The Use of Audiovisual Media to Improve Learning Outcomes in Writing Fable Stories for Class X Students of SMKN 1 Sengkang

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Abstract

This study is a class action research that aims to find out how the application of Audiovisual Media in Improving Learning Outcomes of Class X Students of SMK Negeri 1 Sengkang. This type of research is classroom action research (PTK). This research consists of three stages, namely precyclical, cycle I, and cycle II. Data collection techniques are carried out by tests and nontests. Test techniques are written tests for writing fairy tales, while non-test techniques include observation techniques, questionnaires, interviews, field notes, and documentation. The instruments used in this study were test and non-test instruments. In the analysis of data used qualitative and quantitative techniques. The results showed an increase in student learning outcomes from a percentage of the precyclical stage of only 58.00%. After applying audiovisual media, student learning outcomes increased to 70.56% in cycle I and increased again to 86.75% in cycle II. Through learning to write fables by applying audiovisual media, class X students of SMK Negeri 1 Sengkang easily remember and understand the material presented, focus, have a faster grasp, are not bored during the learning process, and the ability to write fable stories increases.

Keywords: Media, Audiovisual, Writing, Fable Stories

INTRODUCTION

Language becomes a means of communication in society. Good use of language, depending on how a person learns to communicate according to rules and context. Language learning will be better if it is learned from scratch. Indonesian is a learning material that must be given at every

level of education. This is done so that students are able
to master Indonesian properly and correctly and are able to apply in social life. Language Learning is so important that it is included in the curriculum.

We can obtain language learning in two ways, namely formal and non-formal (Fuady & Mutalib, 2018). Formally, Indonesian obtained through educational institutions such as elementary, middle, high school, and college levels. While non-formal can be obtained through watching videos, reading books, newspapers, magazines, listening to radio and television broadcasts, and interacting with Indonesian users.

Indonesian as one of the subjects that has the purpose of equipping students. Teachers/researchers in developing language through knowledge and information are not only limited to language and literature products. In the teaching and learning process, student involvement requires totality, meaning it involves mind, sight, hearing and skills.

Efforts to improve the quality of learning Indonesian are by way of assignment. This task will train all aspects of language skills. Language skills are the most important aspect that students need to master, but not all students are able to master this. The inability of students to communicate well is due to the limited ability to grasp the speech of other students or not being able to answer correctly. Ideally, students are able to master four aspects of language skills, namely listening, speaking, writing and reading.

In order for the interaction to take place interactively, it certainly requires tools, means or media. One of the media that is often used is audiovisual media. Audiovisual is one of the media that involves elements of image and sound. The advantage of this media will certainly seem more communicative because *the output* can be seen visually and also heard directly.

With the existence of audiovisual media, it is hoped that the delivery of information can be clearer and more interesting (Jankowska, 2019). In addition, the delivery process is usually carried out by appearing on the screen of the projector connected to a personal device such as a laptop or smart phone.

Audio-visual media means a combination of tools that can be projected, moving, there are images, and sounds. The combination of image and sound can create a character that corresponds to the original object (Amatollah et al, 2022). This medium can create something in a visual form similar to the object depicted, along with the original sound so that the person who sees or hears understands better.(Snaky, 2011)

Meanwhile, it argues that audiovisual media is defined as a collection of equipment used by teachers when providing ideas, concepts and knowledge that can later be captured through the senses of sight and hearing. A) Yes, this medium constitutes a channel of information that can be received by the senses of sight and hearing .(Sudjana, 2001)

Based on the above opinions, it can be concluded that audiovisual media is a tool used by teachers when providing ideas, concepts and knowledge that combine images and sounds according to their original character captured by the senses of sight and hearing.

The existence of media cannot be ignored, especially in the learning process. If there is no learning medium, then the implementation of learning is less interesting. Audiovisual learning media is expected to have a positive influence in improving the listening ability of students.

One of the Basic Competencies (KD) in learning Indonesian in class X is to retell the content of fairy tales or legends of the local area that are seen or heard through the use of audiovisual media. Learning storytelling skills is expected to help students get to know themselves, their

culture, and the cultures of others, express ideas and
feelings, participate in societies that use the language, and discover and use the analytical and imaginative skills that are built into them.

Fables are fictional stories in the form of fairy tales that depict human-like ethics likened to animals. Animal characters in fairy tale stories are considered to represent human characters and are told to be capable of acting like humans but do not eliminate their animal characters. The animals in this type of story can talk and be as smart as humans (Danandjaja J., 2002)

Fables can be a means of channeling one's feelings and creativity. The learning of fairy tales is not limited to who and when he learns them because anyone, anytime, anywhere a person can write fairy tales. However, the character of the animal corresponds to the will of the author. While school becomes the first place a person learns to write well. Learning to write in this case is to write stories, specifically to write fairy tales.

Learning to write fairy tales should be an interesting thing. In fact, at SMK Negeri 1 Sengkang, especially in class X, there are still many students who have not been able to rewrite fairy tales well. Students still have difficulty in pouring imagination in rewriting fairy tale stories. As a result, he felt bored and lazy and thought that writing fairy tales was difficult and in the end his learning outcomes declined. Some students still have difficulty in determining the theme and rewriting the story in their own words, some students have not been able to analyze in depth the content of the fairy tale story that has been listened to, the lack of attraction and attention of the student to the fairy tale story. Less stimulates the active participation of students' hearing, as well as not being able to develop imagination such as writing, drawing and so on.

The ability to write fairy tales for students at SMK Negeri 1 Sengkang is still very low, there are still many things that are not good, starting from the choice of words and spellings that are still wrong and do not match the structure of the fable story writer. The development of his imagination and creativity for writing was not revealed due to the lack of innovation and variety of learning carried out by educators. For this reason, in order to improve student learning outcomes and enthusiasm for learning, improvements are made to the learning process by applying audiovisual learning media.

METHOD

This study used a Classroom Action Research (PTK) design where action delivery is applied to a continuous cycle and is described as a dynamic process. The stages of the action research cycle begin with planning, acting, observation and *reflection*. The subject of the study was Class X students of SMK Negeri 1 Sengkang with a total of 32 people consisting of 15 female students and 17 male students. The research procedure consists of the planning stage, the teacher / researcher designs learning scenarios, designs observation sheets, and designs evaluation tools. Furthermore, the teacher/researcher must understand the learning scenarios he has created by paying attention to the suitability between implementation and planning, focusing on the process of action, situation, and student spirit in the classroom. In conducting monitoring and observation, teachers / researchers should use external observations so that the research results are more objective. In addition, students also fill out observation sheets. The data collection techniques used in this study were test and non-test using data collection tools. Next conduct observations, interviews, and documentation. The data is analyzed quantitatively in the form of numbers and then converted into qualitative in the form of information in the form of sentences. Analyzing

student test result data through scoring, each student's
score is determined based on the number of correct answers.(Iskandar & Nasrim, 2015)(Arikunto, 2010)(Sugiono, 2010).

FINDINGS AND DISCUSSIONS
Findings
Initial information on students' knowledge and ability to write texts was obtained from observations made before the study in the form of interviews with subject teachers and Indonesian students, pre-action questionnaires, and the results of writing student fairy tale stories in the pre-action stage.

Teacher and Student Interview Results

The researchers interviewed collaborator teachers at the time of the initial observation. Here's a snippet.

Researchers	:	How do you teach students how to write learning?
Teacher	:	Usually I give the theory then the students practice writing.
Researchers	:	What problems have you faced so far when teaching students how to write learning?
Teacher	:	Students are less motivated to participate in writing learning, let alone to practice writing. This can be influenced also by the student's background and environment.
Researchers	:	Do students often have difficulties during the learning process of writing fairy tales?
Teacher	:	Yes. They still often have difficulty in generating ideas for writing.
Researchers	:	What strategies have you used in writing lessons, especially learning to write fairy tale texts?
Teacher	:	Never before, still conventional.

(Interview, February 4, 2022, in the TU Room)

From the interview results, it can be seen that students' ability to write fable stories is still low because there are several obstacles, namely 1) students are still less motivated to participate in writing learning, 2) students often have difficulty in finding and coming up with ideas, and 3) teachers have not used optimal learning strategies.

In addition to interviewing teachers, researchers also interviewed several students to get preliminary information about students' knowledge and ability to write fairy tale stories. Here's a snippet.

Researchers	:	Does Nanda like to write? What's the reason, kid?
Student 1	:	Don't like it, Mom. I prefer talking to writing because writing is hard to express ideas and makes my hands hurt.
Student 2	:	Don't like it, Mom. I prefer reading to writing because when it comes to writing, it's hard to come up with ideas.
Researchers	:	During school, what kind of writing learning is the teacher delivering?

Student 1	:	Explained the material and then was given the task of writing, son.
Student 2	:	The teacher gives a theory and then the students are asked to practice writing, ma'am.
Researchers	:	Are there any difficulties during writing activities?
Student 1	:	There is Mom, the ideas are hard to express.
Student 2	:	There is Mom, it's hard to come up with an idea.
Researchers	:	What difficulties did Nanda face when writing Fairy Tales?
Student 1	:	Don't have any ideas, Mom. So confused about what to write.
Student 2	:	It's hard to find and develop Mom's idea

(Interview, February 10, 2022, in front of class X)

From the results of the interview, it can be concluded that the initial information about students' ability to write activities is still low. Most students do not like writing activities because of the difficulty in finding ideas and word selection. In addition, students are less interested in writing skills.

Discussion

Students' initial information in writing fairy tale stories can be seen from the questionnaires given to students before class action research is carried out. On May 11, 2022, students filled out a pre-action questionnaire to learn to write fairy tale stories created by researchers. The questionnaire contains several aspects of supporting information about the student's situation before being subjected to action. A summary of preliminary information about the ability to write description text can be seen in the following table.

Table 1. Results of the Initial Information Questionnaire for Learning to Write Fable Stories for Class X Students of SMK Negeri 1 Sengkang

Don't.	Question	Student Answers				Sum
		Already	Percentage	Don't	Percentage	
1.	What it does for you, Indonesian lesson is A fun lesson?	24	80	6	20	30
2.	Does it seem to you, write that so much fun?	12	40	18	60	30
3.	Does writing make you confident in pouring ideas of the mind?	13	43,33	17	56,67	30
4.	Would you rather read a lesson than write?	25	83,33	5	16,67	30

5.	Would You Rather speaking lessons rather than writing?	19	63,33	11	36,67	30
6.	Would you rather have a lesson than write?	20	66,67	10	33,33	30
7.	Do you know Definition of fairy tale?	22	73,33	8	26,67	30
8.	Have you ever written Fable?	23	76,67	7	23,33	30
9.	Are you motivated and Interested in writing fairy tales?	9	30	21	70	30
10.	Are you happy to get the task of writing a fairy tale story?	7	23,33	23	76,67	30
11.	Do you often have trouble writing fairy tale stories in terms of pouring out ideas or Found the main idea?	26	86,67	4	13,33	30
12.	Smart learning to write fairy tales teacher Using engaging learning strategies?	5	16,67	25	83,33	30
13.	Do you feel that the learning process that has been carried out has been carried out makes you skilled in writing fairy tale stories?	10	33,33	20	66,67	30

Based on the table, information was obtained related to the level of enjoyment of class X students of SMK Negeri 1 Sengkang in Indonesian subjects is quite high, reaching 80% or as many as 24 students from a total of 30 students. Only 6 students expressed displeasure. 12 students stated that writing activities were very enjoyable or only 40% and the remaining 18 students or 60% stated that writing was not fun. From the data, it can be seen that students are happy with Indonesian lessons, but almost most students are not happy with writing activities.

There are several reasons why students are less interested in writing activities. From the preliminary information table data, it is known that as many as 28 students or 83.33% of students prefer reading lessons to writing, 19 students or 63.33% of students prefer speaking lessons to writing, and 20 students or 73.33% of students prefer listening lessons to writing. The student's

disinterest in writing activities affects the student's
interest in writing description texts. It can be known that as many as 21 students or 70% of students are not motivated and interested in writing fabled stories and only 9 students or 30% of students are motivated and interested in writing fairy tale stories.

This is reinforced by the student's answer that only 7 students or 23.33 students expressed pleasure when they got the task of writing fairy tales. In fact, as many as 22 students or 73.33% of students stated that they knew the meaning of fabled stories and 23 students or 76.66% of students had written fairy tale stories. It can be concluded that most of the students already know the fairy tale story and have written descriptive texts. However, most students are not motivated and interested in writing fairy tale stories.

One of the reasons students are not interested in writing fairy tale stories, is that students often have difficulty in finding ideas. This can be seen in the table which shows as many as 26 students or 86.67% of students have difficulty finding the main idea when writing fable stories, only 4 students or 13.33% of students stated that they have no difficulty. The role of Indonesian teacher in an effort to improve the ability to write fairy tale stories is indispensable. Teachers should be aware of the importance of correct writing practice learning to write. From the table data, as many as 25 students or 83.33% of students stated that teachers have not used interesting learning strategies and as many as 20 students or 66.67% of students stated that the learning process that has been carried out has not made them skilled in writing fairy tales. Teachers are required to provide interesting learning, especially in fable story writing activities in order to foster fun in students, so as to improve students' fable story writing skills (Pham, 2021). Choosing the right, effective, and active learning strategy is one of the things that must be of concern to teachers (Nicolaou, 2021). The existence of active and communicative learning activities makes learning activities take place very well.

Learning media innovation is very important so that students are more interested in the learning process (Ruhama & Purwaningsih, 2018). Learning using audiovisual media that displays images, animations, writings, and accompanied by sound makes students feel at home during the learning process, it is proven that in this study, students can more easily understand the material by maximizing the sense of sight and hearing so that the material is easily understood (Rukayah et al, 2018). Through the application of audiovisual media, students are very enthusiastic, memory is increased by seeing and hearing. Audiovisual media also succeeds in reducing students' boredom in learning. Students are more focused on receiving the material because it is presented with images and animations. Through images, animations, and writing accompanied by sound, students' grasp and enthusiasm for learning have increased significantly.

CONCLUSION

Based on the result of data analysis and findings in the previous chapter, it is concluded that the implementation of The Plan-ahead Brainstorming Technique in the classroom enhanced the speaking skill of the second semester students of SMAN 1 Bantaeng academic year 2013/2014. It is proven by the value of significant 0.000 which was lower the level of significance (α) = 0.05. It means that (H_1) is accepted and (H_0) is refused Mean score of post-test (69.04) is greater than the mean score of the pre-test (50.79).

This research has contributed extensively to the theory about plan-ahead brainstorming in enhancing students' speaking ability. It has shown that plan-ahead brainstorming is the technique that can improve the students speaking fluency. On the other side, speaking accuracy cannot be

increased effectively because there is rule in plan-ahead
brainstorming which ban the critics in the plan-ahead brainstorming activity (Ahsin, 2016; Fedorov, 2019; Maricimoi, 2015).

The outcome of the use of plan-ahead brainstorming is useful in learning English, especially students in learning speaking. The student can decrease their unconfidence and stammer in plan-ahead session to prepare what they want to utter. The researcher found that this technique is useful for teachers in order that they can use this technique more effectively as long as the teacher prepare specific time to implement this technique in several time.

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