

Improving the Ability to Write Fantasy Stories Using Audio Visual Learning Media

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Abstract

This research aims to describe the improvement in the ability to write fantasy stories using audio-visual media for students in class VII-6 at SMPN 19 Ambon. The method used is the Classroom Action Research (CAR) method with data collection techniques, namely interviews, questionnaires, tests and documentation. The research results obtained show that learning to write fantasy stories using audio-visual media can create a learning atmosphere that allows students to be more active in class and can increase students' interest in learning which influences learning outcomes. The results of the assessment of writing fantasy stories using audio-visual media showed an increase in the number of students achieving the MCC. The average score obtained by class VII-6 students at SMPN 19 Ambon in cycle I was 64.65 with the percentage of students who reached the MCC being 11 students. Meanwhile, the average score obtained by class VII-6 students at SMPN 19 Ambon in cycle II was 75.57 with the number of students achieving the MCC as many as 25 students. This data shows a comparison that indicates an increase in the ability to write fantasy stories in class VII-6 students at SMPN 19 Ambon.

Keywords: *Audio Visual Media; Fantasy Story; Writing Skills*



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INTRODUCTION

Language serves as a communicative instrument in daily life, facilitating interaction among individuals. The constructed interaction pertains to the act of communication. Communication can occur both verbally and in written form. Oral communication manifests as spoken sounds, which are linguistic units generated by human vocal apparatus. This indicates that a person can transmit a message directly to their interlocutor through oral communication. Written communication is a method of articulating ideas or thoughts in written format. Education is a milieu that can enhance an individual's linguistic abilities. This is demonstrated by the education occurring in schools, especially in Indonesian Language and Literature courses, which necessitate both students and teachers to possess competency in language skills, encompassing hearing, speaking, reading, and writing. Among these qualities, writing is a key skill to cultivate (Munirah, 2019). Writing is a fundamental competency that students must attain in the Indonesian Language and Literature curriculum of 2013 (Sudrajat, 2008; Panjaitan, 2014).

Writing is the ability to articulate ideas, thoughts, emotions, or experiences coherently and methodically using written symbols for communication with an audience. Writing is fundamentally an expressive and generative endeavor. Writing is the most intricate language skill, as it requires the writer to articulate ideas, thoughts, emotions, or experiences, utilizing knowledge and abilities acquired from diverse language skill activities, organized logically and systematically while adhering to writing conventions (Tarigan, 1983).

Fantasy narratives constitute a subject within Indonesian Language and Literature courses that necessitate students to possess proficient writing abilities. Crafting fantasy narratives need a catalyst to ignite kids' curiosity and creativity (Indriani, 2019; Suhaedi, Harmaen, & Fauziyyah, 2022). In this context, educators must exhibit creativity in their instructional methods to facilitate interesting, effective, and efficient learning experiences. For instance, employing educational media in the instructional process. Learning media are instruments or methods for transmitting messages that might enhance the educational process to attain desired objectives and outcomes. The effective utilization of learning media is evident in its congruence with educational objectives, content, and methodologies.

The study was carried out at SMPN 19 Ambon. The author selected SMPN 19 Ambon as the research location due to preliminary observations indicating issues pertinent to the forthcoming study. Initial investigations at SMPN 19 Ambon indicate that the Indonesian Language and Literature learning process is influenced by the prevailing learning environment. Each educational process in the classroom will establish a stimulus-response dynamic. Should the students' replies diverge from the teacher's expectations, the educator must reassess the instructional materials employed, including a critical evaluation of the pedagogical approaches and the choice of educational media to optimize learning outcomes. Furthermore, educators want to instruct pupils to employ alternative learning strategies to enhance their passive learning modalities. Students acquire knowledge not just through the instructional process in the classroom but also through individual study using textbooks supplied by the teacher or other educational resources (Sanaky, 2009). Additionally, students can engage in autonomous learning by completing assignments to acquire extensive knowledge pertinent to the topic matter. The optimal learning process is evidenced by students' outcomes that fulfill the Minimum Competency Criteria (MCC), reflecting the attainment of designated instructional objectives. The MCC for Indonesian Language and Literature topics at SMPN 19 Ambon is 71. Fantasy literature is a curriculum component in seventh grade. SMPN 19 Ambon has 10 seventh-grade courses. Among these courses, VII-6 include students who are not exceptionally distinguished.

Consequently, the author selected class VII-6 to enhance the outcomes of fantasy narrative writing. The fantasy story writing skills of students in class VII-6 at SMPN 19 Ambon are currently inadequate and require enhancement. This is demonstrated by test scores that failed to meet the requisite minimum passing grade of 71. The deficiency in student achievement in Indonesian Language and Literature, specifically with the composition of fantasy narratives, is attributed to multiple issues, including students' disinterest in the subject matter, challenges in articulating narrative concepts, and limited imagination (Ginting, 2020). Moreover, selecting unsuitable educational media to facilitate the learning process can impact academic progress. Conventional and uninspiring presentations of the information can often disengage pupils, resulting in suboptimal or unsatisfactory learning outcomes. Consequently, it is essential to choose suitable learning media to enhance writing skills regarding that content.

The author employs audio-visual learning technology, specifically fantasy story videos, to enhance the fantasy story writing skills of seventh-grade students at SMPN 19 Ambon. The advantages of employing audio-visual media in classroom instruction are to enhance students' capacity to effectively and accurately assimilate the material delivered by the educator. Audio-visual media can accurately depict the reality of the content provided, hence offering an authentic experience for pupils. Through the utilization of audio-visual media, educators enhance student concentration on learning and facilitate material retention, hence simplifying the dissemination of acquired knowledge and skills (Rusman, Kurniawan, & Riyana, 2013). The utilization of audio-visual learning media, as elucidated, should enhance students' proficiency in composing fantasy narratives within the framework of studying fantasy story content. Consequently, this study is titled "Enhancing the Capacity to Compose Fantasy Narratives Through Audio-Visual Learning Media for Class VII-6 Students of SMPN 19 Ambon."

METHODS

The research was conducted utilizing a classroom action research (CAR) design. CAR is the practice of studying learning activities, specifically the actions that originate and occur simultaneously in the classroom (Arikunto, 2007). This classroom action research was carried out as a means of improving the quality of the learning process to boost the quality of education or instruction. The author will directly watch and research the ongoing learning processes.

This research was conducted based on a cycle consisting of four stages: preparation, implementation, observation, and reflection. The cycle attempts to measure the improvement in students' capacity to produce fantasy stories using audio-visual learning medium. The cycle is often used as a reflection for performing the research. The research instruments employed in this study are interview sheets, questionnaire sheets, tests, and documentation. The problem in this study applies to a specific research subject. The subjects were kids from class VII-6 at SMP Negeri 19 Ambon, with a total of 29 pupils. This research was conducted at SMPN 19 Ambon, Nusaniwe District, Ot Pattimaipauw Street, on class VII-6 students during the 2022/2023 academic year. This research was conducted from March 20, 2023, until April 20, 2023. Data collection was gathered through study conducted based on a cycle consisting of four stages: planning, implementation, observation, and reflection. The cycle attempts to measure the improvement in fantasy narrative writing abilities utilizing audio-visual learning medium. The cycle is often used as a reflection for performing the research. The research instruments employed in this study were interview sheets, questionnaire sheets, tests, and documentation. The items employed in this study were interview sheets, questionnaire sheets, tests, and documentation.

RESULTS AND DISCUSSION

Cycle I. The first cycle of PTK activities was done in class VII-6 of SMPN 19 Ambon, with a total of 29 students on March 27, 2023. The class begins with the delivery of competencies and learning objectives for composing fantasy stories utilizing audio-visual learning material. In this portion, the researcher also outlines the learning that will be carried out, which is related to the prior material. In addition, the delivery of the material scope and assessment for this learning are also described. In the learning process, students are required to examine a fantasy story sample (fantasy story video) and identify essential features featured in the story. After observing and recognizing the crucial features, the researcher will deliver worksheets on producing fantasy story texts to the kids and explain how to fill them out. Students will be given the option to ask questions about items they didn't understand from the observation data.

Next, students were encouraged to locate and gather knowledge about the steps of composing fantasy stories from various sources individually, following which the researcher would provide reinforcement by giving the material through slides. The next step is for students to individually compose fantasy stories based on the observations and insights they received from gathering material, with the support of example fantasy story presentations (fantasy story films). During the writing activity, the researcher will provide particular support to students who have trouble completing the worksheet on writing fantasy stories. The final phase is for the researcher and students to evaluate the work results. Throughout the learning process, the kids

appeared interested and earnest in following the course. The classroom atmosphere came alive because the students were involved when the researcher addressed questions. However, during the writing exercise, it was seen that some students were still unclear about how to start writing, therefore the researcher had to provide additional instruction to those students. Here are the conclusions collected from the deployment of Cycle I.

Questionnaire Results. Learning to write fantasy stories using audio-visual learning material in Cycle I was conducted across two meetings. The subjects in this study are the pupils of class VII-6 at SMPN 19 Ambon, total 29 people. This first cycle of learning was conducted on March 27, 2023. Here are the outcomes of the CAR that has been conducted. results of the questionnaire for 7th-grade pupils at State Junior High School 19 Ambon. The answers of the questionnaire suggest that fantasy story content has been taught by subject teachers. Based on the questionnaire responses from 29 students, 18 students were not interested in the fantasy story content that had been taught, and 19 students still had difficulty in producing fantasy stories. Previously, the subject teacher had never used audio-visual learning media when delivering fantasy story writing content, as mentioned in question number 5 on the questionnaire with a total of 29 respondents. After students learnt utilizing audio-visual learning media for fantasy narrative content, 29 students indicated that the classroom atmosphere got more dynamic, and 19 students stated that their learning interest rose.

The results of the Cycle I questionnaire regarding the implementation of fantasy story writing instruction for 7th-grade students at SMPN 19 Ambon utilizing audio-visual learning media can be known. From the questionnaire results, it is known that 18 students said that the fantasy narrative lesson material previously presented by the subject teacher was not fascinating. A total of 19 pupils experienced trouble composing fantastical stories. According to 29 students, the subject teacher had never employed audio-visual learning material in the process of teaching fantasy stories. After students learnt utilizing audio-visual learning material on fantasy stories, 29 students indicated that the classroom atmosphere got more dynamic, and 19 students stated that their learning interest rose.

Based on the statistics presented, it can be determined that the fantasy story writing content taught by the teacher did not reach mastery due to poor student interest in the material and the huge number of students who struggled with writing fantasy stories. Students' interest and success in studying instructional materials can be influenced by the usage of appropriate instructional media. Students need the use of appropriate instructional resources to support and facilitate them in the process of learning to compose fantasy stories. As an effort to improve students' writing abilities, the researcher used audio-visual learning medium for the fantasy narrative writing material. The results gathered reflect a change in student conduct. Learning utilizing audio-visual learning media on fantasy narrative material is more entertaining and can boost students' enthusiasm in learning, keeping the classroom atmosphere dynamic and aiding students with writing.

Results of the Fantasy Story Writing Ability Assessment. A total of 18 students have not yet earned the MCC with a percentage of (62.06%), while the percentage of students who have reached the MCC is 11 students (37.93%) out of 29 students with a total score of 1,874.91. The outcomes of students' writing skills in Cycle I earned an average score of 64.65, which falls into the "sufficient" (C) category. This average score is not regarded satisfactory because it has not attained the set threshold of 7.

The results of the fantasy story writing ability assessment using audio-visual learning media in Cycle I can be explained as follows: this assessment focuses on three assessment aspects, namely content, word choice, and language. From the fantasy story writing results obtained, the researcher knows that in Cycle I learning, out of 29 students, 11 were able to meet the MCC of 71. The total score obtained from 29 students in Cycle I is 1,874.91 with an average score of 64.65.

Student Difficulty Data. The findings gained demonstrate that many students still have difficulty in learning to compose fantasy stories. The issues pupils confront include difficulty in writing material. Students can compose stories according to the title, but the content of their stories is incomplete and lacks detail. Furthermore, students still fail to master word choice and vocabulary in composing fantasy novels.

Addressing student difficulty data, 11 students were recorded as not experiencing trouble in writing fantasy stories utilizing audio-visual learning media, whereas 18 students still faced difficulties in writing fantasy stories. The issue experienced by the pupils is difficulties in writing the content. Students can compose stories according to the title, but the content of the stories is incomplete and lacks detail. Next, pupils still find it challenging to master word choice and language in producing fantasy novels. The lack of knowledge of word and spelling writing standards, as well as difficulty in using and structuring simple sentences, resulted in many errors, leading to less-than-optimal scores.

Cycle II. Learning in cycle II was undertaken based on the reflection outcomes from the implementation of learning in cycle I. Based on the reflection results, it was observed that: (1) students had a restricted, incomplete, and poorly developed grasp of the tale material, (2) students had inadequate mastery of word and spelling writing as well as language, and (3) only 11 students got the minimum passing grade. Therefore, the researcher discussed with the teacher (collaborator) to undertake the second cycle of learning. The second cycle of the classroom action research activity was carried out in class VII-6 of SMPN 19 Ambon on April 3, 2023. Learning in the second cycle begins with the delivery of competencies and objectives for composing fantasy stories utilizing audio-visual learning media. In addition to delivering competencies and objectives, the extent of the material and evaluation for this learning was also offered. The next step is the implementation of the key activities. This activity is a learning implementation activity employing audio-visual learning resources. At this step, the researcher will display a sample fantasy narrative (fantasy story video). Students are instructed to observe the presentation and identify essential features featured in the story. After they have finished observing and identified the crucial aspects, the researcher will provide worksheets on writing fantasy stories to the students and explain how to fill them out.

Next, students individually seek for and gather knowledge about the steps of producing fantasy stories from various sources, following which the researcher will provide reinforcement by giving the material through slides. Following this, students will write individually based on the observations and understanding gained from gathering material, helped by a presentation of example fantasy stories (fantasy story videos). During the writing activity, the researcher will provide particular support to students who have trouble completing the worksheet on writing fantasy stories. The final phase is for the researcher and students to evaluate the results of their study. The conclusions acquired from the implementation of cycle II are as follows:

Questionnaire Results. The results of the questionnaire on the implementation of learning to improve fantasy story writing skills using audio-visual learning media for class VII-6 students of SMPN 19 Ambon in the Cycle II, meeting I, show that 29 students stated they enjoyed learning fantasy story writing material using audio-visual learning media. A total of 27 students reported that their learning interest grew, and 29 students stated that the classroom atmosphere became vibrant when learning utilizing audio-visual technology for fantasy story material. 26 students felt aided in writing fantasy stories when studying using audio-visual learning medium, whereas 5 students still had trouble writing fantasy stories.

It can be shown that the results of the fantasy story writing questionnaire utilizing audio-visual learning medium in Cycle II increased compared to the results of the questionnaire in Cycle I. In Cycle II, out of 29 students, all of them reported that learning fantasy story material was highly enjoyable. Meanwhile, in Cycle I, only 18 students reported that learning fantasy story content was very enjoyable. Thus, there was an increase of 11 students who reported that learning fantasy narrative content was very fascinating. In Cycle II, 27 students indicated that their learning interest grew, while in Cycle I, only 19 students stated this. 29 students indicated that the classroom atmosphere got dynamic when learning utilizing audio-visual medium for fantasy narrative material. 26 pupils felt helped in producing fantasy stories when learning utilizing audio-visual learning tools.

The results of the questionnaire in cycle II suggest that 5 students still encounter problems in composing fantasy stories. In contrast, the results of the questionnaire in cycle I showed that 19 students still had difficulty in composing fantasy stories. Therefore, in cycle II, there was a reduction of 14 students who faced difficulty in producing fantasy stories. The evidence provided suggests that fantasy narrative material supplied frequently using this audio-visual learning medium can induce increasingly favorable

behavioral changes in pupils. Additionally, the utilization of audio-visual material helps produce engaging and non-boring learning. Students get more comfortable in the classroom when learning fantasy narrative content using audio-visual learning medium. As a result, pupils will find it easier to comprehend and grasp the material offered, and their learning outcomes will be enhanced.

Results of the Fantasy Story Writing Assessment. Four students (13.79%) have not yet reached the MCC, while 25 students (86.20%) out of 29 have achieved the MCC, with a total score of 2,191.62. The average score on the fantasy narrative writing skills test in Cycle II obtained an average of 75.57 with an excellent (B) category. This average score is regarded to have met the applied assessment. Comparing the average scores received between Cycle I and Cycle II, there is a difference indicating progress in Cycle II.

The 4 students have not met the MCC, while 25 out of 29 students have achieved the MCC. The average score for fantasy story writing skills in Cycle II reached 75.57, which is categorized as good (B). Student behavior in cycle II showed improvement, with most students able to focus well on the explanations provided by the researcher. The results achieved by students in learning to write fantasy stories in cycle II were successful. Thus, the research conducted was not continued to the next cycle.

Student Difficulty Data. The problems experienced by the students of class VII-6 at SMPN 19 Ambon in following fantasy story writing lessons utilizing audio-visual learning media in Cycle II include the fact that 4 students still have difficulty creating fantasy stories in terms of subject, word choice, and language. The problems experienced by students in Cycle II are still the same as those experienced in Cycle I. Students can compose stories according to the title, but the content of their stories is incomplete and not detailed. Furthermore, pupils still have problems learning word choice and vocabulary in composing fantasy novels. The lack of knowledge of word and spelling writing standards, as well as difficulty in using and structuring simple sentences, resulted in many errors, leading to less-than-optimal scores.

It is known that the challenges experienced by students throughout Cycle II learning are that 4 students still find it difficult to write the content of the narrative, use word choice, and use language in creating fantasy stories. This number is fairly good and has decreased from the data on student challenges in Cycle I, where 18 students still found it difficult to compose fantasy stories.

CONCLUSION

Based on the research findings and debate previously offered, it can be inferred that the use of learning media can influence student learning outcomes. Conventional and less engaging content explanations often lead to student boredom, resulting in less than optimal or poor learning outcomes. Therefore, it is vital to select the right learning media to increase students' learning outcomes, in this case, writing abilities in fantasy story content. The use of audio-visual media in teaching fantasy story writing to seventh-grade students at SMPN 19 Ambon was found to make learning more engaging, pleasurable, easy, and helpful for students. Teaching fantasy story writing via audio-visual media can create a learning environment that allows students to be more involved in class and can raise students' enthusiasm in learning, which can affect their learning outcomes. The findings of the fantasy story writing evaluation employing audio-visual media demonstrate an increase in the number of students receiving the MCC. The average score attained by students in class VII-6 of SMPN 19 Ambon in cycle I was 64.65, with 11 students (37.93%) out of 29 attaining the MCC. Meanwhile, the average score earned by students in class VII-6 of SMPN 19 Ambon in cycle II was 75.57, with 25 students (86.20%) out of 29 earning the MCC. These statistics suggest a comparison that signifies an improvement in the fantasy story writing abilities of students in class VII-6 of SMPN 19 Ambon. Thus, audiovisual learning material is extremely ideal for use in teaching fantasy narrative writing.

Based on the data offered, the researcher's proposal is that teachers should be attentive in selecting the learning material to be utilized in instruction in order to obtain the intended effects. Audiovisual media can be used as an alternative in Indonesian language instruction, notably in teaching fantasy story writing. In addition, students should make the most of every opportunity they have throughout learning to strengthen their abilities.

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