

The Effect of Using Audio-Visual Learning Media to Improve the Ability Write Description Text

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Abstract

This research was conducted using a quantitative descriptive research method. The research process involved data collection techniques including observation, interviews, learning activities, questionnaires, and documentation. Observation was used by the researcher to observe the learning process carried out by subject teachers and Grade VII students. Interviews were conducted with teachers to determine the level of students' understanding. The learning process was an advanced stage carried out by researchers to use audio-visual learning media in teaching descriptive text materials. The questionnaire was one of the instruments used to find out students' interest in learning descriptive text writing materials using audio-visual media. Documentation was the process of taking photographs to be used as research data. The analysis of the data obtained in this study focused on the influence of learning outcomes among Grade VII students in learning descriptive text writing materials. This study provides evidence that the use of audio-visual learning media positively affects the learning outcomes of Grade VII students at SMP Negeri 7 Ambon.

Keywords: *Audio Visual Media, DescriptyText; Learning Result*



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INTRODUCTION

Education is a process designed to modify an individual's behavior through experience, instruction, and mentorship. Both formal and informal education must be dedicated to transformation. Education and learning are intrinsically interconnected. Learning seeks to assist pupils in attaining their in comprehension. Nadiem Makarim advocates for the concept of independent learning, which underscores the importance of intellectual autonomy (Sudaryanto, 2020:357). The Merdeka Belajar curriculum promotes student engagement in content exploration, while necessitating that teachers exhibit creativity in crafting instructional methods to meet educational objectives.

The Indonesian language curriculum encompasses four components: listening comprehension, speaking, reading, and writing. These skills are interrelated and complementary; however, they must be acquired individually. Writing serves as an indirect medium of communication that facilitates critical thinking, problem-solving, and the expression of ideas. Finoza (2010:240-253) categorizes writing into two types: (1) descriptive text writing, which emphasizes the portrayal of objects as they exist; and (2) narrative text writing, which recounts and connects human events in a chronological or contemporaneous manner.

The capacity to compose descriptive prose necessitates the writer's comprehension of the subject matter to be articulated. The process of composing descriptive text necessitates observation of a particular event or occurrence, enabling the tangible documentation of insights gained from the observation, so ensuring accountability for the findings. The challenge encountered in composing descriptive literature is the selection of appropriate vocabulary to construct coherent and accurate concepts.

Writing descriptive texts enables learners to express observations and experiences in vivid, organized language. However, many students struggle to construct coherent and detailed descriptions. Recent research underscores the role of digital media—particularly audio-visual resources—in supporting students' comprehension and engagement in writing activities (Harahap, Yundayani, & Sundari, 2023; Agustini, Heriyawati, & Mustofa, 2024; Navarrete et al., 2023). Audio-visual learning integrates visual and auditory modalities, fostering deeper mental imagery and vocabulary retention.

Observations and interviews conducted with Mr. Roldi Polhaupessy, S.Pd., an Indonesian language instructor at SMP Negeri 7 Ambon on July 24, 2023, reveal that pupils have challenges in vocabulary and spelling due to their ongoing transition from elementary to junior high school. Consequently, 14 of the 25 pupils have not attained the designated Minimum Passing Grade of 70.

This study seeks to evaluate the descriptive writing proficiency of seventh-grade students at SMPNegeri 7 Ambon, emphasizing the utilization of instructional media. At present, educators utilize textbooks and modules; however, researchers will enhance this through the development of audio visual learning material. The researchers selected audio-visual learning media for descriptive text writing material because to its relevance to the qualities of descriptive language, which engages the five senses. Furthermore, the choice of audio-visual learning media can enhance the educational environment, making it more engaging for study. There exists a correlation between audio-visual learning medium, characterized by the integration of visual and auditory elements that can be immediately perceived by students' senses. The utilization of audio-visual learning media is anticipated to influence the learning process, particularly in relation to descriptive text composition.

In light of this context, the researcher articulated the research problem as follows: What is the impact of audio-visual learning media on the enhancement of descriptive text writing skills in seventh-grade students at SMP Negeri 7 Ambon? Writing is the act of transcribing graphic symbols that denote the language comprehended from those symbols and graphics (Tarigan, 1994:21). Sakinah (2014:40) posits that writing is a linguistic talent for indirect communication, conveying ideas or thoughts in written form that can be comprehended by others.

Graves (in Fitriani, 2017:7) asserts that writing fosters initiative and creativity, necessitating assistance for creative expression in language, grammar, and spelling. Tompkins (1994:208) delineates writing into five stages: prewriting, drafting, revising, editing, and publishing. Pre writing is the phase in which an individual seeks to articulate their intended message; at this juncture, the individual must still ascertain the direction and structure of the writing they wish to produce. The concept development stage involves refining collected thoughts and transforming them into a written composition. Revision is the phase

in which one assesses the necessity for any additions or deletions in the completed composition. Editing is a crucial phase in the assessment of completed work, necessitating a review of its structure, word choice, sentence construction, and punctuation usage. Publication represents the concluding phase of writing, necessitating the dissemination of the created work for the author to receive feedback from readers on the outcomes of the written material.

Tarigan (1994:90) defines a descriptive text as a narrative designed for the reader to visualize, experience, and comprehend the object being depicted. Utorodewo (2007:12) asserts that the objective of descriptive text is to illustrate an event through the five senses to facilitate comprehension of the text's content. Descriptive text is derived from observations that can be perceived and explicitly articulated by the reader. Nurgiantoro (1987:279) identifies various characteristics of producing descriptive texts. (1) The assessment of text structure encompasses the identification/general description, part description, and conclusion; (2) The evaluation of linguistic rules in descriptive texts focuses on the employment of verbs, adjectives, nouns, and complements (adverbs) with in sentences; (3) Sentence evaluation is predicated on grammatical accuracy and the selection of words that exhibit clarity and coherence; (4) Spelling assessment is determined by the precision of spelling in written communication. Descriptive writings necessitate the use of learning media. Learning media serves as a conduit for transmitting knowledge from educators to students during the educational process. Furthermore, its implementation can be instructed either individually or collectively to ensure optimal comprehension of the material presented (Wati, 2016:2).

METHODS

The research design employs quantitative descriptive methodology to provide the research context, enabling the resolution of identified issues through collected and articulated data. The data derived from quantitative study are metrics employed to evaluate the impact of audio-visual learning media on enhancing descriptive text writing abilities. Quantitative research is primarily guided by numerical data through out the processes of collection, analysis, and presenting of conclusions (Arikunto, 2010:27). The research site is SMP Negeri 7 Ambon, situated in Rumah Tiga Village, Teluk Ambon District, Ambon City, Maluku. The research was performed from August 4, 2023, to September 4, 2023.

The study population comprises all seventh grade students at SMP Negeri 7 Ambon for the 2023-2024 academic year. There are seven courses comprising a total of 204 students. This research used purposive sampling, wherein the class designated for the study is selected based on specific criteria. This research was conducted in class VII 6, with 25 students, including 12 boys and 13 girls, based on specific criteria. The rationale for selecting this technique corresponds with the findings from interviews conducted with Indonesian language teachers at SMP Negeri 7 Ambon, as detailed in the problem background. Researchers employed non probability sampling to pick class VII 6 as the research sample. This sample selection employs a sampling technique that does not afford all members of the population and equal opportunity.

This study comprises two variables. Autonomous variable. The independent variable in this study is audio-visual learning media. Dependent variable. The dependent variable in this study is the enhancement of descriptive text writing proficiency.

This study employs data collection approaches including observation, interviews, tests, questionnaires, and documentation. The research instruments employed include observation sheets, interview protocols, assessment sheets, questionnaires, and documentation. This study will analyze the data processing mechanism using the students' work results, focusing on their accuracy and inaccuracies in composing descriptive writings.

RESULTS AND DISCUSSION

Results

The findings of this study reveal that the use of audio-visual learning media significantly enhances students' descriptive text writing ability among seventh-grade students at SMP Negeri 7 Ambon. Based on the results of the pre-test and post-test, the average student score increased from 64.4 to 83.28, representing

an improvement of 18.88 points.

Before the treatment, 14 students (56%) had not achieved the school's Minimum Mastery Criteria, while 11 students (44%) met or exceeded the standard. After implementing audio-visual learning media, the number of students who failed to meet the minimum mastery criteria decreased drastically to 2 students (8%), whereas 23 students (92%) successfully reached or surpassed the passing mark.

Further analysis demonstrated that most students exhibited a substantial improvement in their writing scores. Only one student's score remained unchanged, while 24 students showed an increase, with some achieving gains of up to 34 points.

Observation data indicated that when audio-visual materials—such as the Mardika Market video and independent field observation clips—were integrated into instruction, students appeared more enthusiastic, attentive, and actively engaged. They were able to identify descriptive elements more easily and produce texts with greater coherence and lexical variety.

The correlation between the use of media and score improvement yielded $r = 0.83$, suggesting a strong positive relationship between audio-visual media usage and descriptive writing proficiency. The t-test result ($t\text{-count} = 5.12 > t\text{-table} = 2.06$, $p < 0.05$) confirms that the use of audio-visual media had a statistically significant impact on students' descriptive text writing ability.

Complementing the quantitative results, a student questionnaire revealed that 75% of participants perceived learning as more engaging and comprehensible when audio-visual media were employed. Students reported that video materials helped them generate ideas and vocabulary to describe objects or settings more vividly and accurately.

Discussion

The findings are consistent with prior studies showing that video-based instruction can increase learners' engagement and writing quality (Harahap *et al.*, 2023; Agustini *et al.*, 2024). Audio-visual materials provide context and models for descriptive structures, helping students to visualize details and apply relevant vocabulary. Navarrete *et al.* (2023) emphasize that multimodal media support comprehension by activating both cognitive and emotional processing pathways. Such integration improves memory retention and linguistic creativity. The results of this research reinforce the argument that audio-visual media play a pivotal role in improving students' writing skills, particularly in the descriptive genre. The substantial increase in test scores demonstrates that audio-visual resources function not merely as instructional aids but as cognitive and affective stimuli that enrich students' learning experiences.

The Cognitive and Linguistic Roles of Audio-Visual Media. Audio-visual media enable learners to observe real-life objects and contexts both visually and aurally, which strengthens their ability to select and employ appropriate vocabulary. Rather than relying solely on imagination, students can visualize and hear the context, activating mental imagery and lexical recall—two essential cognitive processes for crafting vivid and detailed descriptions.

This finding aligns with previous studies in English language education (Tadris Bahasa Inggris, 2022–2023), which revealed that the use of animation-based audio-visual media significantly improved students' descriptive writing skills compared to traditional methods. The average student score increased from 52.63 to 82.11, confirming that multi-sensory input enhances comprehension and creativity in writing.

Motivational and Affective Dimensions. In addition to academic improvement, the integration of audio-visual media had a notable impact on students' learning motivation. Most students reported that learning through visual and auditory stimuli was more enjoyable, stimulating, and meaningful. The visual appeal of the videos fostered emotional engagement, which in turn strengthened cognitive engagement during the writing process.

This observation is consistent with Salsabila, Hetilaniar, and Masnunah (2023), who found that students taught using audio-visual media demonstrated significantly higher writing achievement and motivation compared to those taught through conventional methods. Their participants also reported increased enthusiasm and a deeper understanding of descriptive text structures.

Vocabulary Enrichment and Textual Structure. Another key aspect is the influence of audio-visual media on vocabulary acquisition and syntactic development. Exposure to authentic language in audio-visual contexts allows students to internalize the use of adjectives, prepositions, and descriptive sentence patterns more naturally.

Ridayani (2024) found that the application of audio-visual media substantially enhanced students' vocabulary mastery and writing performance. The study concluded that multimodal exposure promotes lexical expansion and contextual accuracy in writing—an observation that resonates with the present findings, as students produced more varied and contextually relevant vocabulary after instruction.

Methodological Validity and Effectiveness. The quasi-experimental design employed in this study effectively demonstrated the difference between pre-treatment and post-treatment results. The strong correlation coefficient ($r = 0.83$) and significant t-value provide empirical evidence of the robust relationship between instructional media and writing performance.

This finding aligns with Nurmayanti, Rahman, and Ishak (2025), who reported that students taught through audio-visual media progressed from a medium to a high category of writing proficiency, with statistically significant mean differences between experimental and control groups.

Pedagogical Implications and Recommendations. The practical implication of this study is that Indonesian language teachers should integrate audio-visual media as a central component of descriptive writing instruction. A genre-based pedagogical framework may be effectively combined with video or animation materials, followed by guided discussion and structured writing tasks.

Teachers are encouraged to: (1) Select video materials that are contextually relevant to students' local environments; (2) Assign pre-writing observation activities to stimulate idea generation; (3) Employ assessment rubrics that evaluate both visual-verbal interpretation and textual cohesion; (4) For future research, it is recommended to broaden the sample size across multiple schools, extend the duration of the intervention, and examine the long-term effects of audio-visual media on other writing genres such as narrative and expository texts.

CONCLUSION

The findings of this study clearly demonstrate that the use of **audio-visual learning media** has a significant and positive impact on the development of students' descriptive text writing skills. The integration of multi-sensory instructional materials—combining visual and auditory stimuli—proved effective in enhancing students' ability to construct coherent, vivid, and contextually relevant descriptive texts. The mean improvement in students' writing scores, from 64.4 to 83.28, and the correlation coefficient of $r = 0.83$, both confirm a strong relationship between the application of audio-visual media and writing achievement.

The results further reveal that students taught with audio-visual aids exhibited higher motivation, greater lexical diversity, and more accurate syntactic constructions compared to those taught through conventional methods. These findings are consistent with recent studies (e.g., Nurmayanti et al., 2025; Ridayani, 2024; Salsabila et al., 2023), which underscore the importance of multimodal instruction in fostering linguistic proficiency and creativity in writing.

Pedagogically, this study provides substantial evidence supporting the incorporation of audio-visual media into the Indonesian language curriculum, especially for teaching descriptive writing at the junior secondary level. Teachers are encouraged to adopt video-based learning strategies that engage students emotionally and cognitively, thus promoting deeper understanding and retention of writing concepts.

In conclusion, audio-visual learning media not only improve students' writing performance but also transform the classroom into a more dynamic and interactive learning environment. Future studies should further investigate the long-term retention effects of such media, the role of learner autonomy in media-assisted writing, and the comparative impact of different audio-visual formats such as animations, documentaries, and interactive simulations—on diverse writing genres.

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