

The Influence of Using Audiovisual Media on the Understanding and Application of Poetry Writing Skills for Class XI TKJ 1 SMK Negeri 3 Gunungsitoli Students

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Abstract

This examination is entitled The Impact of Utilizing General Media on the Survey Text Composing Abilities of Class XI Understudies at SMKN 3 Gunung Sitoli. This examination aimed to determine the impact of utilizing general media on the verse-composing abilities of class XI understudies at SMKN 3 Gunung Sitoli. The methodology used in this exploration is quantitative and unmistakable, utilizing a trial model with a benchmark group pre-test and post-test plan. The information source or exploration object in this examination is all female class XI TKJ understudies, comprising 2 classes with a total of 27 understudies, and every one of them is utilized as an examination object. Class XI MM is the control class, and class XI TKJ is the trial class. Information assortment strategies utilize starting tests (pre-test) and last tests (post-test). The examination results show contrasts in the normal pre-test and post-test scores for the exploratory and control classes. The normal pre-test score for the control class was 78.44, while the score for the post-test results was 89.78. The typical score (mean) in the trial-class pre-test results was 68.22, while the post-test results were 90.89. These outcomes show that there is a critical impact of the utilization of general media on verse composition abilities; all in all, H_a is acknowledged and H_0 is dismissed.

Keywords: Audio Visual; Writing; Poetry.

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INTRODUCTION

The readiness structure has never been isolated from individuals' correspondence with the climate of individuals' presence and culture. In Indonesian culture's life, affiliation without a doubt happens freely or at parties. The course of socialization worried about the way of life and enlightening inclusion in relationships with social frameworks. In the meantime, a person from adolescence to adulthood learns occurrences of activity in relationships with numerous people around him who have different social places that could exist in their standard ordinary presence (Darma & Joebagio, 2018). Learning is the process of someone acquiring skills and attitudes. In the learning process, there are several components, two of which are teachers and students. For the learning process to be successful, teachers must be active, including in terms of encouraging students to always be active in learning and providing adequate learning experiences by using learning media that are appropriate to the material being taught to students (Ayu et al., 2023). Further development of the learning material, should likewise be followed by changing the learning model. The learning materials for Indonesian language in schools that are created are shown materials with directions for educators and understudies (Hasibuan et al., 2022).

Composing is a useful skill. Composing isn't simply duplicating words into sentences, but additionally creating and offering viewpoints in a deliberately composed structure. Subsequently, composing abilities must be dominated and created by understudies (Rahayu & Kurniawan, 2021). (SURYATI BATUBARA S Pd, 2018) likewise said that composing abilities are one of the language abilities that play a significant part in human existence. Composing isn't just characterized as something connected with duplicating, taking notes, and doing some school tasks; however, composing is connected with the right utilization of words, utilizing a progression of composed language that is great and right. Without composing abilities, understudies will encounter trouble completing these errands.

The trouble of composing abilities is demonstrated by (E. Susanti, 2020), who expressed that something that is mostly kept away from the extent of language abilities is composing. Not just (Mulyati, 2014) express that composing can be supposed to be the most confounded language expertise among different sorts of language abilities. In light of this assessment, it very well may be presumed that composing abilities are the most troublesome abilities compared with other language abilities. One of the composing abilities expected in the 2013 educational plan for professional school class XI even semester is the expertise of composing verse. This audit text composing expertise is recorded in KD 4.14.

In this material, understudies can communicate thoughts, considerations, and information by utilizing their verse text composing abilities. Precision in the utilization of words, the reasonableness of composed content to learning material, as well as significant viewpoints recorded as hard copy verse texts, are significant things to focus on recorded as hard copy abilities, particularly concerning the capacity to compose a



survey text in learning. Composing a lovely text means passing data on to the peruser about whether the scholarly work should be invited by the general population or not (Juni, 2019). With one of the verse learning materials, understudies can prepare their boldness recorded as a hard copy to pass data on to the peruser; thus, they need great composing abilities, so what they need to convey is as per what is generally anticipated.

Composing verse expects understudies to be talented in composition. The essential abilities that understudies should know are precision in utilizing words, exactness in involving words, and precision in involving word decisions or lingual authority recorded as a hard copy. Then, at that point, the ability to offer viewpoint thoughts recorded as a hard copy—these idea thoughts—are understudies' abilities regarding the consequences of contemplations that understudies will get on paper. Then, utilize a progression of composed language that is great and right. A progression of good and rightly composed language recorded as a hard copy can't be isolated from the overall principles for Indonesian spelling that are not entirely set in stone. Verse learning is connected with logical composing that talks about the items in the abstract work, including its shortcomings and benefits to illuminate verse composing abilities, as demonstrated by a few examinations. Given the beginning perceptions made by analysts at SMK N 3 Gunung Sitoli, the creator tracked down a few issues. recorded as a hard copy survey. To begin with, there is an absence of excitement in perusing. The absence of mindfulness by understudies to peruse more is one of the reasons for understudies' absence of figuring out recorded as a hard copy verse. Understudies' excitement for composing verse turns into a snag to the educational experience in acquiring more extensive information on verse material. Second, the learning methodology utilized is less successful and dull. The growing experience involving improper techniques will be one of the triggers for learning achievement. In this manner, it is important to focus on the precision of picking learning procedures so they are not dull. Learning exercises that are not inventive make the educational experience less viable. This is because learning exercises don't create and are just centered around similar exercises.

Third, the understudies' absence of grasping was recorded as a hard copy verse. Understudies' absence of comprehension of learning material is the reason for their low audit composing abilities. The absence of comprehension of learning material is the focal point of instructors' thoughtfulness regarding giving definite clarifications of education and learning exercises. Fourth, the absence of the purpose of science- and innovation-based media. The growing experience doesn't just come from books; teachers can exploit modern innovation by involving sound visuals in education and learning exercises. Along these lines, it will assist instructors with giving comprehension of the survey learning material that will be contemplated. One way that should be possible to defeat understudies' low verse composition abilities is by utilizing general media. (Firmadani, 2020) expressed that learning exercises utilizing general media, by implication, positively affect progress as far as conveying material. Aside from that, the utilization of general media in learning can give a positive reaction and can build students' comprehension of how they might interpret the learning material introduced (Purwono,



2014). One more assessment from Rusman (Monica, 2022) proposes the utilization of general media as a device for more clear learning.

The research that researchers will carry out is relevant to several previous studies. First, (Kartika Putri Sari, 2021), with her research entitled " The Influence Of Use Of Online Media During Covid-19 On The Learning Communication Process Among Students Of Uin Suska Riau," The relevance of this research is related to similarities and differences. The similarity between previous researchers and researchers is that they both researched students' poetry writing skills in Indonesian language subjects. While the difference lies in the location of the research to be carried out, other differences can also be seen in previous research examining the relationship between the ability to understand poetry and the ability to write poetry while the research that the researchers will carry out is to find out the effect of using audio-visual media on poetry writing skills. Second, (Windari, 2016), with her research entitled "The Influence of Using Film Media on the Short Story Writing Skills of Class XII Students of SMA Negeri 1 Lengayang, Pesisir Selatan Regency," The relevance of this research is that the similarities between the research conducted by Windari and the researchers are in the students' writing abilities, while the differences are in the learning materials, classes, and research locations. The learning material that previous researchers used was short story material, which was different from the research material used for poetry. Another difference is in the object of the research carried out by Windari on class XII students at SMA Negeri 1 Lengayang, Pesisir Selatan Regency, while researchers were in class.

Third, (Afianti, 2014), in her research entitled "The Effect of Using Audio Visual Media on Improving Poetry Writing Skills for Class IX Students of MTS Jabal Nur Cipondoh Tangerang in the 2014/2015 Academic Year," The relevance of previous research and research by researchers has something in common, namely the influence of audio-visual media on students' writing skills. The difference is that the research conducted by Afianti focused on poetry writing skills, while the researchers focused on poetry writing skills. Other differences in class and location are, of course, also different from what researchers do. The writer believes that the use of audio-visual media is one of the most effective ways to apply poetry material, especially to students' writing skills. Through audiovisual media, it is hoped that it can be an alternative for achieving optimal learning outcomes. In this way, success in the learning and teaching process will be achieved. Based on this explanation, researchers assume that the use of audio-visual media can be used to help students improve their ability to write poetry. The use of media that is not boring can develop students' writing skills. Therefore, the researcher intends to conduct this research to find out the effect of using audio-visual media on the poetry writing skills of class XI students at SMKN 3 Gunung Sitoli. The reason for choosing the SMKN 3 Gunung Sitoli school was because of the lack of use of audio-visual media, and this research had never been carried out before at that school.

Media comes from Latin and is the plural form of the word medium. In a real sense, media implies a middle person or presentation, while in the realm of training, media can be deciphered as a device that can be utilized as a channel for teachers' illustrations (Y.



Susanti, 2020). Media is everything connected with the conveyance of data that can channel data from the individual giving the data to the individual who will be given the data as equipment or programming (Zaini et al., 2020). (Ghufron et al., 2022) say that media is separated into three categories, to be specific: (1) visual media, (2) sound media, and (3) general media. Visual media is a learning device or asset that contains messages, data, and particularly topics that are introduced fascinatingly and imaginatively and applied utilizing the sense of sight. So this visual medium can be utilized by blind individuals because visual media can be utilized with the feeling of sight. Sound media is a sort of learning medium or learning asset that contains messages or learning material that is introduced fascinatingly and imaginatively and is applied to utilize the feeling of hearing just, because sound media is just strong. General media is a kind of learning medium or learning asset that contains messages or learning materials that are made fascinating and imaginative by utilizing the feelings of hearing and sight. This general medium is as strong as pictures.

RESEARCH METHODS

This exploration is sorted as a quantitative kind of examination (Sugiyono, 2017). The strategy utilized is quantitatively distinct. This sort of examination alludes to the exploration objective, specifically to portray the impact of the utilization of general media on the verse-composing abilities of class XI TKJ understudies at SMK Negeri 3 Gunung Sitoli. The source or object of this examination consists of two classes of 27 understudies. One class is the control class, and one class is the trial class. Given the consequences of past perception tests and meetings with Indonesian language subject teachers for class XI SMK, class XI TKJ would be advised to compose expertise scores rather than class verse. This shows that class XI TKJ was the control class and class XI TKJ was the exploratory class that got treatment in this examination. The information assortment strategy utilized in this exploration is the test method. The tests given are an underlying test (pre-test) and a last test (post-test) as an exploration of verse composition abilities (Siregar, 2015). This exploration information was handled involving the SPSS adaptation 25 for Windows applications. Information handling is done to answer issues in research (Imam Ghozali, 2018). The information handling is brought out through a few phases.

RESULTS AND DISCUSSION

This research was carried out in two different classes, namely class XI TKJ with 18 students as the control class, and class XI TKJ with 9 students as the experimental class. The data collected in this research is in the form of the results of the work carried out by students in film poetry writing skills. The tests carried out are in the form of an initial test (pre-test) and a final test (post-test). Pre-test and post-test data are processed based on scoring guidelines for poetry writing skills tests on a score range up to a scale of 100. The following is data that has been obtained from students' poetry writing skills tests.



Table 1. Initial Test Scores for Experimental Class

Initial test of students (pre-test) experimental class		
45	64	77
58	71	78
63	76	82

Table 2. Experimental Class Final Test Scores

Student final test (post-test) experimental class		
81	91	95
82	91	97
88	93	100

Table 3. Control Class Preliminary Test Scores

Initial test of students (pre-test) control class					
62	70	73	79	83	87
66	70	78	80	84	94
67	71	79	82	87	100

Table 4. Final Test Scores Control class

Student initial test (post-test) control class					
74	84	90	92	94	95
78	86	91	93	95	97
81	88	91	94	95	98

The examination results show contrasts in the normal pre-test and post-test scores for the exploratory and control classes. The normal pre-test score for the control class was 78.44, while the typical score (mean) for the post-test results was 89.78. The post-test aftereffects of control class understudies were higher than the pre-test results; this was because the post-test had been given material first. The typical score (mean) in the pre-test aftereffects of the exploratory class was 68.22, while the typical score (mean) in the post-test results was 90.89. The post-test consequences for understudies in the trial class were higher than the pre-test results. This was because in the post-test they had first been given treatment involving general media through learning recordings, yet the normal score of the control class didn't encounter a critical increment, as in the exploratory class. The increment between the pre-test and post-test scores in the exploratory class was 22.67, while the increment between the pre-test and post-test scores in the control class was 11.34. These outcomes show that there is a critical impact of the utilization of general media on the verse-composing abilities of class XI TKJ understudies at SMKN 3 Gunung Sitoli. Hence, it demonstrates that in this review, H_a was acknowledged and H_0 was dismissed.

The initial results of poetry writing skills in the control class were known based on the pre-test. The pre-test aims to determine students' initial skills in writing poetry. The research was carried out online (on the network) with the WhatsApp application. The pre-test results will show students' difficulties in writing poetry. After the pre-test is completed, the next stage is to provide learning material about poetry in the form of writing in word form to students. After sending the learning materials, and then giving a final test, students send their writing results via WhatsApp. The pre-test and post-test



results of the control class will be compared based on the students' writing skills test scores. Based on the results of the pre-test in the control class, it was seen that some students had difficulties in writing poetry. These difficulties include a lack of creativity in writing poetry; completeness in writing information in poetry is still lacking; the structure of the review text is not coherent; and inaccurate spelling.

The results of the initial test showed that students' understanding of poetry writing skills was still limited. The post-test results in the control class seemed to improve slightly more than before after being given learning material about poetry. Students' poetry writing in the final test has shown slightly better results. Even if you look at the highest score in the initial test, the highest score was 100, while in the final test, it was 98, this happened because the structure of the review text in the writing was incomplete, thereby reducing the assessment score, but in other categories of assessment aspects, it has been more developed. Based on the hypothesis test, the average (mean) value in the control class pre-test results was 78.44, while the average (mean) in the post-test results was 89.78. If you look at the results, the average post-test score for the control class is higher than the pre-test mean. This is because the post-test was given learning material about poetry. The increase that occurred between the pre-test and post-test scores was 11.34 points. The experimental class is a class where the use of audio-visual media is applied in the learning process. The experimental class was given treatment by explaining how to write poetry based on a predetermined film. Just like in the control class, the experimental class also had a pre-test and post-test. The process of giving the pre-test is the same as the control class, carried out online (on the network) via WhatsApp by sending photos of the results of the poetry writing skills.

The post-test carried out in the experimental class, apart from providing material in the form of learning videos, also included films that had been determined by the researcher. The pre-test results based on students' writing results still appear to be very poor. It can be seen that students lack creativity in writing, the completeness of information in writing poetry is incomplete, some even don't write down the identity of the film at all, the structure of the review text is not written coherently, and the choice of words is not correct, such as errors in spelling. If you look at the control class pre-test and the experimental class pre-test, both made the same mistakes. The experimental class made the same mistakes as the control class, and vice versa.

The post-test results of students' writing in poetry in the experimental class, based on several post-test results, showed that students had improved in terms of creativity in writing, the completeness of the information was starting to become clear, and some of the spelling was starting to improve. Students can write poetry according to the films they watch. The use of audio-visual media in the form of learning videos related to poetry material that is watched carefully can train students in writing poetry according to the provisions and can also provide better results. Based on the hypothesis test, the average (mean) value in the experimental class pre-test results was 68.22, while the average (mean) value in the post-test results was 90.89. The post-test results of students in the experimental class were higher than the pre-test results. This was because in the post-



test they had first been given material on the use of audio-visual media about poetry. The increase that occurred between the pre-test and post-test scores in the experimental class was 22.67.

CONCLUSION

The research results show differences in the average pre-test and post-test scores for the experimental and control classes. The average pre-test score for the control class was 78.44, while the score for the post-test results was 89.78. The average score (mean) in the experimental class pre-test results was 68.22, while the post-test results were 90.89. These results show that there is a significant influence of the use of audio-visual media on poetry writing skills; in other words, H_a is accepted and H_0 is rejected.

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