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The Effect of Audio-Visual Podcast Media on Students' Ability to Identify Cause-and-Effect Conflicts in Narrative Texts

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ABSTRACT
This study aims to determine the effect of using audio-visual podcast media on students' ability to identify cause-and-effect conflicts in narrative texts among Phase F students at SMA Negeri 10 Jambi City. This research employed a quantitative approach with a quasi-experimental design using a pre-test and post-test control group. The subjects consisted of 72 students divided into an experimental class and a control class. Data were collected through tests administered before and after the treatment. The results showed that the use of audio-visual podcast media had a better effect compared to conventional learning methods. Students who used audio-visual podcast media demonstrated a higher improvement in identifying cause-and-effect conflicts in narrative texts. Therefore, it can be concluded that audio-visual podcast media is effective in teaching narrative texts, as it helps students understand the sequence of events more systematically and increases their engagement in the learning process.

Keywords : Audio-visual podcast media, Narrative text, Cause-and-effect conflict, Learning outcomes, Indonesian language learning.

INTRODUCTION

Learning media not only function as tools to assist in delivering instructional materials but also serve as means that influence students' cognitive processes in understanding information. Arsyad (2021) states that learning media can stimulate attention and interest, thereby increasing the effectiveness of learning. From the perspective of the Cognitive Theory of Multimedia Learning, Mayer (2020) emphasizes that learning becomes more meaningful when students process information through two main channels simultaneously, namely verbal and visual.

In the context of Indonesian language learning, the use of digital media, particularly audio-visual podcast media, has become increasingly relevant in line with the characteristics of today's digital generation. Enik et al. (2022) state that the integration of digital media in language learning can enhance students' cognitive engagement and strengthen conceptual understanding through more contextual learning experiences. This indicates that the appropriate use of media not only affects learning motivation but also improves the quality of students' understanding.

One potential digital medium is the audio-visual podcast. This medium enables the presentation of information in the form of spoken narratives combined with supporting visual elements, making it easier for students to understand the sequence of events and cause-and-

effect relationships in narrative texts. Rasdawita (2021) emphasizes that the use of audio-visual-based media in text learning can improve students' ability to identify text structures and meaning relationships between different parts of the text. Thus, audio-visual podcasts are not only engaging but also have a strong pedagogical foundation.

The use of digital learning media, including audio-visual podcasts, is in line with the Merdeka Curriculum policy implemented at the senior high school level. The Merdeka Curriculum emphasizes student-centered learning, literacy development, and the integration of technology in the learning process. It encourages teachers to use contextual and relevant learning media that meet the needs of Phase F students in developing critical and analytical thinking skills.

In the implementation of the Merdeka Curriculum, teachers are required to develop teaching modules as the main instructional tools. Teaching modules serve as guidelines for implementing learning activities, including objectives, materials, activities, media, and assessments. A well-designed teaching module must be supported by appropriate learning media to ensure that learning objectives are achieved optimally. The use of audio-visual podcast media in teaching modules is considered capable of helping students understand the material in a more structured and engaging way.

In addition, the Merdeka Curriculum promotes student-centered learning and emphasizes the development of critical literacy through meaningful activities. In practice, teachers are required to design teaching modules that integrate innovative learning models and relevant media. Enik et al. (2023) explain that the Project-Based Learning (PjBL) model is effective in improving students' text analysis skills because it actively involves students in the knowledge construction process. However, the effectiveness of PjBL is highly influenced by the support of learning media that can present information in a structured and easily understandable manner.

Furthermore, Trinaldi et al. (2022) state that the use of innovative learning models such as Project-Based Learning (PjBL) can increase student engagement and promote critical thinking skills in the learning process. This indicates that the problem lies not only in the teaching methods but also in the selection of learning media that may not align with the characteristics of the material and students.

LITERATURE REVIEW

LEARNING MEDIA

Learning media are tools used to deliver instructional messages so that students can understand the material effectively. Media function as intermediaries between teachers and students in the learning process and help present material more clearly and systematically. Arsyad (2021) states- that learning media play a role in stimulating students' thoughts, feelings, attention, and interest so that the learning process can take place optimally.

Audio-Visual Podcast Media

Audio-visual podcast media are digital-based learning tools that present material in the form of audio combined with visual elements, such as images or videos. This media can be accessed flexibly by students and allows learning to be carried out independently and

repeatedly according to their needs. The use of audio-visual podcasts helps students understand the flow of information more systematically and makes it easier to capture relationships between events in the learning material. From the perspective of the Cognitive Theory of Multimedia Learning, Mayer (2020) states that learning becomes more effective when information is presented simultaneously through verbal and visual channels.

Therefore, audio-visual podcast media can serve as an effective alternative learning medium because it enhances students' understanding through more engaging and well-structured information presentation.

The Nature of Narrative Texts

Kosasih (2021) explains that narrative texts function to tell events in sequence while emphasizing cause-and-effect relationships between events. The teaching of narrative texts at the senior high school level aims to enable students to understand the content of stories, identify the parts of the text, and capture the messages conveyed by the author.

Cause-and-Effect Conflict in Narrative Texts

Conflict is one of the essential elements in narrative texts that plays a role in developing the storyline. Conflict arises as a result of cause-and-effect relationships between events experienced by the characters in the story. According to Kosasih (2021), conflict does not merely indicate the existence of a problem but also illustrates the process of events and the impacts that occur within the narrative flow. The ability to identify cause-and-effect conflicts in narrative texts is an important analytical skill for students. Students are required to recognize events that trigger conflicts, understand the forms of conflict that occur, and explain the consequences resulting from those conflicts. Thus, students are not only able to understand the story in general but also analyze the logical relationships between events within the text.

Understanding cause-and-effect conflicts helps students interpret the storyline in a systematic and coherent manner. This is in line with the objectives of narrative text learning at the senior high school level, which emphasize critical and analytical thinking skills. Therefore, the ability to identify cause-and-effect conflicts is an important indicator in assessing students' comprehension of narrative texts.

METHODS

This study was conducted at SMA Negeri 10 Jambi City, located at Jln. Depati Parbo, Pematang Sulur Village, Telanaipura District, Jambi City. The research was carried out in the second semester of the 2025/2026 academic year, specifically in February 2026. The subjects of this study consisted of two classes: Class F7 with 36 students as the experimental group and Class F8 with 36 students as the control group. This study employed a quantitative approach using a quasi-experimental method with a pre-test and post-test control group design. This design allows for comparison of learning outcomes before and after the treatment, enabling the effect of the media to be measured objectively and quantitatively. The population of this study included all students of Classes F7 and F8 (Grade XII) at SMA Negeri 10 Jambi City in the 2025/2026 academic year, totaling 72 students distributed across

two parallel classes (36 students per class). The sampling technique used was total sampling (saturated sampling), meaning that the entire population was used as the research sample. Therefore, Class F7 was designated as the experimental group, and Class F8 as the control group.

The research data consisted of quantitative data obtained from tests measuring students' ability to identify cause-and-effect conflicts in narrative texts. Data were collected through pre-tests and post-tests administered to both the experimental and control groups. Prior to the treatment, a diagnostic test was conducted to determine the equivalence of the initial abilities of the research subjects. The results of this test were analyzed descriptively and used as the basis for assigning the experimental and control groups. The pre-test was administered to measure initial ability, while the post-test was used to measure final ability after the learning process. Test scores were analyzed using SPSS to determine differences in learning outcomes before and after the treatment, as well as differences between the two groups. The data sources were students from Class F7 (experimental) and Class F8 (control), obtained directly from the test results they completed. The data collection technique used in this study was testing.

The research instrument used was a test measuring students' ability to identify cause-and-effect conflicts in narrative texts. Before being used, the instrument was tested for validity and reliability. The validity test was conducted through content validity using expert judgment by an Indonesian language teacher at SMA Negeri 10 Jambi City. The validator assessed the suitability of the test items with the indicators, clarity of language, level of difficulty, and alignment with learning objectives. Based on the validation results, the instrument was deemed appropriate for use with revisions according to the suggestions provided. Furthermore, the reliability test was conducted using SPSS with the Cronbach's Alpha technique. The results showed a reliability coefficient of 0.815. Since this value is greater than 0.70, the instrument was considered reliable and appropriate for data collection.

The data analysis technique in this study utilized SPSS to analyze the pre-test and post-test scores. Before hypothesis testing, the Shapiro-Wilk normality test was conducted to determine data distribution, with the criteria that Sig. > 0.05 indicates normal distribution and Sig. < 0.05 indicates non-normal distribution. Since the data did not meet the assumption of normality, non-parametric tests were used. The Wilcoxon Signed Rank Test was applied to determine differences between pre-test and post-test scores within the same group, while the Mann-Whitney U Test was used to compare learning outcomes between the experimental and control groups, both in the pre-test and post-test. The decision criteria were as follows: if the significance value is < 0.05, there is a significant difference (H_0 is rejected), and if > 0.05, there is no significant difference (H_0 is accepted). The stages of analysis included descriptive analysis (mean, minimum, maximum, and standard deviation), Shapiro-Wilk normality test, and hypothesis testing using Wilcoxon and Mann-Whitney tests due to non-normally distributed data.

RESULTS

The research data were obtained from tests measuring students' ability to identify cause-and-effect conflicts in narrative texts to assess both initial and final abilities. The study began with

a diagnostic test administered to Grade XII/Phase F students to determine the experimental and control groups with relatively equivalent initial abilities, based on descriptive analysis of mean scores and score distribution. Subsequently, both groups were given a pre-test. The experimental group received treatment in the form of learning using podcast media, while the control group was taught using conventional methods. After the learning process was completed, a post-test was administered to measure students' final abilities.

The pre-test and post-test data were analyzed using SPSS. Since the data were not normally distributed, hypothesis testing was conducted using non-parametric tests, namely the Wilcoxon Signed Rank Test to examine differences within each group and the Mann–Whitney U Test to compare learning outcomes between the experimental and control groups.

Table 1. Descriptive Statistics of Pre-test and Post-test Scores in the Experimental Group

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Pretest_Eksperimen	36	74	94	79.89	5.013
Posttest_Eksperimen	36	86	100	92.36	3.972
Valid N (listwise)	36				

Based on Table 1, the number of students in the experimental class was 36. In the pre-test stage, the minimum score was 74 and the maximum score was 94, with a mean of 79.89 and a standard deviation of 5.013. In the post-test stage, the minimum score increased to 86 and the maximum score reached 100, with a mean of 92.36 and a standard deviation of 3.972. These results indicate an improvement in students' abilities after being given treatment using audio-visual podcast media.

Table 2. Descriptive Statistics of Pre-test and Post-test Scores in the Control Group

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Pretest-Kontrol	36	66	86	77.56	4.638
Posttest-Kontrol	36	80	94	87.22	4.788
Valid N (listwise)	36				

Based on Table 2, the number of students in the control class was 36. In the pre-test stage, the minimum score was 66 and the maximum score was 86, with a mean of 77.56 and a standard deviation of 4.638. In the post-test stage, the minimum score increased to 80 and the maximum score reached 94, with a mean of 87.22 and a standard deviation of 4.788. These results indicate that there was an improvement in students' abilities in the control class after the learning process; however, the improvement was not as significant as that observed in the experimental class.

Normality Test

Tabel 3. Normality Test Results

Tests of Normality						
	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
PRE_EKS	.241	36	<,001	.843	36	<,001
POST_EKS	.413	36	<,001	.684	36	<,001
PRE_KONTR	.284	36	<,001	.834	36	<,001
POST_KONTR	.323	36	<,001	.787	36	<,001
a. Lilliefors Significance Correction						

Based on the results of the Shapiro–Wilk normality test, all pre-test and post-test data in both the experimental and control classes showed significance values of < 0.05, indicating that the data were not normally distributed. Therefore, the analysis was continued using non-parametric tests. The Wilcoxon Signed Rank Test was used to determine the differences between pre-test and post-test scores within each class in order to examine the improvement in learning outcomes. Meanwhile, the Mann–Whitney U Test was used to compare learning outcomes between the experimental and control classes, both in the pre-test (to ensure the equivalence of initial abilities) and in the post-test (to identify differences after the treatment).

Non Parametric Test

Table 4. Wilcoxon Signed Rank Test Results for Pre-test and Post-test in the Experimental Group

Ranks				
		N	Mean Rank	Sum of Ranks
POST_EKS - PRE_EKS	Negative Ranks	0[a]	.00	.00
	Positive Ranks	33[b]	17.00	561.00
	Ties	3[c]		
	Total	36		
a. POST_EKS < PRE_EKS				
b. POST_EKS > PRE_EKS				
c. POST_EKS = PRE_EKS				

Test Statistics[a]	
	POST_EKS - PRE_EKS
Z	-5.069[b]
Asymp. Sig. (2-tailed)	<,001
a. Wilcoxon Signed Ranks Test	
b. Based on negative ranks.	

The results of the Wilcoxon Signed Rank Test in the experimental class showed a value of Z = -5.069 with a significance level of < 0.001 (< 0.05), indicating a significant difference between the pre-test and post-test scores. A total of 33 students showed an improvement in their scores, none experienced a decrease, and 3 students had unchanged scores.

Table 5. Wilcoxon Signed Rank Test Results for Pre-test and Post-test in the Control Group

Ranks

		N	Mean Rank	Sum of Ranks
Post-Kontrol - Pre-Kontrol	Negative Ranks	0[a]	.00	.00
	Positive Ranks	30[b]	15.50	465.00
	Ties	6[c]		
	Total	36		

a. Post-Kontrol < Pre-Kontrol

b. Post-Kontrol > Pre-Kontrol

c. Post-Kontrol = Pre-Kontrol

Test Statistics[a]

	Post-Kontrol - Pre-Kontrol
Z	-4.839[b]
Asymp. Sig. (2-tailed)	<,001

a. Wilcoxon Signed Ranks Test

b. Based on negative ranks.

Based on the results of the Wilcoxon Signed Rank Test in the control class, the value of Z = -4.839 was obtained with a significance value (Asymp. Sig. 2-tailed) of < 0.001. Since the significance value is less than 0.05, it can be concluded that there is a significant difference between the pre-test and post-test scores in the control class. Based on the ranks table, 30 students showed an improvement in their scores, 6 students had unchanged scores, and none of the students experienced a decrease.

Mann-Whitney Test

Table 6. Results of the Mann–Whitney U Test for Post-test Scores in the Experimental and Control Groups

Ranks

KELAS	N	Mean Rank	Sum of Ranks	
NILAI_POST	1	36	46.03	1657.00
	2	36	26.97	971.00
	Total	72		

Test Statistics[a]	
	NILAI_POST
Mann-Whitney U	305.000
Wilcoxon W	971.000
Z	-4.268
Asymp. Sig. (2-tailed)	<,001
a. Grouping Variable: KELAS	

The results of the Mann–Whitney U test on the post-test scores indicate that the experimental group (mean rank = 46.03) achieved higher results than the control group (mean rank = 26.97). The U value of 305.000, Z = -4.268, and significance level of < 0.001 (< 0.05) indicate a significant difference between the two groups. Thus, the use of podcast media has a significant effect on students' ability to identify cause-and-effect conflicts in narrative texts compared to conventional learning methods.

Table 7. Results of the Mann–Whitney U Test for Pre-test Scores in the Experimental and Control Groups

Ranks				
	KELAS	N	Mean Rank	Sum of Ranks
NILAI_PRE	1	36	40.43	1455.50
	2	36	32.57	1172.50
	Total	72		

Test Statistics[a]	
	NILAI_PRE
Mann-Whitney U	506.500
Wilcoxon W	1172.500
Z	-1.724
Asymp. Sig. (2-tailed)	.085
a. Grouping Variable: KELAS	

Based on the results of the Mann–Whitney U test on the pre-test scores of the experimental and control groups, the Asymp. Sig. (2-tailed) value was 0.085. Since the significance value is greater than 0.05, it can be concluded that there is no significant difference in the initial abilities of students in the experimental and control groups. Thus, both groups had relatively equivalent initial abilities before the treatment was administered.

Hypothesis Testing

Wilcoxon Signed Rank Test

Experimental Group

Based on the results of the Wilcoxon Signed Rank Test in the experimental group, the Asymp. Sig. (2-tailed) value was < 0.001. Since the significance value is less than 0.05, H_0 is rejected and H_a is accepted. Thus, there is a significant difference between the pre-test and post-test scores in the experimental group. This indicates that the use of podcast media significantly improves learning outcomes.

Control Group

Based on the results of the Wilcoxon Signed Rank Test in the control group, the Asymp. Sig. (2-tailed) value was < 0.001. Since the significance value is less than 0.05, H_0 is rejected and H_a is accepted. This indicates that there is a significant difference between the pre-test and post-test scores in the control group.

Mann–Whitney U Test

Comparison of Pre-test Scores between the Experimental and Control Groups Based on the results of the Mann–Whitney U test on the pre-test scores, the Asymp. Sig. (2-tailed) value was 0.085. Since the significance value is greater than 0.05, H_0 is accepted and H_a is rejected. This indicates that there is no significant difference in the initial abilities of students in the experimental and control groups.

Based on the results of the Mann–Whitney U test on the post-test scores, the Asymp. Sig. (2-tailed) value was < 0.001. Since the significance value is less than 0.05, H_0 is rejected and H_a is accepted. This indicates that there is a significant difference between the post-test results of the experimental and control groups.

Therefore, it can be concluded that the use of audio-visual podcast media has a significant effect on students' ability to identify cause-and-effect conflicts in narrative texts compared to conventional learning methods.

DISCUSSION

Based on the results of data analysis, the use of audio-visual podcast media has been proven to have a positive effect on students' ability to identify cause-and-effect conflicts in narrative texts. The improvement observed in the experimental group indicates that audio-visual podcast media helps students understand logical relationships between events more effectively compared to conventional learning methods.

From a cognitive perspective, the effectiveness of audio-visual podcast media can be explained through the Cognitive Theory of Multimedia Learning proposed by Mayer (2020). This theory states that learning becomes more optimal when information is processed through more than one channel, namely verbal and visual. In this study, the presentation of material through structured audio supported by visual elements helped students construct clearer mental representations of the storyline, making it easier for them to identify cause-and-effect relationships.

In addition, the use of audio-visual podcast media also increased students' engagement in the learning process. The presentation of material in an interesting and non-monotonous way was able to enhance students' attention and motivation. This, in turn, contributed to the improvement of students' analytical abilities in understanding conflicts within narrative texts.
The findings of this study are consistent with previous research by Asmarida and Harahap (2025), which states that the use of podcasts in learning can improve students' understanding and create a more active and effective learning environment. Furthermore, Mayangsari and Tiara (2019) also emphasize that podcasts are flexible learning media that can increase students' interest in learning.
Therefore, it can be concluded that the use of audio-visual podcast media not only improves learning outcomes quantitatively but also strengthens students' cognitive understanding. This indicates that audio-visual podcast media is an effective and relevant medium for teaching narrative texts, particularly in helping students identify cause-and-effect conflicts.

CONCLUSION

Based on the results of the study, it can be concluded that the use of audio-visual podcast media in learning has a positive effect on students' ability to identify cause-and-effect conflicts in narrative texts. The use of audio-visual podcast media helps students understand the sequence of events more systematically, making it easier for them to recognize cause-and-effect relationships within a story.
In addition, learning through audio-visual podcast media is able to increase students' engagement and attention during the learning process. The presentation of material through audio elements makes learning more interesting and less monotonous, enabling students to better understand the content being delivered. Compared to conventional learning methods, the use of audio-visual podcast media has been proven to be more effective in improving students' abilities.
Therefore, audio-visual podcast media can be considered an innovative and effective alternative learning medium in teaching narrative texts. In conclusion, audio-visual podcast media is appropriate to be used as a learning medium to help improve students' abilities, particularly in identifying cause-and-effect conflicts in narrative texts.

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