

The Effect of Fruit Audio Aroma Media on Elementary Students' Storytelling Ability

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ABSTRACT

This study aimed to examine the impact of Fruit Audio Aroma media on the narrative proficiency of third-grade students in an Indonesian Elementary School. The participants of this study were third-grade students from Karangasem 2 Public Elementary School. The study employed cluster random sampling as a method for selecting the sample. This study employed a one-shot case design to investigate the effects of administering the Fruit Audio Aroma therapy through media. The research employed a performance test as the data collection technique. The data analysis technique employed was non-parametric hypothesis testing, namely the Wilcoxon test. The data analysis technique was carried out by testing the non-parametric hypothesis, namely the Wilcoxon test. The results of the hypothesis test showed that the sig. (2-tailed) < 0.05 means that H_0 was rejected. This showed that the Fruit Audio Aroma media influenced the ability of the third-graders of elementary school students to tell stories.

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1. INTRODUCTION

In language learning, storytelling belongs to a speaking skill. Husada et al. (2019) stated that in learning activities, students need to master the ability to tell stories. Storytelling skills are important because they can significantly influence the harmony between the activities carried out by educators and students (Reni, 2019). In addition, the skill of telling stories can also be used as a communication tool so that students can express opinions to educators and other students (Kurniati & Ervina, 2019). In addition, communication that occurs through the ability to speak can be carried out according to the needs of speakers and listeners or, in this case, educators and students (Wahyudi et al., 2021). This ability is also commonly used as a guide to measure students' understanding and makes it easier for students to obtain information about various things relevant to teaching materials. Therefore, the ability to tell stories needs to be learned by students so that their mastery of communication skills is useful for the implementation of learning.

The storytelling skills can be developed from the elementary education level. Ritin (2021) argues that this skill encourages students at the elementary school level to think critically and innovatively. However, the results of several studies show that the storytelling skill of elementary school students was still poor. This condition occurred because the students feel shy, afraid, insecure, unable to compose sentences interestingly, unable to capture the contents of other people's conversations, unable to express themselves when speaking, and do not master vocabulary in conversation (Magdalena et al., 2021). Sanitasari (2021) adds that the low storytelling skill is also due to the lack of training and the lack of opportunities given to students to convey ideas and experiences. Rachmawan et al. (2021) also state that low storytelling skills can be measured based on low voice volume, inarticulate delivery of sentences, and unclear pronunciation or articulation. However, the low storytelling skill can be overcome by utilizing various ways, such as innovations in learning methods, technology, and learning media (Fauziddin et al., 2021). Learning media to improve students' storytelling skills is an innovation that needs attention (Saputra et al., 2020). Based on the statements above, it is important to teach storytelling skills to students even when they are still in the lower grades. Storytelling skills are taught to overcome the low ability to tell stories caused by internal and external factors. The teaching of storytelling skills is closely related to the use of instructional media which is part of educational facilities.

Learning media can be interpreted as a tool that educators can use to support the process of delivering information to students (Rusmardiana et al., 2022). Furthermore, Siregar et al. (2022) explain that the use of instructional media is important to develop the skills of educators and students in carrying out the teaching and learning process. Therefore, the use of learning media supports the achievement of learning objectives—namely the achievement of indicators of storytelling skill which includes articulation, fluency, and pronunciation (Syatriana et al., 2022). In addition, the use of instructional media affects students' cognitive skills and abilities in the form of students' habits in collecting, interpreting, and conveying information to others (Muniri & Choirudin, 2022). These cognitive skills and abilities are relevant to mastery of concepts in learning material (Widyasari & Hermanto, 2023). Based on those statements, learning media plays a role as the main support for teaching and learning activities, especially in formal schools. Therefore, the provision and use of learning media need to be maximized by various parties in the education sector.

Previous research on storytelling skills was carried out by Muchtar et al. (2023) who incorporated hand puppets in learning. The results of using the hand puppet media show that students' storytelling skills increased. Previously, students' storytelling skills did not meet the minimum learning mastery criteria. This is because the learning activities were still teacher-centered and the lack of provision of learning supporting media. On the other hand, after using learning media, the percentage of students' learning completeness, especially their storytelling skills, can be achieved. Arfianty et al. (2023) used serial picture learning media to increase students' storytelling skills. Next, research conducted by Putri & Muryanti (2023) used cardboard puppet learning media to encourage students' storytelling skills. The use of cardboard puppet learning media has a positive influence on students' storytelling skills in grade III of elementary school students. However, the aforementioned learning media above are still in the form of 2D. In addition, they are abstract, so they are less effective to be applied to students' storytelling practices, especially in low-grade students.

In addition to the aforementioned learning media, SD Negeri Karangasem 2 also used learning media in the form of real fruit to practice storytelling skills. However, based on the results of the interviews, there were weaknesses in the original fruit learning media, namely the learning process of fruit recognition only focused on the educator's explanation so learning activities tended to be teacher-centered, and even the material presented by educators could not be understood well. The original fruit learning media had weaknesses because they did not last long and some fruits only grew in certain seasons. Therefore, researchers provided treatment at SD Negeri Karangasem 2 by providing Fruit Audio Aroma learning media to assist educators in teaching the Indonesian language that focused on students' storytelling skills related to the characteristics of fruits.

Fruit Audio Aroma is a three-dimensional fruit learning media. Fruit Audio Aroma is a learning media that was initially devoted to blind children. However, after the researchers consulted media experts, this media could be used to examine storytelling abilities in low-grade students. This media was developed by Astuti, et al (2023) and started trials in October 2021.

This learning media consist of 15 types of fruit. They are citrus fruit, grapes, soursop, melons, lemons, avocados, apples, jackfruit, coconuts, mangoes, bananas, starfruits, pineapples, durians, and strawberries. These media are also equipped with audio features consisting of Indonesian, English, and Javanese. The audio is stored on Google Drive and presented in the form of a QR code that can be scanned with a scanner application and can be downloaded from the Play Store. The audio text contains the characteristics of each type of fruit in the form of fruit names, sizes, shapes, textures, tastes, and fruit colors. In addition, this learning media has a texture similar to real fruit and are equipped with an aroma feature. In the implementation, the use of Fruit Audio Aroma learning media is expected to encourage students to talk about fruits boldly, fluently, and clearly at an appropriate volume. The use of learning media is expected to optimize students' storytelling skills so that they can tell stories in effective and systematic sentences according to the fruit characteristics.

Previous studies concerning Fruit Audio Aroma media implementation were only carried out by Astuti et al. (2023). Based on the research, Fruit Audio Aroma media was used by blind children. This medium was originally used to optimize the senses of touch, hearing, and smell. The difference between the previous research and this research was in the subject and focus of the research. Research that had been done sought to examine the usefulness of Fruit Audio Aroma media for optimizing the senses of blind children, while this research focused on achieving the qualifications for storytelling skills in third-graders. This study aimed to determine the effect of using Fruit Audio Aroma media on storytelling abilities in learning Indonesian. Research on storytelling skills was important because it related to communication skills. Hotimah (2020) stated that in teaching and learning activities, students needed to master the ability to tell stories. This ability was used as a tool to convey students' opinions, ideas, and wishes so that they could be understood by others (Anggraeni et al., 2019).

2. METHODS

This study used a quantitative experimental approach to determine the effect of using something by giving treatment to certain controllable conditions (Sugiyono, 2013). This research was conducted with a pre-experimental design in the form of a one-shot case study. It is a study carried out by providing treatment to certain groups and conducting observation to find out the results of giving treatment (Sugiyono, 2013). The purpose of this study was to determine the effect of using Fruit Audio Aroma media on storytelling abilities in learning Indonesian. This study had a population of students at SD Negeri Karangasem 2 with a sample of 10 students in class III. The students who became the research participants were male/female, aged between 8-10 years, and were still in grade 3 of elementary education. The sampling was carried out using a cluster random sampling technique. It is a random sampling technique based on a certain area in a population (Sugiyono, 2013).

Data regarding storytelling skills in the Indonesian language was obtained from the treatment, that is, using Fruit Audio Aroma in learning Indonesian. The treatment could be done by asking students to observe Fruit Audio Aroma media which covered the shapes, sizes, colors, and textures of the fruit. Then, they recorded the results of the observations in notebooks. Next, they listened to audio playback about fruit characteristics to validate the results of the observation. In the end, students retold the characteristics of the fruit in front of their friends. The success of giving the treatment could be seen in the indicator of the performance test. The treatment was given in five meetings with a duration of 90 minutes for each meeting.

In this study, data collection was carried out using a performance test technique which consisted of 30 items assessing students' storytelling skills related to the characteristics of fruits. Students who met the criteria for the research descriptors got a score of 1 for each descriptor, while students who did not meet the criteria got a score of 0. This assessment showed the students' achievement of the

storytelling indicators. The indicators of storytelling skills in this study are articulation, intonation, fluency, systematics, content accuracy, courage, and eyesight (Lestari, 2018; Wabdaron & Reba, 2020). This study used an analytical rubric, which is a guideline for making assessments based on certain criteria (Ali, 2022).

After the data was obtained, a data normality test was carried out as a research prerequisite test using the Shapiro-Wilk formula. Then, a hypothesis test was carried out using Wilcoxon. The hypothesis test in this quantitative research used SPSS 26. The hypothesis of this study consists of H_0 and H_1 and is described as follows:

H_0 : The use of Fruit Audio Aroma learning media did not affect students' ability to tell Indonesian stories.

H_1 : The use of Fruit Audio Aroma learning media affected students' ability to tell Indonesian stories.

After the data was collected and processed, the next stage was presenting the data on the results of the normality test, homogeneity test, and hypothesis testing. These data were in the form of numbers which were presented in the form of a narrative regarding the effect of using Fruit Audio Aroma media on the third graders' ability to tell Indonesian stories at SD Negeri Karangasem 2. Based on the narratives that had been compiled by researchers, a conclusion could be drawn to find out the truth research hypothesis. The procedure in this study was presented in Figure 1.

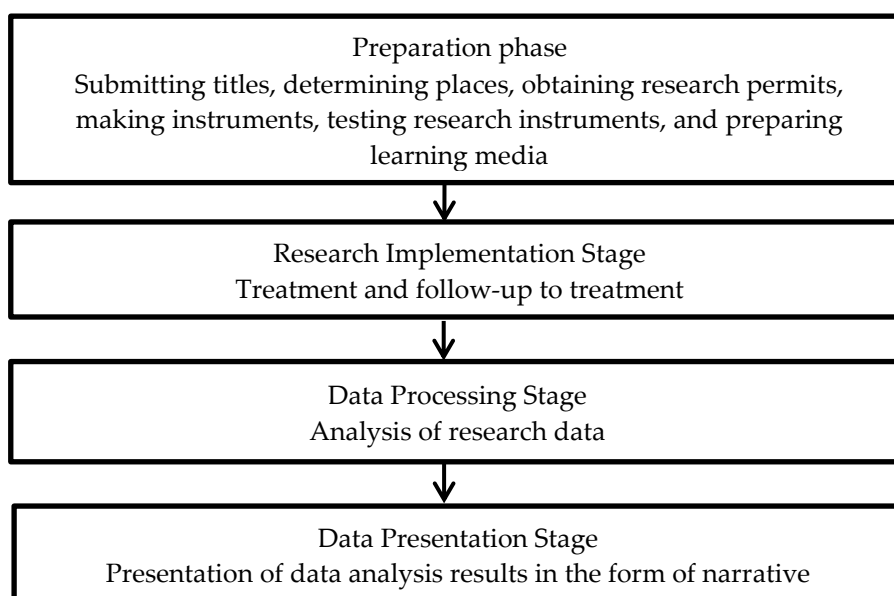


Figure 1. Research Procedure

3. FINDINGS AND DISCUSSION

In this study, data collection was carried out by filling out performance test sheets. The results of the data collection were tested for normality first with the Shapiro-Wilk formula. The normality test using Shapiro Wilk was conducted to determine whether or not the data distribution was normal so that the next step could be carried out to test the research hypothesis.

3.1 Results of Storytelling Skills

The results of treatment using Fruit Audio Aroma to storytelling skills were based on the results of completing the research instrument, which consisted of 30 descriptors for assessing students' storytelling skills related to the characteristics of the fruit. After consulting with two experts in research instruments, it was found that the research data had a value of 1.00, which means that the research data had very high validity. After testing the research instrument, it could be seen that the reliability of the data had a Cronbach alpha value of 0.805 with a very reliable category. The results of the storytelling skills are presented in Table 1.

Table 1. The Results of Storytelling Skills

	Before	After
the lowest score	10	19
the highest score	24	29
mean	20,5	24,8
standard deviation	4,19	3,22

In the table of results of the description of research data before treatment, the lowest score in the study was 10, the highest score was 24, the average research was 20.5 and the standard deviation was 4.19. Meanwhile, after the treatment, the score changed. The lowest score became 19 and the highest score was 29. Widoyoko (2014) grouped the score criteria into five ranges, namely very good, good, sufficient, poor, and very poor were presented in Table 2.

Table 2. Assessment Criteria of Storytelling Skills

Formula	Percentage	Score	Criteria
$X > \bar{X}_t + 1,8 \times sbi$	$x > 80$	$x > 24$	Very good
$\bar{X}_t + 0,6 \times sbi < x \leq \bar{X}_t + 1,8 \times sbi$	$60 < x \leq 80$	$18 < x \leq 24$	Good
$\bar{X}_t - 0,6 \times sbi < x \leq \bar{X}_t + 0,6 \times sbi$	$40 < x \leq 60$	$12 < x \leq 18$	sufficient
$\bar{X}_t - 1,8 \times sbi < x \leq \bar{X}_t - 0,6 \times sbi$	$20 < x \leq 40$	$6 < x \leq 12$	Poor
$X > \bar{X}_t - 1,8 \times sbi$	$x > 20$	$x > 6$	Very poor

Based on Table 2 above, it is known that very good criteria were in the range of $x > 24$. Good criteria were in the range of $18 < x \leq 24$. Sufficient criteria were in the range of $12 < x \leq 18$. The poor criteria were in the range of $6 < x \leq 12$, while the very poor criteria were in the range of $x > 6$. A score of 19 indicated that students were in a good category, while a score of 29 indicated that students were in a very good category in terms of storytelling skills. The description of the research data showed a total score of 248, so a mean value of 24.8 could be obtained with a distribution of the data that had a value of 3.22. These results indicated that the average was greater than the standard deviation, meaning that the data showed homogeneous values.

The results of the third-graders' ability to tell Indonesian stories at SD Negeri Karangasem 2 based on the indicators on the instrument could be seen in Table 3 and Table 4.

Table 3. Results of Students' Ability to Tell Stories Before the Treatment

Students' names	Score Based on the Indicator of Storytelling Ability						
	1	2	3	4	5	6	7
ANG	88,8%	100%	0%	33,3%	80%	50%	0%
ANR	88,8%	75%	100%	100%	80%	50%	0%
ADR	77,7%	100%	100%	66,6%	100%	50%	0%
BCP	100%	75%	100%	100%	80%	50%	0%
BW	88,8%	75%	100%	100%	80%	75%	0%
ARM	66,6%	50%	0%	0%	50%	0%	0%
EME	88,8%	50%	33,3%	66,6%	100%	50%	0%
KNB	88,8%	100%	66,6%	66,6%	100%	50%	0%
NSA	77,7%	100%	100%	100%	80%	75%	0%
ARP	77,7%	50%	0%	100%	80%	50%	0%
Mean/ Indicators	84,2%	77,5%	59,9%	73,3%	83%	50%	0%

Table 4. Results of Students’ Ability to Tell Stories after the Treatment

Student names	Score Based on the Indicator of Storytelling Ability						
	1	2	3	4	5	6	7
ANG	100%	100%	66,6%	100%	100%	50%	0%
ANR	100%	75%	100%	100%	100%	75%	0%
ADR	88,8%	100%	100%	100%	100%	100%	0%
BCP	100%	75%	100%	100%	100%	50%	0%
BW	100%	75%	100%	100%	100%	100%	100%
ARM	88,8%	50%	33,3%	33,3%	100%	50%	0%
EME	88,8%	50%	33,3%	100%	100%	50%	0%
KNB	88,8%	100%	66,6%	66,6%	100%	50%	0%
NSA	100%	100%	100%	100%	100%	75%	100%
ARP	100%	50%	100%	100%	100%	50%	0%
Mean/ Indicator	95,5%	77,5%	80%	90%	100%	65%	20%

Description:

- Indicator 1 = Artculation
- Indicator 2 = Intonation
- Indicator 3 = Fluency of storytelling
- Indicator 4 = The systematics or sequence of storytelling
- Indicator 5 = Content accuracy
- Indicator 6 = Courage
- Indicator 7 = Eyesight

The table above showed that the results of the ability to tell stories from the average per indicator were as follows: indicator 1 showed an average score of 84.2% (before getting the treatment) and 95.5% (after getting treatment). The results of the ability to tell stories in indicator 2 showed an average score of 77.5% (before and after the treatment), indicator 3 showed an average score of 59.9% (before the treatment) and 80% (after the treatment), indicator 4 shows an average score of 73.3% (before giving treatment) and 90% (after giving treatment), indicator 5 showed an average score of 83% (before the treatment) and 100% (after giving treatment), indicator 6 showed a score an average of 50% (before the treatment) and 65% (after the treatment), and indicator 7 showed an average score of 0% (before the treatment) and 20% (after the treatment).

The results of these indicators provided an overview of the effects of using Fruit Audio Aroma as a learning medium. This media had shape, size, color, taste, and texture similar to the characteristics of the original fruit. These characteristics influenced each indicator of storytelling ability. The influence between media characteristics and indicators of storytelling ability was presented in Table 5 below:

Table 5. Media Influence with Storytelling Indicators

Fruit Audio Aroma Media	Indicators						
	1	2	3	4	5	6	7
3D fruit shapes	-	-	-	✓	✓	-	✓
Audio	✓	✓	✓	✓	✓	-	-
Color	-	-	✓	✓	✓	-	✓
Texture	-	-	✓	✓	✓	-	✓

Based on Table 5 above, it is known that the three-dimensional shape of the fruit influenced the indicators of fluency in telling stories, the accuracy of content, and eyes when telling stories. Audio that contained the characteristics of fruits in Fruit Audio Aroma media influenced indicators of articulation, intonation, fluency of storytelling, systematics or sequence of storytelling, the accuracy of content, and

eyesight. The color and texture of the Fruit Audio Aroma that matched the color of the original fruit influenced the fluency of storytelling, systematics, accuracy, and eyesight.

3.2 Results of the Data Normality Test

Next, the data normality test was carried out using parametric statistical data analysis techniques so this study required an analytical prerequisite test in the form of a normality test. The normality test was carried out to obtain information that the data obtained was normally distributed. The data normality test was carried out using the Shapiro-Wilk formula in SPSS 26 software. The population was included in the normal distribution if the Shapiro-Wilk value " \leq " table value or a significant value ≥ 0.05 . After passing through the testing phase, the results of the research data were presented in Table 6 as follows:

Table 6. Results of the Data Normality Test

Significance Value (p)	Criteria	Description
0,769	$p \geq 0,05$	Normal

The table of prerequisite test results (normality test) analysis above showed that the data were normally distributed and met the normality requirements, namely $p \geq 0.05$. This was indicated by the significance value of the data which reached 0.769. Researchers could use the significance value that met the criteria to test the hypothesis.

3.3 Results of Hypothesis Test

After the data were normally distributed, the hypothesis testing stage was conducted. In this study, hypothesis testing was carried out using Wilcoxon. The results of hypothesis testing were presented in Table 7 below.

Table 7. Results of Hypothesis Test

	Zcount	Sig. (2-tailed)
Storytelling	-2.812	0.005

Based on the table of hypothesis test results presented by the researcher, information was obtained that the calculated Z value was -2.812, and the Sig. (2-tailed) was 0.005. Sig. Value (2-tailed) indicated that the data value was less than 0.05 ($0.005 < 0.05$) so it could be concluded that H_0 is rejected, meaning that the Fruit Audio Aroma learning media influenced the third graders' ability to tell Indonesian stories at SD Negeri Karangasem 2.

Discussion

This study implemented treatment by using Fruit Audio Aroma learning media which refer to research indicators. The treatment began with the provision of Fruit Audio Aroma learning media. After that, students were directed to prepare writing instruments. Secondly, they carefully observed the Fruit Audio Aroma learning media. Next, they observed the shape of the fruit which included oval, round, oval, and so on. After that, they observed the size of the fruit, namely small, medium, or large. Third, the students observed the texture of the fruit, such as rough, prickly, smooth, and so on. Furthermore, students could listen to the audio to ensure the correctness of information about the characteristics of fruits according to student observations and the obtained information that could not be gained through their senses of sight, for example, information about fruit taste (sweet, sour, bitter or so on) and information related to the fruit aroma. Students could record the information they obtained from the observation activities and listen to audio activities using the prepared stationery. Recording activities could be carried out by students while remembering things related to the observed fruit. Then, students could take turns coming in front of other friends to retell the characteristics of fruits. Students who had not had the opportunity to tell stories could pay attention to those who had

the opportunity to tell stories. In this position, the researchers made observations on their skills to tell stories guided by the indicators and descriptors of the research instruments.

The treatment given by the teacher provides direct experience to students in the context of using concrete learning media. This is in line with the grouping proposed by Edgar Dale and commonly called the "Cone of Experience". The cone of experience shows that the use of media in the field of education begins with efforts to procure media that has the most concrete properties obtained from direct experience, namely direct, purposeful experience, while this experience can be obtained if students use the various senses they have already had (Syamsidar et al., 2018). Direct experience which is in line with the cone of experience is shown in the activity of observing fruit characteristics through concrete learning media of Fruit Audio Aroma using the sense of touch. This observation activity is supported by feeling the texture of the fruit using the sense of touch, as well as listening to audio about the characteristics of the fruit through the sense of hearing.

In this study, storytelling activities encouraged students to gain learning experiences, namely thinking in complex terms, so that students could conclude the learning experiences independently. This is relevant to the cognitive learning theory proposed by Jerome S Bruner. According to the theory, learning is obtained when students can find what is called discovery learning. This means that the learning process occurs optimally if the students can find a conclusion from the obtained information. Students can conclude independently through a series of storytelling activities that began with observing the shapes, sizes, and colors of the fruit, then adding and checking information by listening to the audio, and drawing conclusions about the truth of information on the characteristics of the fruit so that it can be orally presented in front of other students. Discovery learning based on Bruner's cognitive theory also places educators as mentors, while students as active subjects in learning activities. This position causes a shift in learning orientation, from teacher-oriented to student-oriented learning (Malawi et al., 2019).

Bruner's cognitive theory explains that learning has three stages. The first learning stage is the enactive stage. At this stage, students can learn directly through the application. The second learning stage is the iconic stage. At this stage, students learn by using visual images. Meanwhile, the third stage is the symbolic stage in which students learn by listening and building an understanding of the concepts they encounter (Malawi et al., 2019). Analysis of learning stages based on Bruner's theory shows that the research on storytelling skills in this study was at the enactive stage because students carried out learning activities using concrete learning media of Fruit Audio Aroma directly by using parts of students' senses. For example, when making direct observations, they touched the fruit media to practice storytelling activities directly in front of educators and other students.

The effect of Fruit Audio Aroma media on students' storytelling skills can be seen from the relationship between the features in the media (3D of fruit shapes, audio about fruit characteristics, colors, and textures that match the real fruit) with the storytelling skill indicators listed on the research instrument such as articulation, intonation, fluency, systematics, accuracy, confidence, and eyesight. Indicators of storytelling skills in terms of articulation and intonation are influenced by the Fruit Audio Aroma feature, namely audio. Indicators of fluency and accuracy of content when telling stories are influenced by audio, color, and media textures. The systematic indicators of storytelling are influenced by the shapes, audio, colors, and textures of Fruit Audio Aroma fruit. Meanwhile, eyesight indicators are influenced by the 3D fruit shapes, colors, and textures of Fruit Audio Aroma.

The first indicator used in the research on storytelling skills was articulation. This articulation indicator has a percentage of 84,2% before the treatment and 95.5% after the treatment. This percentage showed that the use of Fruit Audio Aroma media had a positive effect on articulation indicators. Rachmawan et al. (2021) explained that the accuracy of articulation is important to support the clarity of the word delivery. Before using the Fruit Audio Aroma media, students simply practiced saying articulations based on their ability to describe the characteristics of fruits without listening to other people's explanations first. Yet according to Sandy et al. (2023), articulation can be pronounced after a person can process words as a result of brain work, for example through listening activities. Therefore,

the articulation indicator is influenced by the use of the Fruit Audio Aroma media, especially the audio feature. The audio contains an explanation of the fruit's characteristics such as shapes, sizes, colors, tastes, and textures. This explanation was obtained from an audio recording which had been adjusted for the accuracy of the articulation. Based on this, students can directly learn articulation pronunciation procedures such as /e/, /ɛ/, and /ə/; /u/ and /o/; /e/ and /i/; /r/ and /l/; /p/ and /f/; /s/ and /sy/; /j/ and /y/; /n/ and /ng/; as well as /j/ and /z/.

The second indicator used in this study was the intonation indicator with a percentage value of 77.5% before and after the treatment. Azmin et al. (2022) revealed that intonation indicates the high or low level of tone used to construct sentences through the emphasis on words in the sentence itself. Someone who tells a story should use the right intonation. This can be done by adjusting the pronunciation, time, and tone used (Faziah et al., 2022). The accuracy of pronunciation intonation can be supported by the use of the audio feature on Fruit Audio Aroma. This feature can provide students with an overview of the use of intonation when telling stories such as using different pitches, volume, using dots (.) and commas (,), and speed to help others understand them. The audio helps students to tell stories fluently because based on the results of observations, the higher the number of students listening to the audio, the more students understand the characteristics of the fruit and pronounce these characteristics according to the audio they have heard.

The third indicator used was the fluency indicator of telling stories with a percentage of 59.9% (before the treatment) and 80% (after the treatment). This percentage shows that the Fruit Audio Aroma media has a good influence on the indicator of the smoothness of storytelling. Storytelling activities should be carried out by paying attention to indicators of fluency in the delivery of each sentence. Smooth delivery of a story can structure the systematic delivery of story content so that it is more interesting for listeners (Anaswan et al., 2022). Before using the Fruit Audio Aroma media, students simply told stories with their imagination regarding fruits. This affected the risk of a child's lack of memory of the fruit being imagined so it had an impact on the inability to convey the story. The lack of smooth delivery of the story could be overcome by using media so that students not only imagined but told stories while observing the object being told. The smooth delivery of the story is inseparable from the influence of the use of the Fruit Audio Aroma feature, namely audio. The audio contained in Fruit Audio Aroma provides an opportunity for students to optimally utilize the senses of hearing and sight so that students can observe media features such as 3D shapes, sizes, colors, and textures according to the audio they are listening to. This activity has a positive impact because students not only memorize but also understand exactly the characteristics of the observed fruits and listened to them so they can retell them in front of other students. In addition, the smoothness of storytelling is inseparable from the influence of color and texture features because based on students' observation, knowledge of fruit colors and textures can minimize pauses and repetition of words when telling a story.

The fourth indicator used was a systematic indicator or sequence of stories with a percentage of 73,3% (before the treatment) and 90% (after the treatment). Sukmawati et al. (2022) suggest that story systematics are coherent. It includes the opening, the content, and the closing part of the story. The indicators used to achieve story systematics are influenced by the Fruit Audio Aroma feature, namely 3D fruit shapes, colors, textures, and audio. The 3D fruit feature supports students to convey the contents of the story systematically, starting from the shapes, sizes, colors, and tastes, to the texture of the fruit. On the other hand, the pronunciation of colors and textures that are not coherent and inappropriate can affect judgment. The audio feature which contains the characteristics of fruit also supports students' knowledge regarding the order in which content is delivered when telling a story. Students' knowledge regarding the sequence of content delivery also needs to be supported by the role of educators in directing students to deliver the opening before revealing the contents of the story and conveying the conclusion after disclosing the contents of the story.

The fifth indicator used was an indicator-of content accuracy with a percentage of 83% (before the treatment) and 100% (after the treatment). The Indicators are related to the level of courage and preparation of students to tell stories optimally (Fazriandina et al., 2022). The achievement of content

accuracy indicators was influenced by three-dimensional fruit shape features, audio, color, and fruit textures through the use of the senses of sight, sense of touch, and sense of hearing. These four features encouraged students to pay careful attention to the characteristics of fruits which included shapes, sizes, colors, tastes, and textures concretely, as well as to re-check the characteristics of the observed fruit through audio features so that students could tell these characteristics accurately.

The sixth indicator used was the courage to tell stories with an indicator achievement of 50% (before the treatment) and 65% (after the treatment). Rahayu et al. (2022) revealed that storytelling can help students to have courage through effort and thought processes. Courage in telling stories is influenced by features in the Fruit Audio Aroma learning media in the form of 3D fruit shape features, audio concerning fruit characteristics, colors, and textures. Nevertheless, the influence of these features was indirect. The 3D fruit shapes, audio, colors, and textures could convince students to tell stories in front of other friends, but this was also supported by and depended on the courage of each student.

The seventh indicator used was the eyesight indicator with an indicator achievement of 0% (before the treatment) and 20% (after the treatment). Someone who tells a story should have eye contact with the listener (Faziah et al., 2022). Eyesight indicators are influenced by the features of 3D fruit shapes, colors, and fruit textures in Fruit Audio Aroma. The 3D fruit shapes, colors, and textures encouraged students to be able to tell stories not only by focusing on one point but also on the way students explained the characteristics of fruit in Fruit Audio Aroma media by fully paying attention to the listener.

After the treatment, the highest percentage regarding students' storytelling skills reaches 100% which is in the aspect of suitability of the story content with indicators of content accuracy. Menge (2022) suggests that students can tell stories accurately because the topics are predetermined so that students have time to prepare stories in the form of small notes and hold discussions with other students. Meanwhile, the lowest percentage is in the technical and appearance aspects of telling the eyesight story, which only reaches 20%. The non-fulfillment of the eyesight indicator is caused by the fear of making eye contact with listeners and students' negative perspective, which causes anxiety to speak in public (Hamandia, 2022).

4. CONCLUSIONS

This study examined the effect of using Fruit Audio Aroma learning media which was a three-dimensional fruit learning media, equipped with aromas and audio that explained the characteristics of the fruit on the storytelling skills of Indonesian stories. The results of the hypothesis test showed that the sig. (2-tailed) < 0.05 meant that H₀ is rejected. This showed that the Fruit Audio Aroma media affected the third-graders' ability to tell stories at SD Negeri Karangasem 2. The Fruit Audio Aroma media influenced the ability to tell stories which included spoken language (articulation, intonation, and fluency), suitability of content (systematics and accuracy), technique, and appearance (courage and eye contact). The results were 95.5% of the students mastered articulation indicators, 77.5% mastered intonation indicators, and 80% mastered fluency indicators. Furthermore, 90% of the students were categorized to master systematic indicators, and 100% mastered the accuracy of story content indicators. Students who could meet the indicators of courage to tell stories were 65% and those who mastered the eyesight indicators were 20%. It is suggested that future research use Fruit Audio Aroma media to examine writing skills. Researchers can also develop media similar to Fruit Audio Aroma but in other forms (vegetables and types of flowers). In addition, AI features such as animated videos can also be added to media development.

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