



THE EFFECT OF USING AUDIO-VISUAL MEDIA ON THE ABILITY TO WRITE SHORT STORIES

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Sulaeman, A. and Hun, K.Y. (2022). The Effect of Using Audio-visual Media on the Ability to Write Short Stories. *Journal of English Language and literature*, 7(2), 109-116. doi: 10.37110/jell.v7i1.151

Received: 02-07-2022

Accepted: 25-08-2022

Published: 02-09-2022

Abstract : This study aims to determine the effect of using audio visual media on the ability to write short stories for seventh grade students of SMP Muhammadiyah 1 Tangerang City. The method used is a quasi-experimental experimental method using two classes, namely the experimental class which is given treatment in the form of audio visual media and the control class which is treated with audiovisual media. not given treatment as a comparison class. The data collection technique uses a short story writing essay test and a questionnaire to determine student responses to audio-visual media. From the pretest data, students in the control class obtained an average score of 52.1 with a variance of 52.04, while the average score of students in the experimental class obtained an average score of 52.3 with a variance of 53.96. Then H_0 is accepted because $t_{count} = 0.1069 < 2.0021 = t_{table}$, it can be stated that there is no difference in giving the pretest to the control class and the experimental class. From the posttest data of students in the control class using conventional learning, an average score of 59.8 with a variance of 86.89 was obtained, while the average score of students in the experimental class using audio-visual media obtained an average score of 74.2 with a variance of 103.22. Then H_1 is accepted because $t_{count} = 5.7491 > 2.0021 = t_{table}$, it can be stated that giving posttest to the control class that uses conventional learning and the experimental class that uses audio-visual media, there are differences from the results of this research, it can be concluded that there is an effect of using audio-visual media on the ability to write short stories for seventh grade students of SMP Muhammadiyah 1 Tangerang City

Keywords: *short story text audiovisual media*

INTRODUCTION

A short story or commonly known as short story is a literary work written in prose. Short stories can be read and told briefly. In general, short stories tell about a person's life that is told briefly. Short stories tend to be dense and straight to the point when compared to other written works such as novels. The contents of short stories can be obtained from various sources, both from real stories and from

fictional or fictional stories. As in linguistic material, literature also has four abilities, namely listening, speaking, reading and writing. These four abilities are related but it is possible to emphasize one ability to be achieved. One of them is the ability to write. Writing is an activity of expressing ideas or ideas through writing. Through writing activities students can communicate their ideas or ideas into writing that is arranged systematically. In addition,

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through writing, it is hoped that students can increase and expand their knowledge, both through their own writings, as well as the writings of other people's works which can be used as sources of inspiration and references for students to create other writings.

Writing means conveying thoughts, ideas or messages, through writing. The tool is language which consists of words, phrases, clauses, sentences, paragraphs, and discourses. Thoughts conveyed to others must be expressed in words that support the meaning precisely and in accordance with what is intended to be stated. The words must be arranged systematically in clauses and sentences so that people can catch the meaning to be conveyed. Therefore, writing skills in school are very important. According to Tarigan (2008:3) explains that "writing is a language skill that is used indirectly, not face-to-face with other people". According to Saddhono and Slamet (2012: 96) suggests that writing is an activity of delivering messages (communication) using written language as a medium. The point is that writing is one of the activities to communicate with other people and writing is also one of the media in communicating. According to Musbah (2012: 24), writing skills means expressing thoughts, feelings, experiences and other things through writing. The point is that through us we can express opinions, ideas or ideas that are in our minds by stringing words into a sentence, paragraph or discourse.

From the description above, it is clear that writing has a big role in everyday life and for the future because writing is a source of information. In life, humans need communication and one type of communication that can be done is through writing activities.

While writing short stories is an activity of expressing ideas or ideas in writing, the inspiration for getting these ideas comes from the imagination of the author and the real story of the author or the people around him. The idea is used as a theme in a short story. Furthermore, short stories are written based on predetermined techniques and rules. Aminudin (2009:10) says that short stories are

stories that have been read in one sitting, approximately between half to two hours.

According to Mihardja (2012:40) short stories are a form of fictional narrative prose. Short stories tend to be dense and to the point. Compared to longer works of fiction such as novellas and novels, the point is that short stories are essays based on stories that did not really happen or fiction with a storyline that does not have much conflict so that the story is straight to the point.

According to Thahar (2008: 5), short stories are short stories which, when read, usually the events in the short story are denser and the background and flashbacks are alluded to casually. In the short story, only one event is found which is supported by other minor events. The point is that the short story is an essay that contains the events more densely and focuses on only one event while the other events that are told in the short story are only complementary.

Based on the understanding that has been put forward by several experts above, it can be concluded that short stories are short stories that are read once and are generally fiction or fiction but some are inspired by reality, short stories have a storyline that tends to be short but dense and direct to the point of view. The purpose and story are not long-winded because they only focus on one event. According to Arsyad (2013: 3) the word "media" comes from the Latin *medius* which literally means 'middle', 'intermediary' or 'introduction'. In Arabic the media is an intermediary or delivery of messages from the sender to the recipient. So the media is a tool in the learning process that can serve as an introduction to messages from teachers to students. According to Gagne (1970) implicitly said that "learning media are various types of components in the student's environment that can stimulate them to learn". Meanwhile, according to Briggs (1970) argues that "media are all physical tools that can present messages and stimulate students to learn which consist of books, films, rubber, film frames and others" (Sadiman, 2011: 6). So the use of media has an important role to stimulate student learning interest

According to Sutanto (1974) put forward several meanings of media, namely: (1) In general, the media are all forms of intermediaries used by people as disseminators of ideas or ideas so that the ideas or ideas reach the recipient. (2) The most important medium for human social communication is language. (3) Educational media are media whose use is integrated with the objectives and content of teaching and is intended to enhance the quality of teaching and learning. (4) The difference between the term educational media and educational technology is that technology is an extension of the concept of media. Technology is not just an object, tool or material. In terms of technology, it is concluded that attitudes, actions, organization, management are related to the application of industrial science and technology in the educational process. In this concept, it is concluded that innovative attitudes and actions are the nature of the science and technology. (Subana2011: 287). So the media is a form of intermediary for disseminating information to recipients and in learning media can enhance the quality of learning so that the material being taught can be absorbed better.

From some of the opinions above, it can be concluded that the media is a tool that serves to convey messages to students. Messages packaged in the media are made as attractive as possible with the aim that students can be motivated and excited in the learning process

METHOD

The approach in this study uses quantitative research methods while the type of research method is a quasi-experimental design. According to Sugiono (2013:107) suggests that experimental research can be interpreted as a research method used to find the effect of certain treatments on others under controlled conditions. The method that will be used in this study is a quasi-experimental design method. According to Sugiono (2013:114), this form of experimental design is a development of true experimental design, which is difficult to implement. This design has a control group, but it cannot function fully to control the external variables that affect the implementation of the

experiment. Quasi experimental design was used because in reality it was difficult to find a control group used for the study. The form of quasi-experimental design that will be used in this study is a quasi-experimental design in the form of the Nonequivalent Control Group Design, in this design the experimental group and the control group are not chosen randomly.

The population in this study were students of SMP Muhammadiyah 1 Tangerang City, the even semester of the 2021/2022 academic year consisted of two classes, namely class VII A and class VII B with a total population of 64 students. In this study, the researcher took two classes with 30 students in class VIIA as an experimental class using audio visual media and class VII B with 30 students as a control class without using audio visual media.

RESULT AND DISCUSSION

1. Testing Data Analysis Requirements

1) Normality test

Normality testing was carried out with Chi Square on the pretest and posttest control and experimental classes with statistical hypotheses:

H_0 : $\chi^2_{count} < \chi^2_{table}$ (data is normally distributed)

H_1 : $\chi^2_{count} > \chi^2_{table}$ (data not normally distributed)

Normality Test of Control Class Pretest Data

From the calculation of the Chi Square normality test, the control class pretest data obtained χ^2 count 4.367 if this value is consulted with χ^2 table (0.05: k-1) then χ^2 table is 11.07.

Because $\chi^2_{count} < \chi^2_{table} = 4,367 < 11.07$. It can be concluded that the control class pretest data is normally distributed.

Normality Test of Experimental Class Pretest Data

From the calculation of the Chi Square normality test, the experimental class pretest data obtained χ^2 count 3.621 if the value is consulted with χ^2 table (0.05: k-1) then χ^2 table is 11.07.

Because $\chi^2_{count} < \chi^2_{table} = 3.621 < 11.07$. It can be concluded that the experimental class pretest data is normally distributed.

Normality Test of Control Class Posttest Data

From the calculation of the Chi Square normality test of the control class posttest data, it is obtained χ^2 count 3.127 if the value is consulted with χ^2 table (0.05: k-1) then χ^2 table is 11.07.

Because χ^2 count < χ^2 table = 3.127 < 11.07. It can be concluded that the control class posttest data is normally distributed.

Normality Test of Experimental Class Posttest Data

From the calculation of the Chi Square normality test of the experimental class post-test data obtained χ^2 count 5.714 if this value is consulted with χ^2 table (0.05: k-1) then χ^2 table is 11.07.

Because χ^2 count < χ^2 table = 5.714 < 11.07. It can be concluded that the experimental class posttest data is normally distributed. The conclusions can be seen in the table below

Table 4.1
Normality test

Class	χ^2 count	χ^2 table	Information
Control (Pretest)	4,367	11.07	Normal
Experiment (Pretest)	3,621	11.07	Normal
Control (post)	3,127	11.07	Normal
Experiment (post)	5,714	11.07	Normal

2) Homogeneity Test

After the normality test gave an indication that the research data were normally distributed, then the homogeneity test was carried out using Fisher's test with statistical hypotheses:

H₀ : Fcount < Ftable (homogeneous data)

H₁ : Fcount > Ftable (data is not homogeneous)

Pretest Data Homogeneity Test

From the results of the homogeneity test of the control class pretest data and the experimental class pretest data, Fcount 1.03 is obtained if the value is consulted with Ftable (0.05:(n1-1)/(n2-1)) then obtained Ftable 1.8585

Because Fcount < Ftable = 1.03 < 1.8585, it can be concluded that the two samples came from a homogeneous population.

Posttest Data Homogeneity Test

From the results of the homogeneity test of the control class posttest data and the experimental class posttest data, Fcount 1.18 is obtained if the value is consulted with Ftable (0.05:(n1-1)/(n2-1)) then obtained Ftable 1.8585

Because Fcount < Ftable = 1.18 < 1.8585, it can be concluded that the two samples came from a homogeneous population. The conclusions can be seen in the table below:

Table 4.2
Fisher's Homogeneity Test

Class	Fcount	Ftable	Description
Pretest	1.03	1.8585	Homogeneous
Postes	1.18	1.8585	

From polygon and histogram images are generated from the frequency distribution table, it can be concluded that student results are still low, from 40 students, only 14 students get an average score of 30.5.

Table 4.2
Fisher's Homogeneity Test

Class	Fcount	Ftable	Description
Pretest	1.03	1.8585	Homogeneous
Postes	1.18	1.8585	

2. Hypothesis test

After knowing that the sample is normally distributed and in a homogeneous

state, then it is carried out using the t-test with the formula:

$$t = \frac{X_1 - X_2}{\sqrt{\frac{(n_1 - 1)S_1^2 + (n_2 - 1)S_2^2}{n_1 + n_2 - 2} \left[\frac{1}{n_1} + \frac{1}{n_2} \right]}}$$

Because $n_1 = n_2$ (the number of samples of the first group is the same as the number of samples of the second) and the sample is homogeneous. Then $dk = n_1 + n_2 - 2$. With the following statistical hypothesis:

H_0 is accepted. Because $t_{count} = 0.1069 < 2.0021 = t_{table}$, it can be stated that there is no difference between giving the pretest to the control class and the experimental class.

2. Postes hypothesis

From the posttest data of students in the control class using conventional learning, an average score of 59.8 with a variance of 86.89 was obtained, while the average score of students in the experimental class using audio-visual media obtained an average score of 74.2 with a variance of 103, 22

$H_0 : t_{count} < t_{table}$ (there is no difference between the control class and the experimental class)

$H_1 : t_{count} > t_{table}$ (there is a difference between the control class and the experimental class)

1. Pretest Hypothesis

From the pretest data, students in the control class obtained an average score of 52.1 with a variance of 52.04 while the average score of students in the experimental class obtained an average score of 52.3 with a variance of 53.96

Then the H_1 is accepted because $t_{count} = 5.7491 > 2.0021 = t_{table}$, it can be stated that there is a difference in giving posttest to the control class using conventional learning and the experimental class using audio-visual media. The conclusions can be seen in the table below:

Table 4.3
Hypothesis testing

Data	tcount	ttable value	Information
Pretest	0.1069	2.0021	There is no difference
Postes	5,7491	2.0021	There is a difference

RESEARCH DISCUSSION

Based on the calculation of the research data, it can be obtained that the average value of the control class pretest is 52.1 and the average value of the experimental class pretest is 52.3, while the average posttest value of the control class is 59.8 and the average posttest value of the control class experiment is 74.2. From the description of the pretest value, it can be stated that in the pretest the students' ability to write short stories between the control class and the experimental class does not have much difference, even though the average value of the experimental class is higher than the average value of the control class. Likewise for the post-test, the average value of the experimental class experienced a greater increase when compared to the increase in the average value of the control class post-test. This can be used as evidence that there are differences in learning using audio-visual media in the experimental class in the ability to write short stories. To strengthen this opinion, a hypothesis is carried out.

The results of the hypothesis test of the pretest data showed $t_{count} = 0.1069 < t_{table} = 2.0021$, while the results of the post-test data hypothesis test showed $t_{count} = 5.7491 > t_{table} = 2.0021$, then in accordance with the opinion above that there is no difference in ability in the pretest writing short stories taught by conventional learning, while in the posttest class there are differences in the ability to write short stories taught using audio-visual media learning

During the learning process in the control class, the teacher only provides learning materials, so students in the control class listen and take notes on what the teacher says. After giving learning materials, students are assigned to write short stories

Meanwhile, in the experimental class where learning uses audio-visual media, the experimental

class gets a higher score than the control class using conventional learning. This can be seen from the media displayed because learning using audio-visual media will make students understand the learning material and how to apply it more concretely so that it will make it easier for students to write short stories.

It can be concluded that in this study there is an effect of using audio-visual media on the ability to write short stories. However, the research that has been carried out by the researcher optimally is realized that there are obstacles and obstacles and the researcher does not reach the absolute truth level because it cannot be separated from shortcomings. One of the causes is the limited time, cost and ability of researchers to investigate more deeply. Therefore, the researcher hopes that there will be further researchers with a broader review.

CONCLUSION

From the pretest data, students in the control class obtained an average score of 52.1 with a variance of 52.04, while the average score of students in the experimental class obtained an average score of 52.3 with a variance of 53.96. Then H_0 is accepted because $t_{count} = 0.1069 < 2.0021 = t_{table}$, it can be stated that there is no difference in giving the pretest to the control class and the experimental class. From the posttest data of students in the control class using conventional learning, an average score of 59.8 with a variance of 86.89 was obtained, while the average score of students in the experimental class using audio-visual media obtained an average score of 74.2 with a variance of 103, 22. Then the H_1 is accepted because $t_{count} = 5.7491 > 2.0021 = t_{table}$, it can be stated that there is a difference in giving posttest to the control class using



conventional learning and the experimental class using audio-visual media.

With the rejection of H₀ and the acceptance of H₁, it can be concluded that there is an effect of using audio-visual media on the ability to write short stories for seventh grade students of SMP Muhammadiyah 1 Tangerang City. From the results of the research, it is hoped that Indonesian language teachers can make and develop lesson plans by involving the use of audio-visual media to stimulate students' interest in learning, especially writing short stories.

It is hoped that Indonesian language teachers can utilize and use appropriate media to support learning activities so that they can generate student motivation in the learning process.

Acknowledgment

The researcher would like to thank the head of the Indonesian Language and Literature Education Study Program, colleagues in the Indonesian Language and Literature Education Study Program and all parties involved in this research. Hopefully this research will contribute to literary theory, especially the field of linguistics in literature.

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