explained that low writing motivation negatively affects students' writing quality, self-confidence, and willingness to express ideas creatively. Likewise, Ruslina et al. (2024) found that monotonous learning activities and limited use of interactive media reduce students' participation and creativity in story writing instruction.

One instructional approach that has the potential to create meaningful and engaging learning experiences is the use of audiovisual-based storytelling. It is an audiovisual medium that combines visual and auditory elements, such as images, videos, animations, narration, and sound effects, in the form of story-based presentations that enable students to receive information through multiple sensory channels simultaneously. The integration of audiovisual media-based storytelling in learning can increase students' attention, interest, and participation because learning materials are presented in a more concrete, contextual, and attractive manner. Recent empirical studies have shown that multimedia-based learning facilitates students' understanding by integrating verbal and visual information simultaneously, enabling learners to process information more effectively through multiple cognitive channels and strengthen knowledge retention (Alves-Wold et al., 2024; Wijekumat et al., 2019). In the context of language learning, audiovisual media-based storytelling not only functions as channels for delivering information but also provides structured narrative models that help students understand story elements such as orientation, complication, and resolution (Cheung, 2024). Through repeated exposure to visual scenes, character interactions, and narrated plot development, students can construct narrative schemas, enrich vocabulary, and strengthen their understanding of story organization. These cognitive processes support students in transforming observed story patterns into their own written narratives by generating ideas, sequencing events, and expressing imagination more coherently. Previous studies have also shown that narrative-based multimedia learning contributes positively to students' writing motivation, narrative comprehension, and writing performance because it provides concrete models that support idea construction and creative expression (McTigue et al., 2024; Nunes et al., 2024).

In addition to improving learning motivation, audiovisual media-based storytelling has considerable potential to support the development of story writing skills. Visual presentations, animations, and narrated videos provide concrete examples of story elements, including characters, settings, plot development, and conflict resolution. These learning experiences help students understand how stories are structured and provide inspiration for generating ideas during writing activities. Students who learn through audiovisual media-based storytelling tend to demonstrate better creativity, richer vocabulary, and greater confidence in expressing ideas through writing (Aktaş et al., 2021; Munajah et al., 2023). Ruslina et al. (2024) also reported that the use of interactive learning media contributes to improved creativity and writing performance among elementary school students. Furthermore, students with high learning motivation tend to demonstrate better performance in composing narrative texts systematically and creatively (Mukiman et al., 2024).

Although previous studies have reported the positive effects of audiovisual media on learning motivation, participation, academic achievement, and language learning outcomes, most studies have examined these variables separately and in different educational contexts. Limited empirical evidence is available regarding the simultaneous effect of audiovisual media-based storytelling on both learning motivation and story writing skills among elementary school students, particularly in Lasalimu District. Differences in student characteristics, learning environments, and educational resources may influence the effectiveness of audiovisual media-based storytelling in supporting language learning outcomes. Therefore, further investigation is needed to examine the effect of audiovisual media-based storytelling on learning motivation and story writing skills among fifth grade elementary school students in Lasalimu District. This study aims to analyze the effect of audiovisual media-based storytelling on learning motivation and story writing skills of fifth grade elementary school students in Lasalimu District. The findings

are expected to contribute theoretically to the development of innovative language learning approaches and practically to provide teachers with evidence-based strategies for integrating audiovisual media-based storytelling into elementary school language instruction.

METHODS

This study employed a quantitative approach using a quasi-experimental design with the non-equivalent control group design. This design was selected to examine the effect of audiovisual media on students' learning motivation and story writing skills by comparing an experimental group and a control group through pretest and posttest activities. The research was conducted during the second semester of the 2025/2026 academic year in elementary schools located in Lasalimu District, Buton Regency, Southeast Sulawesi.

The population of this study consisted of all fifth-grade students from elementary schools in Lasalimu District. The sample was selected using purposive sampling based on the similarity of students' academic characteristics, grade level, curriculum implementation, and school readiness to participate in the research. Two fifth grade classes from two different schools were selected as research participants, consisting of 25 students from SD Negeri 40 Buton as the experimental group and 24 students from SD Negeri 32 Buton as the control group, with a total sample of 49 students. Although both schools generally relied on conventional teaching practices and had limited use of interactive learning media, the audiovisual media-based storytelling used in the experimental group was specifically prepared and provided by the researcher during the treatment sessions. This ensured that the intervention was implemented consistently and did not depend on the schools' existing facilities or technological resources.

The study was conducted through several stages. First, classroom observations and pretests were administered to identify students' initial learning motivation and story writing skills before the treatment. The treatment was then implemented over several instructional meetings. In the experimental group, learning activities were conducted using audiovisual media, including animated videos, narrated stories, educational videos, illustrated presentations, and interactive visual materials. Students observed audiovisual content, identified story elements, discussed characters and plot development, generated ideas, and developed their own written stories based on the learning materials presented. Meanwhile, the control group received conventional instruction through textbooks, teacher explanations, question-and-answer activities, and individual writing assignments without the use of audiovisual media. Both groups studied the same learning materials and received the same instructional duration to maintain consistency during the experiment. After the treatment phase, posttests were administered to determine changes in students' learning motivation and story writing skills.

The instruments used in this study consisted of a learning motivation questionnaire and a story writing skills test. The motivation questionnaire measured students' attention, enthusiasm, participation, persistence, and interest during the learning process. The story writing test assessed students' ability to generate ideas, organize story structures, select appropriate vocabulary, apply language conventions correctly, and demonstrate creativity in writing. Prior to implementation, the instruments were validated by experts and tested on students with characteristics similar to the research participants. The results indicated that all instruments met the required validity and reliability criteria.

Data analysis was conducted using descriptive and inferential statistics with the assistance of IBM SPSS Statistics. Descriptive statistics were used to describe students' learning motivation and story writing skills through mean scores, maximum scores, minimum scores, and standard

deviations. Before hypothesis testing, prerequisite analyses including tests of normality, homogeneity of variance, and homogeneity of covariance matrices were conducted to ensure that the data met the assumptions required for multivariate analysis. Hypothesis testing was performed using Multivariate Analysis of Variance (MANOVA) to determine the simultaneous effect of audiovisual media-based storytelling on students' learning motivation and story writing skills. The level of significance used in this study was 0.05.

RESULTS AND DISCUSSION

The results of this study are presented to illustrate the effect of audiovisual media-based storytelling on the learning motivation and story writing skills of fifth grade elementary school students. The presentation of the research results includes descriptive data analysis, prerequisite testing, and hypothesis testing. Descriptive analysis was used to determine the pretest and posttest results for the control and experimental classes. At the same time, hypothesis testing was conducted to determine the effect of the treatment administered during the study.

Descriptive Analysis

The following are the results of the descriptive analysis of student learning motivation data obtained from the pretest and posttest results in the control and experimental classes. The results of the descriptive analysis are presented in Table 1.

Table 1. Statistical Description of Students' Learning Motivation

Data	N	Minimum	Maximum	Mean	Std. Deviation
Pretest Control Class	24	30.00	42.00	36.50	3.05
Pretest Experimental Class	25	31.00	41.00	36.08	3.23
Posttest Control Class	24	30.00	42.00	37.08	3.32
Posttest Experimental Class	25	38.00	48.00	42.48	2.33

Based on Table 1, it is found that the pretest average for learning motivation in the control class was 36.50, while in the experimental class it was 36.08. The difference in the averages between the two classes is relatively small, indicating that the initial state of students' learning motivation in both groups was comparable before the intervention was administered. After the treatment was administered, the average posttest learning motivation score in the experimental class increased to 42.48, while the control class achieved an average of 37.08. The difference of 5.40 indicates that the increase in student learning motivation in the experimental class was higher than that in the control class. These findings suggest that the use of audiovisual media-based storytelling has a positive effect on students' learning motivation.

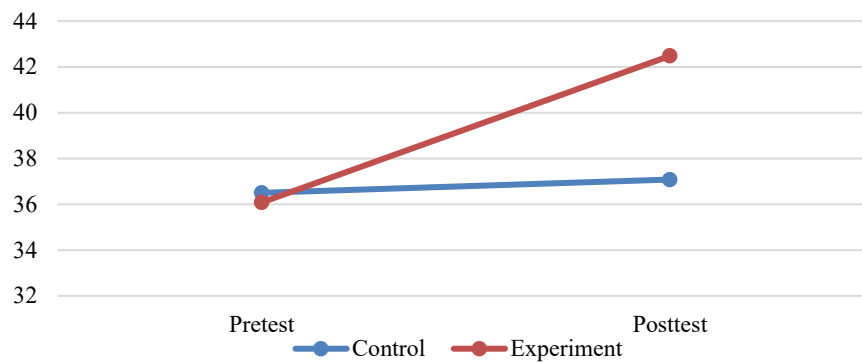


Figure 1. Students' Learning Motivation Improvement

Based on Figure 1, it can be seen that the experimental class experienced a higher increase in learning motivation compared to the control class. This is indicated by the experimental class's posttest average score of 42.48, whereas the control class's score was only 37.08. The graphical visualization shows that the application of audiovisual media-based storytelling has a positive effect on increasing students' learning motivation. Furthermore, this increase is not only evident in the average posttest scores but also in each learning motivation indicator observed throughout the study. The results of the learning motivation indicators for the control and experimental classes are presented in Table 2.

Table 2. Achievement Results of Learning Motivation Indicators

Indicator	Control	Experimental
P1	23.61%	29.33%
P2	23.61%	29.00%
P3	27.43%	28.33%
P4	25.69%	28.33%
P5	27.77%	30.33%
P6	27.43%	30.00%
P7	25.34%	27.33%
P8	28.12%	30.00%
P9	23.95%	30.66%
P10	25.69%	29.66%
P11	25.34%	31.00%
P12	25.00%	30.00%

P1–P12 represent the learning motivation questionnaire items. P1–P2 measure students' desire and willingness to achieve success; P3–P4 measure learning needs and encouragement; P5–P6 measure future expectations and aspirations; P7–P8 measure appreciation and recognition in learning; P9–P10 measure students' interest in learning activities; and P11–P12 measure the conduciveness of the learning environment. Based on Table 2, all learning motivation indicators in the experimental class achieved a higher percentage compared to the control class. The highest percentage in the experimental class was found in indicator P11 at 31.00%, while in the control class, the highest indicator was P8 at 28.12%. The results indicate that the implementation of audiovisual media-based storytelling is effective in enhancing students' learning motivation across various aspects of learning motivation indicators. Furthermore, the improvements observed

in nearly all indicators suggest that audiovisual-based storytelling learning fosters student engagement and enthusiasm throughout the learning process.

Furthermore, this study also describes students' story writing skills in the control and experimental classes based on the pretest and posttest results. The description of the data on students' story writing skills is presented in Table 3.

Table 3. Statistical Description of Students' Story Writing Skills

Data	N	Minimum	Maximum	Mean	Std. Deviation
Pretest Control Class	24	35.00	70.00	52.29	9.99
Pretest Experimental Class	25	45.00	80.00	58.80	9.71
Posttest Control Class	24	65.00	95.00	76.88	8.32
Posttest Experimental Class	25	65.00	95.00	82.40	9.03

Based on Table 3, the pretest average for story writing skills in the control class was 52.29, while the experimental class achieved 58.80. Although the experimental group showed a slightly higher initial mean score, both groups remained within a comparable range and were subjected to the same instructional materials and duration during the study. After the treatment was administered, the average posttest score for story writing skills in the experimental class increased to 82.40, while the control class achieved an average of 76.88. The difference of 5.52 indicates that the students' story writing skills in the experimental class were better than those in the control class. Thus, audiovisual media-based storytelling has a positive effect on students' story writing skills.

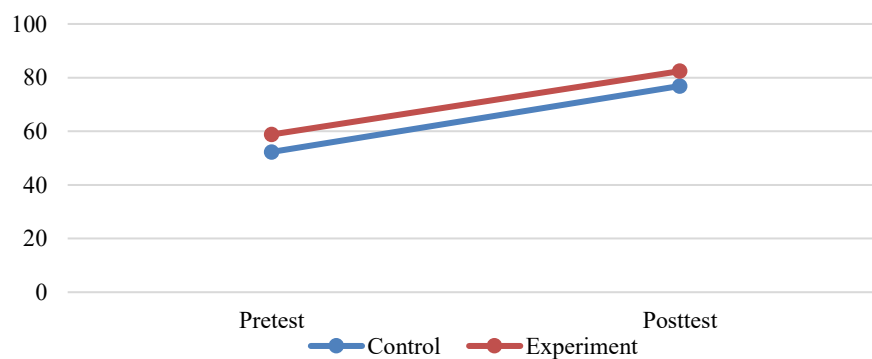


Figure 2. Students' Story Writing Skills Improvement

Based on Figure 2, it can be seen that the experimental class achieved a greater improvement in learning outcomes compared to the control class. This is indicated by the experimental class's average posttest score of 82.40, while the control class's score was 76.88. The graphical representation shows that the use of audiovisual media-based storytelling has a positive effect on improving students' story writing skills. Furthermore, this improvement is not only evident in the average posttest scores but also in each writing skill indicator observed throughout the study. The achievement results of the writing skill indicators for the control class and the experimental class are presented in Table 4.

Table 4. Achievement Results of Story Writing Skill Indicators

Indicator	Control	Experimental
Content	72.5%	77.6%
Organization	63.33%	70.4%
Language Options	58.33%	60.8%
Mechanics	57.5%	58.4%
Creativity	60.83%	64.0%

Based on Table 4, all indicators of story writing skills in the experimental class achieved higher percentages than those in the control class. The content aspect was the indicator with the highest achievement in both groups, at 72.5% in the control class and 77.6% in the experimental class. Additionally, the organization and creativity aspects in the experimental class also showed a significant increase compared to the control class. These results indicate that audiovisual media-based storytelling can help students develop story ideas, construct coherent plot structures, and enhance creativity in writing stories.

Prerequisite Test

After the descriptive analysis was conducted, the next step was to test the prerequisites for analysis, which included the normality test, the homogeneity test, and the homogeneity of the covariance matrix test. The normality test was performed using the Shapiro-Wilk test to determine whether the research data were normally distributed. The results of the normality test are presented in Table 5.

Table 5. Results of the Normality Test

Variable	Data	Sig.	Description
Learning Motivation	Pretest Control	0.727	Normal
	Pretest Experiment	0.053	Normal
	Posttest Control	0.195	Normal
	Posttest Experiment	0.404	Normal
Story Writing Skills	Pretest Control	0.055	Normal
	Pretest Experiment	0.061	Normal
	Posttest Control	0.172	Normal
	Posttest Experiment	0.063	Normal

Based on Table 5, all data points have significance values greater than 0.05. These results indicate that the research data are normally distributed, thereby meeting one of the requirements for parametric statistical analysis. After the normality test was satisfied, a homogeneity test was conducted to determine whether the variances of the data in the control and experimental groups were equal. The homogeneity test was performed using Levene's Test, and the results are presented in Table 6.

Table 6. Homogeneity Test Results

Variable	Data	Sig.	Description
Learning Motivation	Pretest	0.638	Homogeneous
	Posttest	0.081	Homogeneous
Story Writing Skills	Pretest	0.065	Homogeneous
	Posttest	0.512	Homogeneous

Based on Table 6, all data have significance values greater than 0.05. These results indicate that the variances of the data in the control and experimental groups are homogeneous, thus meeting the requirement to proceed with the next statistical analysis. After the homogeneity test was satisfied, a test of homogeneity of covariance matrices was conducted using Box's Test of Equality of Covariance Matrices as one of the prerequisites for MANOVA analysis. The test results are presented in Table 7.

Hypothesis Testing

Table 7. Results of Box's Test of Equality of Covariance Matrices

Box's M	F	Sig.	Description
3.954	1.257	0.287	Homogeneous

Based on Table 7, a significance value of $0.287 > 0.05$ was obtained. These results indicate that the covariance matrices of the dependent variables are homogeneous across groups, thus fulfilling the assumption of homogeneity of covariance matrices. Since all prerequisite tests for the analysis have been met, the analysis can proceed to the hypothesis testing stage using Multivariate Analysis of Variance (MANOVA). This test was conducted to determine the simultaneous effects of audiovisual media-based storytelling on students' learning motivation and story writing skills. The results of the MANOVA test are presented in Table 8.

Table 8. MANOVA Test Results

Statistics	F	Sig.	Partial Eta Squared	Description
Pillai's Trace	29.909	0.000	0.565	Significant
Wilks' Lambda	29.909	0.000	0.565	Significant
Hotelling's Trace	29.909	0.000	0.565	Significant
Roy's Largest Root	29.909	0.000	0.565	Significant

Based on the MANOVA test results in Table 8, a significance value of 0.000 was obtained for all test criteria, namely Pillai's Trace, Wilks' Lambda, Hotelling's Trace, and Roy's Largest Root. These significance values are smaller than 0.05 ($0.000 < 0.05$), so H_0 is rejected. These results indicate that there is a significant effect of audiovisual media-based storytelling on students' learning motivation and story writing skills simultaneously. In addition, the Partial Eta Squared value of 0.565 indicates that the effect of audiovisual media-based storytelling on learning motivation and story writing skills falls into the strong category. This indicates that audiovisual media-based storytelling contributed substantially to the variation in students'

learning motivation and story writing skills. In contrast, the remaining variation may be influenced by other factors beyond the scope of this study.

Discussion

The results of the study show that storytelling-based audiovisual media has a significant effect on the learning motivation and story-writing skills of fifth-grade elementary school students in Lasalimu Subdistrict. These findings indicate that storytelling-based audiovisual media not only serves as a means of conveying information but also as a learning environment capable of simultaneously supporting students' affective and cognitive aspects. The results of the MANOVA test indicate that improvements in learning motivation and story-writing skills occur simultaneously; therefore, these two variables cannot be viewed as independent outcomes but rather as interrelated effects of the learning experiences provided during the learning process.

The increase in students' motivation to learn can be explained by the characteristics of storytelling-based audiovisual media, which are capable of creating a more engaging, concrete, and meaningful learning experience. During instruction, stories are not only conveyed verbally but are also supported by images, animations, sounds, and narration that complement one another. This combination helps students focus their attention on the material being studied and increases their curiosity about the story's content. For elementary school students who are still in the concrete operational stage of development, presenting information through visual and auditory representations makes the material easier to understand compared to presentations that rely solely on verbal explanations. This fosters greater engagement during the learning process, which ultimately leads to increased learning motivation. These findings align with previous research showing that multimedia-based learning environments and digital storytelling enhance student engagement, attention, self-efficacy, and motivation (Edu et al., 2021; Niemi & Niu, 2021; Parsazadeh et al., 2021).

In addition to boosting motivation to learn, storytelling-based audiovisual media also contribute to the development of story-writing skills. This improvement can be explained by the process of knowledge construction that occurs when students engage with stories presented through audiovisual media. Through these presentations, students gain a clearer understanding of the characters, setting, conflict, and sequence of events that make up a story. These findings align with Self-Determination Theory perspectives on literacy, which emphasize the strong interrelatedness between reading and writing motivation and performance (de Smedt et al., 2020). Information presented through various forms of representation helps students build a more comprehensive understanding of narrative structure before they put their ideas into writing. Thus, students do not begin the writing process from a blank slate but already have a story framework that can be developed into a more structured piece of writing. These findings are consistent with previous research showing that narrative multimedia-based learning can provide concrete models that help students develop ideas, understand story structure, and express their ideas more creatively in writing activities (Mukarromah et al., 2025; Nunes et al., 2024; Wijekumar et al., 2019). Furthermore, Aktaş et al. (2021) explain that story-based learning experiences can enhance students' creativity and self-confidence in expressing ideas through writing, which ultimately contributes to improved quality in narrative writing.

Further analysis of the writing skill indicators shows that the greatest improvement occurred in the aspects of content and organization. In contrast, improvements in the aspects of language use and mechanics were relatively lower. These findings are important to discuss because they indicate that the impact of storytelling-based audiovisual media is not evenly

distributed across all components of writing skills. Storytelling-based audiovisual media proved to be more effective in helping students generate and organize ideas than in improving technical language skills.

This phenomenon can be explained by Cognitive Load Theory, which posits that students' working memory capacity is limited; thus, learning is more effective when the presentation of information reduces irrelevant cognitive load and directs cognitive resources toward the primary learning process (Sweller et al., 2019). In the context of this study, the combination of images, sound, animation, and narrative flow helped students understand the story's content more quickly and clearly. Students did not need to allocate excessive mental effort to visualize characters, settings, or the sequence of events because this information was already available in audiovisual form. As a result, students' cognitive capacity can be more focused on developing ideas and constructing the narrative. This explains why the greatest improvements occurred in the aspects of content and organization.

These findings also indicate that storytelling-based audiovisual media serve as multimodal learning stimuli that support students' narrative construction processes. Through the integration of visual, audio, and verbal information, students develop richer mental representations of the relationships between characters, the development of conflict, and the sequence of events in a story. These representations help students construct a story framework before writing it down. These findings align with the research by Kim et al. (2023) and Uslu & Uslu (2021), which explains that multimodal and digital storytelling approaches help students develop a deeper understanding of narrative structure through the integration of various forms of representation.

Conversely, improvements in language use and mechanics were relatively lower because these two aspects require different learning processes. Mastery of vocabulary, grammar, spelling, and punctuation depends not only on understanding the story's content but also requires repeated writing practice, explicit language instruction, and ongoing feedback from teachers. In other words, storytelling-based audiovisual media help students more in understanding what to write than in how to write it according to correct language rules. These findings indicate the limitations of storytelling-based audiovisual media in developing technical linguistic aspects. Therefore, the use of storytelling-based audiovisual media needs to be integrated with more structured language learning strategies so that all aspects of writing skills can develop optimally.

The research results also show that improvements in learning motivation and story-writing skills occur simultaneously. These findings indicate that these two variables are interrelated in the learning process. When students feel interested, engaged, and motivated during learning, they tend to be more active in observing the story's content, developing ideas, and completing the assigned writing tasks (de Smedt et al., 2020). Conversely, when students have a better understanding of story structure and feel capable of writing, their confidence in learning also increases. Thus, the improvement in learning motivation and writing skills is not two separate outcomes but rather two mutually reinforcing processes within a learning experience facilitated by storytelling-based audiovisual media.

Overall, the research findings indicate that storytelling-based audiovisual media can enhance learning motivation and story-writing skills through a combination of affective engagement and cognitive support that occur simultaneously. Storytelling provides a meaningful narrative context, while audiovisual media enrich the learning experience through visual and auditory representations that help students understand and construct stories more easily. These findings provide an empirical contribution to language learning in elementary school by demonstrating that storytelling-based audiovisual media is not only effective in improving

learning motivation or writing skills separately but is also capable of enhancing both simultaneously through a more contextual, engaging, and meaningful learning experience.

CONCLUSION

This study concludes that the use of audiovisual media-based storytelling contributes positively to improving the learning motivation and story writing skills of fifth grade elementary school students in Lasalimu District. The integration of storytelling with audiovisual elements created a more engaging, interactive, and meaningful learning environment that encouraged students to participate actively in learning activities. Through visual and auditory stimulation presented in structured narrative forms, students were able to understand story elements more effectively, build narrative understanding, generate ideas more easily, and express their thoughts creatively in written form. This finding indicates that audiovisual media-based storytelling not only functions as instructional media but also as cognitive scaffolding that supports students in constructing story structures and transforming ideas into coherent written narratives.

The findings highlight the importance of utilizing innovative and student-centered instructional media in elementary language learning. Audiovisual media-based storytelling not only facilitates students' understanding of learning materials but also strengthens motivation, creativity, communication, and literacy development simultaneously. Therefore, this instructional approach can be considered an effective alternative for improving the quality of language learning, particularly in fostering students' motivation and story writing competence. Practically, the results provide implications for teachers to integrate audiovisual media-based storytelling into classroom instruction in order to create more meaningful learning experiences and enhance students' active engagement in writing activities. Future research is recommended to examine the effectiveness of different forms of audiovisual media-based storytelling in broader educational contexts and with more diverse learning outcomes.

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