The Effect of Using Audio Visual Media through The Capcut Application on Writing Skills Text of Lectures for Class XI High School Students Budisatrya

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ABSTRACT

The using of social media as a learning tool is one of the phenomenon issue nowadays. This research aims to describe the skills in writing lecture texts by utilizing audio-visual media through the CapCut application for class The research sample consisted of students from class XI IPA 1 as an experimental group with a total of 30 students and class XI IPA 2 as a control group with a total of 35 students. The instrument used for data collection was a test instrument in the form of essay questions. The results of this research, in the experimental class the average value obtained was 87.53 and the average value in the control class was 77.37. Meanwhile, the results of hypothesis testing with the t-test obtained a tcount value of 6.23 with a df of 63 in ttable, so a ttable value was obtained of 1.66, thus it can be seen that tcount > ttable (6.23 > 1.66). From the results of these calculations, it can be interpreted that Ha in this study was accepted and HO was rejected, which means that there is an influence of the use of audio-visual media through the CapCut application on the lecture text writing skills of class.
Keywords: CapCut Application, Writing Lecture Text

ABSTRAK

Penggunaan media social sebagai salah satu alat pembelajaran merupakan fenomena yang sedang terjadi sekarang. Penelitian ini bertujuan untuk mendeskripsikan keterampilan menulis teks ceramah dengan memanfaatkan media audio visual melalui aplikasi CapCut siswa kelas XI SMA Swasta Budisatrya Medan Tahun Pembelajaran 2023/2024, dengan penerapan metode eksperimen dan desain Posttest Only Control Design. Sampel penelitian ini terdiri dari siswa kelas XI IPA 1 sebagai kelompok eksperimen dengan jumlah 30 siswa dan kelas XI IPA 2 sebagai kelompok kontrol dengan jumlah 35 siswa. Instrumen yang digunakan untuk pengambilan data yaitu instrumen tes yang berupa soal esai. Hasil dari penelitian ini, pada kelas eksperimen nilai rata-rata yang di peroleh sebesar 87,53 dan nilai rata-rata pada kelas control sebesar 77,37. Sedangkan hasil dari pengujian hipotesis dengan uji-t diperoleh nilai thitung sebesar 6,23 dengan df 63 pada ttabel maka diperoleh nilai ttabel sebesar 1,66, dengan demikian dapat diketahui thitung > ttabel (6,23 > 1,66). Dari hasil perhitungan tersebut dapat diartikan Ha dalam penelitian ini diterima dan HO ditolak, yang berarti terdapat pengaruh penggunaan media audio visual melalui aplikasi CapCut terhadap keterampilan menulis teks ceramah siswa kelas XI SMA Swasta Budisatrya Medan taun pembelajaran 2023/2024.
Kata kunci: Aplikasi CapCut, Menulis Teks Ceramah

1. Introduction

Technological advances directly influence the way students learn, making technology an important part of the learning process that is often used in teaching. The use of technology in the field of education has an important role in seeking equality and improving the quality of education. The ability to use digital technology in learning

is aligned with the individual needs and skills of each student. The importance of learning methods that are student-focused and supported by technology is increasingly prominent considering the increasingly important role of information technology today. The integration of education and technology creates a more enjoyable learning experience and transcends the limitations of space and time. Of course, it is hoped that digital technology can provide solutions to the challenges faced in the learning context.

The activity of writing lecture texts allows students to be actively involved in learning and can improve their ability to put words together. However, many students face difficulties in constructing sentences, limited vocabulary, and lack of imagination when writing. Students' dislike of writing is influenced by the environment, family, society, and experiences at school that are less motivating. Therefore, to improve writing skills, students need continuous practice and it requires time and a long process. To train students' writing skills, teachers also have a very influential role. As an educator, the teacher's role has a big influence in improving the quality of education in Indonesia. The quality of education can be improved by having professional teachers.

The utilization of learning media is an intermediary or medium to help facilitate collaboration between educators and students, so that the desired learning goals can be achieved (Heinich in Manik & Amri, 2024).

Hawariyah (2023) states that the term medium refers to a means that conveys information between the source and recipient. Not only does it motivate students to learn, the use of media can also deepen their knowledge in the learning process. Teachers use various media, such as graphics, films, videos, photos and computers, as tools in teaching activities. The function of using this media involves capturing, processing and reorganizing information both visually and verbally. By becoming a tool in the teaching process, media is expected to be able to provide real experiences, increase learning motivation, and enrich learning comprehension and references. The most effective learning media that uses technology is audio-visual media.

Audio-visual materials via programs like Capcut is one of the breakthroughs that has had a significant impact on the educational system in our modern era. Teachers can use this app as a useful tool to improve their instruction and involve students in the learning process. Instructors can grab students' attention by adding dynamic and engaging content to their lectures through the use of audio-visual technology. Additionally, Capcut may be utilized to produce aesthetically pleasing videos that highlight various writing philosophies and approaches. For instance, educators can make movies that go over the components of an essay, the significance of thesis statements, or how to utilize punctuation and syntax correctly.

Lecture text is a text that conveys messages, information or knowledge in front of a large audience and is delivered by someone who is competent in their field. Apart from that, the lecture text has discussions related to advice or direction to the listener. Nurlaila (2022) states that lecturing is an oral communication activity. Meanwhile, lectures, according to the definition in the Indonesian dictionary, are an oral skill aimed at conveying advice to the audience or listeners present. Audience in this context includes everyone present, such as the general public or the general public. Thus, lecturing is an oral skill or speech that has the aim of conveying advice to an audience or the public at large. Even though it looks similar, the context of a lecture text is certainly different from a speech text.

Teachers are responsible for directing, teaching, guiding, training and assessing students to optimize their potential. In this way, teachers do not only carry out their duties as a job requirement, but rather as a form of self-dedication to provide the best for education. In the midst of rapid technological developments, creative and innovative teachers are needed to provide learning that attracts students' attention. The increasing complexity of technology also requires teachers to have competence in mastering IT systems so they can keep up with technological developments well.

This study investigates how utilizing Capcut affects the lecture notes that students in Class XI high school write. With the use of effects, filters, and music, users may make and edit videos using the Capcut application. The activity of writing lecture texts allows students to participate actively during learning activities and can increase their skills in composing words. However, many students face difficulties in constructing sentences, limited vocabulary, and lack of imagination when writing. Students' dislike of writing is influenced by the environment, family, society, and experiences at school that are less motivating. Students can benefit from using these videos as a resource to comprehend and hone their writing abilities. It can be used to display

samples of well-written articles or essays, which might provide students with ideas for their own writing tasks. Students can take note of the finest practices and incorporate them into their own writing by observing these examples.

The impact of audio-visual materials on pupils' capacity to write in a range of text forms has been the subject of research gaps from multiple studies. Using audio-visual media significantly enhances students' writing skills, according to multiple research (Intania & R, 2023; Jumaidi et al., 2021; Murahmanita et al., 2021; Putri & Rukiyah, 2021; Rahmayantisa & Rosita, 2023). Audio-visual media encourages students' creativity in writing, vocabulary growth, and idea generation, claim Rahayu & Amri (2023). Studies have been conducted on a wide range of text types, including narrative, descriptive, and explanatory texts. The use of audio-visual media has been shown to increase student motivation and engagement in writing tasks (Saragih et al., 2024). Additionally, specific applications like CapCut have been found effective in improving students' advertisement writing skills (Aprilliana & Efendi, 2022). Overall, these studies demonstrate the positive impact of audio-visual media on various aspects of students' writing skills across different educational levels.

Thus, it is worth employing Capcut to access audio-visual materials to enhance the interactiveness and interest of lectures. Utilizing audio-visual media using CapCut can gain students' interest during learning. To achieve learning goals, educators need to present material in an interesting way so that students remain enthusiastic and involved, and teachers must have a variety of appropriate methods to help students improve their abilities and understanding in the learning process.

Basically, writing is the process of expressing ideas, opinions, emotions, desires and information through writing, then communicating them to other people. Amri (2015:104) states that writing is an activity that involves conveying ideas, concepts and information to the general public through print or electronic media. This means that in writing, writers can express their ideas using graphic symbols. It is important for writers and readers to have the same understanding of these graphic symbols so that the message the writer wants to convey can be understood clearly by the reader. In line with Suparno and Yunus in Munirah (2015:4), writing is an activity of conveying messages (communication) using written language as a media tool. The writer changes the idea or concept into written form, using various language elements such as paragraphs, sentence structure, vocabulary, language style, and spelling. Writing is a language skill that allows someone to communicate indirectly with other people.

A lecture text is a text that contains information or advice that will be delivered in front of many people. Meanwhile, according to the definition in the Indonesian dictionary, a lecture is a speech intended to provide advice and guidance to the audience or listeners present. Audience in this context includes everyone present, such as the general public or the general public. Thus, a lecture is a speech that aims to provide advice to the general public or the public at large. Even though it looks similar, the context of a lecture text is certainly different from a speech text. Lectures aim to provide advice or direction to listeners so that they can do something correctly.

The CapCut application is a digital video editing software available for download via Google Playstore. Capcut is used to edit and cut video clips, adjust positions, add stickers, and insert music as needed. Learning media that uses CapCut is usually a message channel with text and moving images. Capcut-based videos utilize two senses, namely sight and hearing, so that teaching and learning activities are not boring and increase students' knowledge and help achieve learning goals. CapCut is a very effective tool in creating audio-visual based learning media. Based on observations made in class Writing skills have actually been taught to class.

2. Method

The approach applied in this research is a quantitative research method with an experimental model. Sugiyono (2019:22) explains that quantitative methods are research approaches that aim to obtain data large numbers, then the data is analyzed using statistics to test hypotheses and answer research questions. By using a Posttest Only Control Design, by giving a Posttest to the experimental class and control group, but only the experimental group received treatment. Data analysis techniques. Sugiyono (2019:244) states that data analysis is the process of systematically searching and compiling data obtained from interviews, field notes and documentation by organizing data into categories, describing it into units, synthesizing it, arranging it into patterns, choose what is important and what to learn, so that it is easy for yourself and others to understand.

3. Results and Discussion

3.1 Results

Research data was obtained using a test instrument in the form of essay questions to determine whether or not there was an influence of the use of audio-visual media through the CapCut application on lecture text writing skills in class as an experimental class with a total of 30 students and class XI IPA 2 as a control class with a total of 35 students.

Table 1. Final Grade of Class Students. Percentage of Experimental

No	Value	Number of Students	Percentage	Remarks
1.	80-100	25	83,3%	Very good
2.	66-79	4	13,3%	Good
3.	56-65	1	3,3%	Pretty good
4.	0-55	-	-	*Not good*

The scores obtained from the table in the experimental class (XI IPA 1) above have an average score: 87.53 with percentage details of 83.3% (25 students) with very good information, 13.35% (4 students) with information good, and 3.3% (1 student) with quite good information. With the highest value of 100 and the lowest value of 60.

Table 2. Percentage of Final Grade of Control Class Students

No	Value	Number of Students	Percentage	Remarks
1.	80-100	21	60%	Very good
2.	66-79	12	34,2%	Good
3.	56-65	-	-	Pretty good
4.	0-55	2	5,6%	Not good

The results of the research table in the control class (XI IPA 2) above have an average value:
77.37 with a percentage breakdown of 60% (21 students) with very good information, 34.2% (12 students) with good information, 2 .8% (1 student) with unfavorable information, and 2.8% (1 student) with unfavorable information. With the highest value of 93 and the lowest value of 33.

Based on data on the average value in lecture text writing skills carried out in class XI IPA 1 as the experimental group and class seen from the difference in the average score of 87.53 in the experimental group which is certainly higher than the control group with an average student score of 77.37.

Test Value – t

After searching and determining the students' final grades, the researcher then looked for the effect by comparing the results of students' writing skills with and without audio-visual media via the CapCut application on lecture text material with the results of students' writing skills without using audio-visual media via the CapCut application on lecture text material. In this study, researchers compared the results of student scores using the following t-test:

$$t = \text{SP} \frac{\overline{x1\text{-}x2}}{\sqrt{\frac{1}{n} + \frac{1}{n}}}$$

with

$$SP = sp\sqrt{\frac{(n-1)\,S1^2 + (n2-1)\,S2^2}{n1 + n2 - 2}}$$

$$SP = sp\sqrt{\frac{(30-1)7.76^2 + (n2-1)5.47^2}{30 + 35 - 2}}$$

$$= \sqrt{43.86}$$

$$= 6.62$$

Based on the data calculations above, it can be seen that the value of the t-test in this study is 6.23

$$t = \text{SP} \frac{\overline{x1\text{-}x2}}{\sqrt{\frac{1}{n} + \frac{1}{n}}}$$

$$t = 6.62 \frac{\overline{87,53\text{-}77,37}}{\sqrt{\frac{1}{30} + \frac{1}{35}}}$$

$$t = 6.62 \frac{10,16}{\sqrt{0,061}}$$

$$t = \frac{10,16}{1.63}$$

$$t = 6.23.$$

The hypothesis of this research was carried out by calculating the t-test and obtained a tcount value of 6.23 with a df of 63 in ttable, so the ttable value was obtained: 1.66, this shows that tcount > ttable (6.23 > 1.66).

The results showed that from 419 Sentences and 329 appraising items, dominantly there are 101 Attitudes of Positive Affect and 46 Attitudes of Negative Affect. Then, it is followed by 75 Attitudes of Positive Judgment and 41 Attitudes of Negative Judgment. Lastly, there are 50 Attitudes of Positive Appreciation and 16 Attitudes of Negative Appreciation. Also, it can be concluded that the realizations of Attitude can be shown by the emotions and feelings conveyed by each character in the novel to invite readers to understand the contents of

the novel. The details of the number of kinds of Attitude are described in the following table.

3.2   Discussions

From the results of these calculations, it can be interpreted that Ha in this study was accepted and HO was rejected. This result can be meant that there is an influence of the use of audio-visual media through the CapCut application on the lecture text writing skills of class. The activity of writing lecture texts allows students to participate actively during learning activities and can increase their skills in composing words. However, many students face difficulties in constructing sentences, limited vocabulary, and lack of imagination when writing. Students' dislike of writing is influenced by the environment, family, society, and experiences at school that are less motivating.

Writing lecture texts is an essential activity for students that can greatly enhance their learning experience. When students engage in writing exercises during lectures, they are actively participating in the learning process and developing important skills such as composing words. Writing lecture texts enables students to actively participate in the material being taught, which is one of its key advantages. Students may now comprehend the material in a more profound manner. They may be better able to remember the material and draw connections between various ideas as a result. Students can also hone their writing abilities, which are critical for success in the classroom and in their future careers, by creating lecture materials.

However, many students struggle with constructing sentences, having a limited vocabulary, and lacking imagination when it comes to writing. In order to make the student learning process more interesting and efficient, improvements are needed in the delivery of material. Among them, through the use of various learning media. Learning media can be creates positive interactions between teachers and students, facilitates acceptance of material, increase the effectiveness and efficiency of learning, and can trigger student interest and interest, as well as facilitate understanding of the subject matter.

Students might take proactive measures to advance their writing abilities in order to overcome these obstacles. Writing on a regular basis is one tactic, which can be achieved by journaling, creative writing projects, or even just taking notes in class. Students can progressively develop their vocabulary, strengthen their imagination, and improve their sentence structure by regularly interacting with the written word. Students might also ask their friends, professors, or writing tutors for assistance. These people can offer advice and comments on how to improve one's writing abilities, point out areas that need work, and provide techniques for getting past writer's block. Students can make faster progress and develop into more skilled and self-assured writers by actively seeking out assistance and criticism.

4. Conclusion

A number of conclusions can be made from the research's findings, including the following: 1) The research's findings regarding the use of audio-visual materials via the CapCut application as a teaching tool for lecture text writing skills for class 100, with the lowest value being 60. 2) The research findings for the lecture text writing skills of class 93 without the use of audio-visual materials via the CapCut application, where the lowest value is 33. 3) The study's t-test results for the hypothesis produced a value of tcount > ttable (6.23 > 1.66). Ha was approved and HO was denied in this study, indicating that the utilization of audiovisual materials via the CapCut program has an impact on writing abilities.

It can be concluded that the use of audio-visual media through Capcut can have a positive impact on writing skills text of lectures for Class XI high school students. By incorporating videos into lectures, teachers can make the content more dynamic and interesting, while also providing students with valuable examples and resources to improve their writing skills. As technology continues to evolve, it is essential for educators to embrace new tools like Capcut to enhance their teaching methods and help students succeed in their academic endeavors.

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