

The Effect of Learning Media on Language Competence in Elementary School Students: Meta-Analysis Study

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ABSTRACT

Language competency is a complex ability related to four skills at once. Many studies also state that using media in learning can improve language competence. For this reason, the research results should be evaluated to determine whether the study results can be trusted and accounted for statistically. For this reason, this research aims to compile and statistically evaluate the results of an independent study that examines learning media on language competence in elementary school students. The research method used is meta-analysis research. The study search was conducted from 2018 to 2023 in the Google Scholar database. The search results provided 108 studies that met the inclusion requirements for extraction, resulting in 111 data comparisons being examined. Calculate the magnitude of the effect of learning media on language competence in elementary school students using Microsoft Excel. This research obtained an effect size of 2.180 in the Very Large category, with a mean population correlation coefficient of 0.581. These results indicate a positive influence between the learning media teachers use on elementary school students' language competence. For this reason, it is recommended to develop or use media in language learning so that elementary school students' language competence can increase, in addition to the need for further research involving many studies related to this competence.

Keywords: *Language Competence, Learning Media, Meta-Analysis Study*

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INTRODUCTION

Language competence is a person's ability to express their intentions or goals using language that follows linguistic knowledge or linguistic rules (Hall & Valdiviezo, 2020; Troesch et al., 2016; Zubkov, 2020). Language competence is essential for social competence because students must understand others and communicate effectively to demonstrate their social skills (Erlinawati, 2018). Language competency is a complex ability related to listening, speaking, reading and writing (Mediana et al., 2022; Pramesti, 2015). Language competence is essential for all individuals (Zein & Puspita, 2021). Language competence is a model for developing students' intellectual, social and character abilities (Magdalena et al., 2021). Language is the most critical tool for communication (Alqahtani, 2015).

Previous research showed that children's language competence was still relatively low (Delfita, 2012; Erlinawati, 2018; Zein & Puspita, 2021) as stated by

Erlinawati (2018), who said that 75% of Nagan Raya Elementary School students were declared not to have achieved the specified Minimum Graduation Criteria scores. Apart from that, it can also be seen from students' difficulty in answering questions from teachers and the low ability of students to convey ideas, so students tend to be silent while at school (Zein & Puspita, 2021). Apart from that, other research results state that low language competence is caused by students being unable to communicate fluently, not being able to name the correct vocabulary, and not being able to answer the teacher's questions (Delfita, 2012). To communicate well, language competence must be trained and mastered by students (Dayu & Anggrasari, 2017; Zubkov, 2020). Sometimes, language competence is classified into oral and written (Kusuma & Makhbubah, 2022; Yuliana, 2017). Oral language or oration ability combines speaking and reading abilities, while written language competence combines listening and reading abilities.

Listening skill is listening to verbal symbols with full attention, understanding, appreciation and interpretation to obtain information, capture content and understand the meaning of communication that is not conveyed (Ekawati, 2017; Fajriani & Kurnia, 2021; A. W. Sari, 2016). Listening skills are a person's first skill (Adnyani, 2018; Aziza & Muliansyah, 2020). People often have difficulty honing their listening skills because they must understand the conversation's gist (Fitriani et al., 2023). Besides that, the listener must focus their attention on an exchange so that the main point of the discussion does not have a double meaning. For this reason, as social creatures, students should be able to listen because students are always in contact with other people by communicating (Barseli et al., 2019; Sholihah et al., 2018).

Listening skills will impact their learning achievement (Damayanti & Watini, 2022; R. Pratiwi, 2022). Students who are not proficient in listening will have difficulty capturing information. As a result, he did not understand the material being taught. He also cannot convey his understanding in written and spoken language. As a result, learning achievement is low. Thus, teachers should not underestimate listening skills. Teachers must teach their students the best way to listen so that students have adequate listening skills (Yulisa, 2018). It is hoped that listening skills can support students to achieve brilliant achievements and utilise their knowledge to benefit their environment.

Speaking is conveying messages through spoken language (Yulisa, 2018). The skill to communicate is to utter articulatory sounds or words to express and share thoughts, ideas and feelings (Damayanti & Watini, 2022). Speaking ability supports reading and writing skills, so speaking ability is an ability that students must master (Imawan & Ashadi, 2019; Pranoto & Suprayogi, 2020). Speaking skills are divided into vocabulary, syntax (grammar), semantics and phonemes (word sounds) (Pradita & Jayanti, 2021). With speaking skills, a person can convey various kinds of information (facts, events, ideas, ideas, responses, etc.), convince the listener, desire the listener's physical action or reaction, inform and please the listener, express wishes and desires, and express various kinds of information (Moore et al., 2018; Wahyuni et al., 2021). The listeners will better understand someone with good speaking skills (Margareta, 2023; Moore et al., 2018).

Previous research showed low speaking ability (Aritonang, 2023; Susanti, 2016). Susanti (2018) stated that the conventional learning methods used were the cause of students' soft speaking skills. Apart from that, Aritonang (2023) said that internal factors such as students' physical and mental conditions, students' passivity during the teaching and learning process, students' lack of self-confidence, and constant feelings

of fear cause students' low speaking ability, apart from being caused by the way teachers teach in class, such as the learning methods and learning media used. The same thing was also expressed in that the low speaking ability of elementary school students was caused by the use of learning media that was not by the students' characteristics.

Reading skill is a child's ability to recognize letters and words, connect them with sounds, and understand the meaning of the writing they read, which begins with hearing the notes correctly and precisely (Martini & Sueca, 2023; Sela et al., 2022; Utami et al., 2023). Reading is an essential part of human life because, as a gateway to knowledge, someone who can read and write can get the information needed to increase their knowledge. Reading for elementary school students is a complex ability that must be mastered gradually during development (Azkia & Rohman, 2020; Mualimah & Usmaedi, 2018). Because there is a gradual process to achieve a student who is considered able to read, this is the basis for the importance of reading ability for lower-grade students. A child's initial language competence is his mother's language (Park, 2019; Yeni et al., 2022), so children raised by a talkative mother who talks a lot will tend to develop language more quickly. Conversely, children raised by quiet and speech-impaired mothers will have difficulty speaking until they grow up, so almost All education experts agree that stories are a vibrant language-learning medium.

Previous research results stated that elementary school students' reading ability was still relatively low. This can be seen from international studies such as the Student Assessment Program, which shows that the results of students' reading literacy skills in Indonesia score below the average (OECD, 2016; Sadler & Zeidler, 2009; Sellar & Lingard, 2014), the Progress in International Reading Literacy Study also stated that reading comprehension in Indonesia is still relatively low (Mullis et al., 2012, 2015; Watts, 2015), because elementary school students in Indonesia have the reading ability of elementary school students in class IV of 25% reaching the intermediate level, 30% getting the deficient level, 40% achieving the low level, and only 5% reaching the advanced and high level. This previously also expressed the same results of interviews with teachers, and observations showed that most elementary school Number 3 Nagri Kaler students did not have good reading comprehension skills (Ambarita et al., 2021).

Writing skills are expressing ideas, opinions and feelings to other parties through written language (Nur et al., 2021; Situmorang, 2018). The accuracy of the language, vocabulary, grammar, and spelling must support the accuracy of expressing ideas. Writing skills include several abilities, namely the ability to use appropriate language elements, the ability to organize discourse in the form of an essay, and the ability to use appropriate language and other word choices.

Writing is one of the student outcomes in the learning process, and this skill is included in the psychomotor domain. Writing is a productive and expressive activity. In language learning at school, students need to be skilled in writing. This is following one of the objectives of learning Indonesian: students must be able to write texts. Apart from that, writing skills are a language competence used to communicate indirectly, not face to face, with other people. Writing activities are not as easy as expected. Students still don't have ideas for writing. The writing learning process does not pay enough attention and does not follow the writing goals of elementary school students, so students' writing skills are still low (Dafit, 2017). This condition aligns with the observations made on first-grade students at the Elementary School of Nurul Huda Islamic that their writing ability is still relatively low because as many as 50% of students have not yet achieved their writing ability (Nurlaily & Pranata, 2022).

Much research has been trying to improve students' language competence by using learning media in connection with this condition. Such as improving speaking skills in elementary school students by using hand puppet learning media (Cahyani et al., 2022; Juliati, 2023; Khairunnisa & Aryani, 2018; Oktaviani et al., 2021; Santy et al., 2022; Ustari, 2018), media of learning in the form of puppets or drawings (Antari et al., 2019; Dumaini & Ardiani, 2023; Pujiasti et al., 2022; Puspitasari et al., 2023; Sukmadewi & Ganing, 2020), and interactive media such as youtube, tik tok, video, and film (Elvira et al., 2020; Nisa, 2022; C. P. Pratiwi & Widyaningrum, 2022; Santoso & Sukartiningsih, 2021; S. Wulandari et al., 2021). Likewise with the reading ability of elementary school students who use popular learning media such as pop-up books (D. P. Sari, 2021; N. Sari & Liansari, 2023), Big Book (Erfinawati et al., 2021; Purwanti & Apriliani, 2019; Sareng et al., 2023), comic books (Irfan & Islamiati, 2021; Nurhidaya et al., 2023). Likewise, to improve writing and listening skills, several researchers also use learning media (Cahyani et al., 2022; Rahayu & Saputra, 2022; I. F. Wulandari et al., 2023). With the large amount of research that has been carried out, it is necessary to review the data and translate it into simpler terms. It also proves the hypothesis that has been confirmed so far: that using learning media influences students' language competence. For this reason, this research aims to look at and statistically evaluate the findings of an independent study which examined the effect or influence of learning media on language competence in elementary school students in Indonesia. For the aim of this research to be achieved, it was carried out by determining the effect size to see, evaluate and prove the hypothesis used by researchers.

METHOD

Quantitative research with meta-analysis was used in this research. A meta-analysis is a combination of the results of several studies on a specific research question that is intended to summarise all the evidence on a particular topic, which can be used to arrive at more accurate and reliable conclusions than individual studies (Borenstein et al., 2021; Suurmond et al., 2017). Meta-analysis research allows researchers to (1) provide more accurate estimates of the effect size or strength of relationships between variables, (2) detect potential reasons for differences in results by using this analysis to see whether individual study results are generally consistent or highly inconsistent, and (3) helps discover what might influence the results, such as differences in study design, sample characteristics, or analysis methods (Demirel & Dağyar, 2016; Glass, 1977).

In general, meta-analysis research uses effect size to measure differences between two groups, which has many advantages compared to statistical significance tests alone (Cumming, 2013; Grgurović et al., 2013). A meta-analysis study followed the following steps: First, identify the problem; second, look for literature related to the problem. Studies achieved in the literature are coded according to specific criteria; and third, statistical analysis of the research is performed, and the findings are interpreted (Retnawati et al., 2018; Yunita et al., 2021).

This research aims to look at and evaluate statistically the findings of an independent study which examined the effect or influence of learning media on language competence in elementary school students in Indonesia. The results of this research can at least be used as material to determine the urgency of research into the development of learning media or other learning tools.

The article criteria used for this research are the results of a study involving the effectiveness or influence of learning media on language competence in elementary

school students. In this research, language competence is a person's ability to express ideas about oneself, understand other people, and learn new vocabulary or other languages. Language competencies include four skills that cannot be separated from one another because they are interconnected: speaking, listening, reading and writing (Erlinawati, 2018; Susini & Ndruru, 2021).

The research results on the effectiveness or influence of learning media on language competence have been published in scientific journals or proceedings. The results of this research can be obtained using the Google Scholar search engine using the keywords learning media, speaking skills, listening skills, reading skills and writing skills. The search results obtained more than 45,000 articles on the effectiveness or influence of learning media on language competence.

The research results included in this analysis were selected from experimental or quasi-experimental research. The research included in the synthesis is in the publication range between 2018 and 2023. In addition, the articles used for the synthesis must show the t-test results and the research sample size used. Based on these inclusion criteria, 108 research results were included in this study. The selected research results comprised 111 pairs of comparisons because two studies focused on two effects of language competence, and one focused on implementing two media. The list of research results used in this research can be seen in Table 1.

Table 1. List of research results used as the subject of meta-analysis.

No	Author (Year)	Effects of Language Competence	Type of Learning Media
1.	Hildayanti et al. (2018)	Writing	Poster
2.	Khairunnisa & Aryani (2018)	Speaking	Hand Puppet
3.	Maula (2018)	Listening	Hand Puppet
4.	Pratiwi et al. (2018)	Writing	Film
5.	Susanti et al. (2018)	Writing	Song lyrics
6.	Tristanto & Sutikno (2018)	Writing	Song
7.	Triyawan et al. (2018)	Listening	Audio
8.	Ustari (2018)	Speaking	Hand Puppet
9.	Wahyuningtyas & Rukmi (2018)	Writing	Audio Visual
10.	Anggraini et al. (2019)	Writing	Flash Card
11.	Anriyani (2019)	Writing	Sketch Drawings
12.	Antari et al. (2019)	Speaking	Drawings
13.	Artini (2019)	Writing	Audio Visual
14.	Cahyani et al. (2019)	Writing	Audio Visual
15.	Darsana et al. (2019)	Reading	Drawings
16.	Dewi et al. (2019)	Writing	Visual
17.	Fatonah (2019)	Listening	Video of Animation
18.	Ihsan et al. (2019)	Speaking	Puzzle
19.	Lukmanulhakim & Uswatun (2019)	Writing	Scrapbook
20.	Munirahet et al. (2019)	Writing	Drawings of Series
21.	Pratama et al. (2019)	Listening	Visual
22.	Pratika et al. (2019)	Writing	Video of Animation

No	Author (Year)	Effects of Language Competence	Type of Learning Media
23.	Purwanti & Apriliani (2019)	Reading	Big Book
24.	Putri et al. (2019)	Reading	Flip Chart
25.	Saraswati (2019)	Reading	Drawings
26.	Sari et al. (2019)	Listening	Audio Visual
27.	Sholihah & Subrata (2019)	Reading	MIKSUPAJA
28.	Andriyati et al (2020)	Listening	Hand Puppet
29.	Aristhi & Manuaba (2020)	Writing	Drawings
30.	Elvira et al. (2020)	Speaking	Animation
31.	Khaliq et al. (2020)	Listening	Hand Puppet
32.	Minarsih & Putra (2020)	Speaking	Tape recorder
33.	Nurrohmah et al. (2020)	Writing	Pop-Up Book
34.	Pertiwi & Kolen (2020)	Writing	Film
35.	Pratiwi et al. (2020)	Speaking	Multimedia
36.	Putri et al. (2020)	Writing	Flashcard
37.	Rohmanurmeta (2020)	Writing	Tutorial Animation
38.	Sukmadewi & Ganing (2020)	Speaking	Comic
39.	Susilo et al. (2020)	Writing	Big Book
40.	Utami et al. (2020)	Writing	Puzzle
41.	Wulandari et al. (2020)	Reading	video of animation
42.	Yusron et al. (2020)	Speaking	Pop-Up Book
43.	Aziz (2021)	Writing	Colour letter
44.	Burhan et al. (2021)	Writing	Drawings
45.	Erfianawati (2021)	Reading	Big Book and Bamboo BMGame APP
46.	Ernawati (2021)	Reading	Movable Alphabet
47.	Hilwaet et al. (2021)	Writing	Puppet
48.	Irfan & Islamiati (2021)	Reading	Comic
49.	Marini & Turnip (2021)	Listening	Audio Visual
50.	Mila & Anafiah (2021)	Listening	Puppet
51.	Ningsih et al. (2021)	Speaking	Pop-Up Book
52.	Pranata et al. (2021)	Writing	Film of Animation
53.	Raharjayanti & Widagdo (2021)	Listening	Youtube
54.	Santoso & Sukartiningsih (2021)	Speaking	Tik tok
55.	Sari (2021)	Reading	Pop-Up Book
56.	Setiawan & Putra (2021)	Writing	Website
57.	Wulandari et al. (2021)	Speaking	Youtube
58.	Amini & Gunayasa (2022)	Writing	Mysterious Card Box
59.	Aryanti et al. (2022)	Listening	Audio Visual
60.	Auliannisa et al. (2022)	Speaking	Treasure Hunt
61.	Bamualim et al. (2022)	Speaking	Post Box
62.	Cahyani et al. (2022)	Speaking	Hand Puppet
63.	Ferawati et al. (2022)	Speaking and Writing	Scrapbook

No	Author (Year)	Effects of Language Competence	Type of Learning Media
64.	Husniyah (2022)	Listening	DORA
65.	Kiftia & Rukmi (2022)	Listening	Video of Animation
66.	Ninawati et al. (2022)	Speaking	Concrete Object
67.	Ningsih et al. (2022)	Reading	Flashcard
68.	Nisa (2022)	Speaking	Video of Animation
69.	Nurbaiti et al. (2022)	Listening	Audio Visual
70.	Oktavia & Jupri (2022)	Listening	Film of Animation
71.	Pratiwi & Zulfadewina (2022)	Listening	Audio Visual
72.	Pratiwi et al. (2022)	Writing	Audio Visual
73.	Pujiastuti et al. (2022)	Speaking	Drawings
74.	Putri & Kasriman (2022)	Reading	Smart Board
75.	Rachmawati et al. (2022)	Writing and Reading	Big Book
76.	Rahayu & Saputra (2022)	Writing	literasi visual
77.	Rahmah & Amaliya (2022)	Speaking	Big Book
78.	Riyanto et al. (2022)	Reading	Video of Tutorial
79.	Rohana et al. (2022)	Reading	Story Stript
80.	Santy et al. (2022)	Speaking	Hand Puppet
81.	Wardono & Kurniawati (2022)	Listening	Hand Puppet
82.	Yulinawati et al. (2022)	Speaking	Audio Visual
83.	Yunika et al. (2022)	Speaking	Pop-Up Book
84.	Aprillia et al. (2023)	Reading	Comic
85.	Auliya & Nuroh (2023)	Reading	Story Jumper
86.	Azzahro & Wati (2023)	Writing	Comic
87.	Cahyanti et al. (2023)	Writing	Photovoice
88.	Dumaini & Ardhiani (2023)	Speaking	Puppet of Paper
89.	Ermawati et al. (2023)	Listening	Cartoon Puppet
90.	Frasandy et al. (2023)	Listening	Cartoon Puppet
91.	Hamdiyah & Puspitasari (2023)	Writing	Animation
92.	Juliati (2023)	Speaking	Hand Puppet
93.	Latifaturrodhita & Linggo (2023)	Reading	Scrapbook
94.	Lestari et al. (2023)	Speaking	Smart Bottle
95.	Nurameiyah et al. (2023)	Listening	Film of Animation
96.	Nurhidayah et al. (2023)	Reading	Storybook
97.	Oktaviani et al. (2023)	Speaking	Hand Puppet
98.	Puspitasari et al. (2023)	Speaking	Comic
99.	Rahayu et al. (2023)	Writing	Crossword Puzzle
100.	Rohimah et al. (2023)	Reading	Flashcard
101.	Sakina et al. (2023)	Listening	Audio Visual
102.	Saputri & Subrata (2023)	Writing	Drawings of Series
103.	Sareng et al. (2023)	Reading	Big Book
104.	Sari (2023)	Speaking	Drawings pf Art
105.	Sari & Liansari (2023)	Reading	Pop Up Book

No	Author (Year)	Effects of Language Competence	Type of Learning Media
106.	Satekti et al. (2023)	Listening	Puppet of Fabel
107.	Wulandari et al. (2023)	Listening	Audio Visual
108.	Zakiyah et al. (2023)	Reading	Flashcard

The instruments in this meta-analysis were carried out using a coding category sheet (Retnawati et al., 2018; Yunita et al., 2021). The coding form follows predetermined characteristics: the researcher's name, study year, research design used, sample size and t-test calculation results. This form of coding was developed to increase reliability in the studies' suitability. Apart from that, to see information related to research results that meet the inclusion criteria, see Table 2.

Table 2. Study Characteristics Obtained

Characteristics		f
Effect	Reading	24
	Writing	35
	Listening	23
	Speaking	29
Year of Publication	2018-2019	27
	2020-2021	31
	2022-2023	53
Sample size	More than 30	66
	Less than 30	45
Type of Publication	proceeding	6
	Journal	105

Data analysis in meta-analysis research is carried out by (1) calculating the effect size, (2) transforming the values from the t-test to r, and (3) estimating the impact of sampling (Cooper et al., 2019; Widodo et al., 2023; Yunita et al., 2021). To determine the effect size value from the t-test results, namely $ES = t \sqrt{\frac{1}{n_e} + \frac{1}{n_c}}$ (Widodo et al., 2023). This effect size calculation results are compared with the criteria determined by Yunita et al. (2021) as in Table 3.

Table 3. Effect Size Category

Effect Size	Interpretation
0.00 – 0.19	Ignored
0.20 – 0.49	Small
0.50 – 0.79	Fair
0.80 – 1.29	Large
More than 1.30	Very large

To transform values from the t-test into the r coefficient, you can use the formula $r = \frac{t}{\sqrt{t^2 + (N-2)}}$ (Widodo et al., 2023). Calculate the impact of sampling, which can be done using the bare-bones meta-analysis method (Cumming, 2013; Hu & Yang, 2021).

RESULT AND DISCUSSION

From 111 pairs of comparisons originating from 108 research results used as research subjects, the results of calculating the effect size from the t-test coefficient can be seen in Table 4.

Table 4. Effect Size For Learning Media on Language Competence

Author (Year)	Language Competence	N	t-Test	Effect size	r	N x r	$(r - \check{r})^2$
Hildayanti et al. (2018)	Writing	40	10.800	3.415	0.868	25.698	0.074
Khairunnisa & Aryani (2018)	Speaking	44	4.663	1.406	0.584	12.506	0.000
Maula (2018)	Listening	40	2.029	0.642	0.313	26.049	0.081
Pratiwi et al. (2018)	Writing	55	3.915	1.056	0.474	63.348	0.015
Susanti et al. (2018)	Writing	70	17.540	4.193	0.905	30.083	0.095
Tristanto & Sutikno (2018)	Writing	48	5.455	1.576	0.627	30.984	0.001
Triyawan et al. (2018)	Listening	38	8.450	2.742	0.815	29.072	0.048
Ustari (2018)	Speaking	41	6.280	1.962	0.709	24.973	0.013
Wahyuningtyas & Rukmi (2018)	Writing	55	3.710	1.002	0.454	20.800	0.020
Anggraini et al. (2019)	Writing	52	3.086	0.856	0.400	43.177	0.039
Anriyani (2019)	Writing	52	10.536	2.922	0.830	34.292	0.055
Antari et al. (2019)	Speaking	46	7.419	2.188	0.745	38.997	0.022
Artini (2019)	Writing	55	7.320	1.974	0.709	28.850	0.013
Cahyani et al. (2019)	Writing	72	3.659	0.862	0.401	25.175	0.038
Darsana et al. (2019)	Reading	80	2.928	0.657	0.315	40.531	0.079
Dewi et al. (2019)	Writing	66	6.225	1.533	0.614	15.615	0.000
Fatonah (2019)	Listening	32	3.062	1.083	0.488	33.824	0.012
Ihsan et al. (2019)	Speaking	40	9.765	3.088	0.846	51.756	0.062
Lukmanulhakim & Uswatun (2019)	Writing	68	9.533	2.312	0.761	23.145	0.027
Munirah et al. (2019)	Writing	70	2.889	0.691	0.331	18.039	0.071
Pratama et al. (2019)	Listening	50	2.680	0.759	0.361	19.149	0.056
Pratika et al. (2019)	Writing	56	2.674	0.715	0.342	17.772	0.065
Purwanti & Apriliani (2019)	Reading	36	3.310	1.103	0.494	38.362	0.011
Putri et al. (2019)	Reading	41	16.559	5.174	0.936	23.621	0.115
Saraswati (2019)	Reading	70	2.956	0.000	0.337	15.921	0.067
Sari et al. (2019)	Listening	63	2.040	0.514	0.253	23.123	0.118
Sholihah & Subrata (2019)	Reading	54	3.417	0.930	0.428	34.040	0.028
Andriyati et al. (2020)	Listening	38	12.093	3.923	0.896	36.535	0.090
Aristhi & Manuaba (2020)	Writing	77	4.668	1.065	0.474	34.818	0.015
Elvira et al. (2020)	Speaking	40	10.900	3.447	0.870	17.526	0.075
Khaliq et al. (2020)	Listening	60	2.326	0.021	0.292	45.904	0.093
Minarsih & Putra (2020)	Speaking	62	8.532	2.168	0.740	14.029	0.021
Nurrohmah et al. (2020)	Writing	16	6.822	3.411	0.877	15.162	0.079

Author (Year)	Language Competence	N	t-Test	Effect size	r	N x r	$(r - \check{r})^2$
Pertiwi & Kolen (2020)	Writing	64	1.920	0.480	0.237	30.941	0.129
Pratiwi et al. (2020)	Speaking	59	4.650	1.219	0.524	19.211	0.005
Putri et al. (2020)	Writing	81	2.170	0.483	0.237	21.047	0.129
Rohmanurmeta (2020)	Writing	45	3.470	1.041	0.468	42.277	0.017
Sukmadewi & Ganing (2020)	Speaking	73	5.986	1.405	0.579	24.418	0.000
Susilo et al. (2020)	Writing	40	4.751	1.502	0.610	31.989	0.000
Utami et al. (2020)	Writing	53	5.406	1.485	0.604	20.914	0.000
Wulandari et al. (2020)	Reading	58	2.893	0.760	0.361	24.165	0.056
Yusron et al. (2020)	Speaking	30	7.193	2.627	0.806	13.121	0.044
Aziz (2021)	Writing	42	2.080	0.642	0.312	32.284	0.081
Burhan et al. (2021)	Writing	42	7.600	2.345	0.769	23.080	0.030
Erfianawati (2021)	Reading	70	2.880	0.688	0.330	23.287	0.071
Erfianawati (2021)	Reading	70	2.909	0.695	0.333	24.424	0.070
Ernawati (2021)	Reading	60	3.394	0.876	0.407	14.127	0.036
Hilwa et al. (2021)	Writing	40	2.327	0.736	0.353	35.973	0.059
Irfan & Islamiati (2021)	Reading	64	5.351	1.338	0.562	49.363	0.001
Marini & Turnip (2021)	Listening	54	16.260	4.425	0.914	15.168	0.101
Mila & Anafiah (2021)	Listening	38	2.612	0.849	0.399	44.355	0.039
Ningsih et al. (2021)	Speaking	60	8.360	2.159	0.739	19.917	0.020
Pranata et al. (2021)	Writing	60	2.680	0.692	0.332	33.443	0.070
Raharjayanti & Widagdo (2021)	Listening	51	6.080	1.703	0.656	11.817	0.004
Santoso & Sukartiningsih (2021)	Speaking	20	3.107	1.389	0.591	35.608	0.000
Sari (2021)	Reading	49	7.252	2.072	0.727	11.203	0.017
Setiawan & Putra (2021)	Writing	70	1.337	0.320	0.160	23.599	0.190
Wulandari et al. (2021)	Speaking	30	6.742	2.462	0.787	14.612	0.036
Amini & Gunayasa (2022)	Writing	40	2.419	0.765	0.365	20.998	0.053
Aryanti et al. (2022)	Listening	40	3.802	1.202	0.525	36.648	0.005
Auliannisa et al. (2022)	Speaking	56	6.360	1.700	0.654	29.361	0.003
Bamualim et al. (2022)	Speaking	32	12.638	4.468	0.918	29.520	0.103
Cahyani et al. (2022)	Speaking	68	3.915	0.950	0.434	31.920	0.026
Ferawati et al. (2022)	Speaking	38	9.289	3.014	0.840	28.852	0.059
Ferawati et al. (2022)	Writing	38	7.000	2.271	0.759	2.211	0.027
Husniyah (2022)	Listening	30	0.391	0.143	0.074	98.405	0.273
Kiftia & Rukmi (2022)	Listening	106	25.470	4.948	0.928	16.251	0.110
Ninawati et al. (2022)	Speaking	30	3.410	1.245	0.542	29.382	0.003
Ningsih et al. (2022)	Reading	53	4.757	1.309	0.554	42.008	0.002
Nisa (2022)	Speaking	56	8.336	2.228	0.750	52.116	0.024
Nurbaiti et al. (2022)	Listening	54	26.580	7.234	0.965	17.979	0.136
Oktavia & Jupri (2022)	Listening	60	2.392	0.618	0.300	47.341	0.088
Pratiwi & Zulfadewina	Listening	56	11.630	3.108	0.845	15.933	0.062

Author (Year)	Language Competence	N	t-Test	Effect size	r	N x r	$(r - \check{r})^2$
(2022)							
Pratiwi et al. (2022)	Writing	52	2.276	0.631	0.306	30.849	0.084
Pujiastuti et al. (2022)	Speaking	34	12.207	4.187	0.907	23.415	0.097
Putri & Kasriman (2022)	Reading	60	3.228	0.833	0.390	23.378	0.042
Rachmawati et al. (2022)	Writing	40	4.440	1.404	0.584	17.314	0.000
Rachmawati et al. (2022)	Reading	40	2.960	0.936	0.433	7.852	0.027
Rahayu & Saputra (2022)	Writing	20	1.811	0.810	0.393	19.243	0.042
Rahmah & Amaliya (2022)	Speaking	62	2.529	0.643	0.310	13.394	0.082
Riyanto et al. (2022)	Reading	31	2.580	0.968	0.432	6.981	0.027
Rohana et al. (2022)	Reading	48	0.997	0.288	0.145	63.617	0.203
Santy et al. (2022)	Speaking	88	9.703	2.069	0.723	29.503	0.016
Wardono & Kurniawati (2022)	Listening	34	9.876	3.387	0.868	16.000	0.074
Yulinawati et al. (2022)	Speaking	34	3.017	1.035	0.471	22.077	0.016
Yunika et al. (2022)	Speaking	40	4.080	1.292	0.552	24.171	0.002
Aprillia et al. (2023)	Reading	41	4.558	1.424	0.590	54.549	0.000
Auliya & Nuroh (2023)	Reading	60	16.626	4.293	0.909	54.955	0.098
Azzahro & Wati (2023)	Writing	60	17.380	4.487	0.916	32.438	0.102
Cahyanti et al. (2023)	Writing	40	8.544	2.702	0.811	25.105	0.046
Dumaini & Ardhiani (2023)	Speaking	32	6.930	2.455	0.785	10.506	0.035
Ermawati et al. (2023)	Listening	20	2.619	1.171	0.525	39.316	0.005
Frasandy et al. (2023)	Listening	40	32.910	10.407	0.983	25.126	0.149
Hamdiyah & Puspitasari (2023)	Writing	50	4.027	1.139	0.503	33.459	0.009
Juliati (2023)	Speaking	34	31.316	10.741	0.984	57.426	0.150
Latifaturodhita & Linggo (2023)	Reading	60	25.154	6.495	0.957	25.729	0.130
Lestari et al. (2023)	Speaking	34	6.548	2.246	0.757	13.655	0.026
Nurameiyah et al. (2023)	Listening	30	2.705	0.988	0.455	36.839	0.020
Nurhidayah et al. (2023)	Reading	42	11.550	3.564	0.877	5.406	0.079
Oktaviani et al. (2023)	Speaking	60	0.689	0.178	0.090	44.929	0.256
Puspitasari et al. (2023)	Speaking	60	8.605	2.222	0.749	25.347	0.023
Rahayu et al. (2023)	Writing	58	3.636	0.955	0.437	37.690	0.025
Rohimah et al. (2023)	Reading	48	8.600	2.483	0.785	24.138	0.036
Sakina et al. (2023)	Listening	46	4.089	1.206	0.525	33.401	0.005
Saputri & Subrata (2023)	Writing	46	7.005	2.066	0.726	37.122	0.017
Sareng et al. (2023)	Reading	54	6.826	1.858	0.687	39.841	0.008
Sari (2023)	Speaking	40	68.917	21.793	0.996	28.519	0.160
Sari & Liansari (2023)	Reading	40	6.268	1.982	0.713	48.724	0.014
Satekti et al. (2023)	Listening	54	15.092	4.108	0.902	29.654	0.094
Wulandari et al. (2023)	Listening	58	4.452	1.169	0.511	37.028	0.007
Zakiyah et al. (2023)	Reading	48	8.222	2.373	0.771	25.698	0.031

Author (Year)	Language Competence	N	t-Test	Effect size	r	N x r	$(r - \check{r})^2$
Total		5545	--	241.973	--	3225.581	6.011

Based on Table 4, it is found that the average effect size is $\frac{241.973}{111} = 2.180$. This shows that the effect of learning media on language competence in elementary school students is very high. This indicates a positive influence between the media used in language learning and elementary school students' language competence.

Determining the effect of sampling can be done by (1) transforming the value of the t-test to the correlation of r , (2) calculating the mean of population correlation ($\check{r}$), (3) calculating the variance of population correlation ($\sigma^2 r$), and (4) calculating the variance of error sampling ($\sigma^2 e$). Based on Table 4, it is obtained that the mean of population correlation is $\frac{N \times r}{N} = \frac{3225.581}{5545} = 0.581$, and variance of population correlation is $\frac{\sum (r - \check{r})^2}{2} = \frac{6.011}{2} = 3.0055$. For this reason, the sampling error variance is $\frac{(1 - \check{r}^2)^2}{N - 1} = \frac{(1 - (0.581)^2)^2}{5545 - 1} = \frac{0.4388}{5544} = 0.000079$, so the impact of sampling error is $\frac{\sigma^2 e}{\sigma^2 r} \times 100\% = \frac{0.000079}{3.0055} \times 100\% = 0.002628\%$.

The smaller percentage of error in sampling indicates that the possibility of error bias due to errors in sampling is smaller. The calculation results showed that the percentage error in the sample was 0.002628%, or the percentage error result was close to 0%. This indicates that the error bias due to errors in sampling in research on the effects of learning media on language competence in elementary school students is significantly smaller.

DISCUSSION

Language competence is a person's ability to express their intentions or goals using language that is by linguistic knowledge or linguistic rules (Hall & Valdiviezo, 2020; Troesch et al., 2016; Zubkov, 2020). Language competence is essential for all individuals (Erlinawati, 2018; Mediana et al., 2022; Pramesti, 2015). This is because language competence is a model for developing students' intellectual, social and character abilities. Language is the most critical tool for communication (Alqahtani, 2015; Misnawati et al., 2022).

To communicate well, there are four language competencies that students must practice and master. These four competencies are listening, speaking, reading and writing (Mediana et al., 2022; Pramesti, 2015). Sometimes, these four language competencies are classified into oral and written language competence (Kusuma & Makhbubah, 2022; Yuliana, 2017). Oral language or oration ability combines speaking and reading abilities, while written language competence combines listening and reading abilities. Language learning in schools (including elementary schools) is intended to improve communication skills and language competence (Latifah, 2019; Magdalena et al., 2021). One aspect that supports improving excellent and accurate communication and language competence is mastering a lot of vocabulary (Magdalena et al., 2021; Taslim et al., 2019). The more words students master, the smoother and better the communication and language they use. Vocabulary is an important part that cannot be separated from the learning process. With the same understanding of words, teachers and students can interact and communicate smoothly in the teaching and

learning process in class. However, if students' knowledge of words is lacking, the teaching and learning process will be hampered, and the learning material will be difficult for students to understand.

The results of research so far indicate that students have studied Indonesian, but their current Indonesian language competence is still quite worrying (A. S. Pratiwi, 2016; Siregar, 2021). This is evidenced by the low test scores for Indonesian language subjects during exams. Not only that, we often look at spoken and written language skills. Few young people today are confused when given scientific work assignments or other scientific assignments that pay attention to the rules of using Indonesian (Purnamasari & Hartono, 2023). Apart from that, further research results reveal that improving language skills can be done using models, methods and media in language learning. Use of learning models such as Talking Stick, ATIK, and Flipped Classroom: so far, it can be concluded that it can improve students' language competence (Herwati & Watini, 2022; R. A. Lestari & Watini, 2023; Y. Lestari et al., 2023; Megawati et al., 2013; Robbaniah et al., 2023). Apart from that, the use of learning methods such as singing, telling stories, and reading aloud can be concluded it can improve students' language competence (Endahwati et al., 2022; Qomaruddin, 2017; Saribu & Hidayah, 2019). Likewise, the use of learning media such as hand puppets (Cahyani et al., 2022; Khairunnisa & Aryani, 2018; Oktaviani et al., 2021; Santy et al., 2022; Ustari, 2018). learning media in the form of puppets or pictures (Antari et al., 2019; Dumaini & Ardhiani, 2023; Hilwa et al., 2021; Milla et al., 2022; Puspitasari et al., 2023; Sukmadewi & Ganing, 2020; Zafira & Artharina, 2017), interactive media such as YouTube, tik tok, video, and film (Elvira et al., 2020; Nisa, 2022; R. Pratiwi, 2022; Santoso & Sukartiningsih, 2021; S. Wulandari et al., 2021), concrete learning media such as pop-up books (D. P. Sari, 2021; N. Sari & Liansari, 2023), Big Book (Erfinawati et al., 2021; Purwanti & Apriliani, 2019; Rachmawati et al., 2022), comic book (Irfan & Islamiati, 2021; Nurhidaya et al., 2023), and audiovisual media (C. P. Pratiwi & Widyaningrum, 2022; R. Pratiwi, 2022; I. F. Wulandari et al., 2023). So far, this research can be concluded to improve students' language competence.

Learning media are all tools or materials used in the learning process to help students understand and master the subject matter (Widodo, 2018). This media can be in physical objects, technology, or both designed to communicate information more effectively and facilitate understanding and retention of learning concepts (Jonassen et al., 1994; Salomon, 2012). Learning media is a tool for conveying messages to students (Daryanto, 2010; Mahnun, 2012). Media use in learning is one of the efforts made by teachers to achieve learning goals. In this case, the learning media aims to make education more engaging, enjoyable, and interactive, helping students with content better (Hakim et al., 2019). The results of meta-analysis research can be used to support or invalidate hypotheses made by previous researchers. In the case of the current research, the hypothesis used by research is "the learning media used has a positive effect on language competence in elementary school students". If the results of this meta-analysis support the hypothesis used by researchers, then statistically, the results strengthen the research that researchers have carried out. When referring to the research stages of learning media product development, meta-analysis research can be used as a preliminary study to see the urgency of learning media.

From the results of the meta-analysis that has been carried out, it is found that the average effect size is 2.180 in the very large category, with a mean population correlation coefficient of $\bar{r} = 0.581$. These results indicate a positive influence between the learning media teachers use on elementary school students' language competence.

In addition, the analysis results show that the percentage of sampling error is 0.002628%. Hence, the possibility of error bias in concluding due to errors in sampling is very small because it is close to 0%. This means that previous research shows that it can be generalized to the population and scientifically justified. Based on these results, it can be concluded that, in general, learning media can improve language competence in elementary school students.

This research shows that, statistically, learning media affects language skills in elementary school students. For this reason, the implications of this research include the need to use media in language learning so that students' language skills can increase. This is in line with the function of the media, namely conveying messages to students and providing stimulus to students so that learning becomes more meaningful. This research generally measures the effect of learning media on language competence in elementary school students. Apart from that, this research only measures experimentally and quantitatively results. In addition, research results must include sample size and t-tests. In other words, analysis that does not contain this information, meta-analysis, was not carried out in this study. This is what causes the limitations of this research

From this research, there are several recommendations for further research in the future. As time goes by, many studies will emerge from new authors regarding the influence of payment media on language competence in elementary school students. This condition can increase the number of studies analyzed from previous meta-analytic studies. As more studies are analyzed, a trend towards changes in the effects is likely. Apart from that, it is hoped that researchers can use media in language learning to improve students' language competence.

CONCLUSION

In this research, 108 studies from 2018 to 2023 were analyzed. The meta-analysis results obtained an effect size of 2.180 in the very large category, with a mean population correlation coefficient of $\bar{r} = 0.581$. Based on these results, it can be concluded that the effect of learning media on language competence in elementary school students is in the very high category. So that teachers can use learning media to improve students' language competence. Apart from that, further research is needed to develop learning media to improve students' language competence. Other recommendations for researchers include that further research needs to be carried out because, as time continues, more research will emerge from new authors regarding the influence of learning media on students' language competence. This condition can increase the number of studies analyzed from previous meta-analysis studies. The more studies examined, the more likely the effects will change. Apart from that, researchers hope

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AUTHOR CONTRIBUTION STATEMENT

NAKD is Conceptualization, design, editing/reviewing, supervision, analysis, Writing, and interpretation. SR: reviewing, supervision, and final approval.

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