

Improving the Ability to Write Description Text Using Audio-Visual Media in Grade VIII Students of SMP Negeri 20 Ambon

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Abstract

This study seeks to enhance the descriptive writing abilities of class VIII-1 students at SMP Negeri 20 Ambon through the utilization of audio-visual media. This study employs the classroom action research (CAR) methodology. The data analysis revealed discrepancies among Cycle I, Cycle II, and Cycle III for the pupils of class VIII-1 at SMP Negeri 20 Ambon. In Cycle I, 21 students failed to reach the Minimum Mastery Criteria, resulting in a failure percentage of 95.45% ($21/22 \times 100\%$), whereas one student achieved the Minimum Mastery Criteria, yielding a success rate of 4.45% ($1/22 \times 100\%$). The mean score achieved in instructing descriptive text writing through audio-visual media for eighth-grade students in class VIII-1 at SMP Negeri 20 Ambon is 44.03. In Cycle II, the outcomes of the descriptive text writing assessment utilizing audio-visual media for VIII-1 grade students at SMP Negeri 20 Ambon indicated that 20 students failed to achieve the Minimum Mastery Criteria of 75, resulting in a failure rate of $20/22 \times 100\% = 90.90\%$. Simultaneously, two students achieved the Minimum Mastery Criteria established by the institution, which is 75, resulting in a success rate of $2/22 \times 100\% = 9.09\%$. In Cycle III, three students failed to fulfill the Minimum Mastery Criteria, resulting in a failure rate of $3/22 \times 100\% = 13.65\%$.

Keywords: *Audiovisual Media; Improving the Ability; Write Descriptive Text*



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INTRODUCTION

Instruction in Indonesian language skills encompasses four essential facets of linguistic ability that must be acquired. The four components are hearing, speaking, reading, and writing. Among these four qualities, writing is vital and significantly contributes to the evolution of human civilization, artistic endeavors, emotions, and innovations. Writing is a language skill employed for indirect communication with others. Writing is a valuable and creative pursuit. This writing task requires proficiency in graphology, linguistic structure, and vocabulary. This writing proficiency will not manifest spontaneously; it necessitates cultivation via consistent practice and training. Although writing may appear as effortless as casual conversation, it is crucial for aspiring writers, as composing an essay is a complex endeavor. Literary compositions or analogous works transcend mere writing. It is essential to recognize that prior to articulating their thoughts and creativity in writing, an individual must first have a reason for communicating with the reader.

Descriptive text is a form of discourse that articulates or contemplates a subject based on the author's experiential observations. Dalman underscores that descriptive text can evoke creativity and imagination in readers, since engaging expository writing allows them to vicariously experience the author's emotions. Educational media is a crucial component of the teaching and learning process, encompassing messages conveyed to students through tools, individuals, or instructional materials. Moreover, educational media serves as a means to enhance motivation and provide more efficient communication with students. Consequently, educational media is essential in the teaching and learning process. Learning is a process that engages educators and learners in classes delivered either in-person or online (Anas, 2012). Consequently, students are anticipated to comprehend the learning process thoroughly. This necessitates a teacher's proficiency in managing the educational system. To ensure that teaching and learning activities proceed efficiently and effectively, hence attaining educational objectives. The educational media presently employed by institutions is not yet fully optimized (Arsyad, 2002). In practice, educators seldom utilize audio-visual media during classroom instruction. Educators predominantly employ the lecture method, so constraining students' learning to mere information recording, listening, attentiveness, and note-taking, devoid of alternative approaches. Ultimately, it deters children from exercising creativity in concept expression and proficient problem-solving, skills essential for their daily life.

Moreover, monitoring the transitions between curricula influences all facets associated with the educational sphere. The development of competencies in curriculum implementation significantly enhances students' academic ability. The 2013 Curriculum has served as the National Curriculum since the 2013/2014 academic year. It has been created over several years and encompasses the two dimensions of curriculum: the design and organization of learning objectives, content, and materials, together with the methodologies employed for learning activities. The objective of the 2013 curriculum is to equip students with the capability to compose descriptive texts and utilize suitable media.

The primary learning medium employed for Indonesian language instruction in class VIII-1 at SMP Negeri 20 Ambon is the blackboard. Nonetheless, with the utilization of audio-visual presentation means, the students may develop a heightened interest in educational pursuits. The reason is that the message is conveyed through an audio-visual medium. The bundled material is meticulously curated, comprising text, graphics, animations, and videos integrated into a unified composition.

Observations were conducted during the researcher's participation in the KKN from November 8, 2020, to January 22, at SMP Negeri 20 Ambon. The instructional materials for learning the Indonesian language, specifically in composing descriptive writings through audio-visual media, are insufficient in attaining the minimal passing grade of 75, both for student engagement and the methodologies employed in the learning process. The researcher selected descriptive text as the research subject due to its nature as a discourse that elucidates or comments upon a subject for the reader.

The researcher selected SMP Negeri 20 Ambon because of their three-month involvement in community work there. During the community service, the researcher noted that educators exclusively employed the writing assignment method for instructing descriptive text composition. The instructors exclusively presented examples from the students' textbooks, instructing them to transcribe these into their notebooks. The persistent disinterest among students in composing descriptive texts and the inadequate efficacy of teachers in employing audio-visual learning media at SMP Negeri 20 Ambon have adversely affected student enthusiasm. The difficulty encountered by 20 pupils from Ambon class VIII-1 in comprehending and learning

this subject is one of the motivations for the researcher's study. The research topic for this study is: "In what ways can the proficiency in writing descriptive texts be enhanced through the use of audio-visual media among Grade VIII-1 students at SMP Negeri 20 Ambon?" Tarigan (2008) states that writing is a language skill used for indirect communication, not face-to-face, with others. Writing is a productive and active activity.

Writing is a system of human communication that uses visible and agreed-upon language symbols or characters. Writing or composing is the entire series of activities a person undertakes to express ideas and convey them through written language to the reading public for understanding. In the Great Dictionary of the Indonesian Language, writing is the act of forming letters or numbers with a pen or pencil, which expresses thoughts or feelings (such as composing or writing a letter) through written form. As per Keraf (1981). Description is a literary style in which authors endeavor to provide specifics about the subject under consideration. The author defines description as a writing approach that seeks to elucidate or delineate an object, place, or scenario in detail, enabling the reader to visualize it clearly. The primary objective of composing a description is to communicate the author's impressions, perceptions, and emotions to the audience.

Enre (1988) asserts that description enables the reader to perceive the actual form of the material presented, thereby facilitating a clearer recognition of its distinctive qualities. The perspectives of Widarso, Alwasilah, and Senny offer a comprehensive insight of descriptive text. To elucidate descriptive writings further, the following points are significant: Descriptive texts endeavor to articulate or depict something verbally. This may refer to a thing, individual, location, ambiance, look, landscape, or occurrence; Concrete Imagery: Descriptive writings depend on concrete imagery, which entails employing precise and particular language to depict the item or subject under consideration. This enables the reader to visualize or perceive the object as though they are observing it firsthand; The description must encompass numerous facts and specifications to facilitate a comprehensive understanding of the thing. This encompasses employing terminology that delineates color, form, size, texture, and other attributes. The descriptive text engages the reader's five senses, allowing them to visualize, tactilely perceive, audibly discern, or otherwise experience the object. This indicates that the author employs language that engages the reader's five senses. (5) Correspondence with Reality: The depiction must correspond to the actual condition or state of the object being portrayed. This entails eschewing erroneous representations.

The incorporation of media in the teaching and learning process is crucial, since it serves to clarify the material delivered, addressing any ambiguities. The intricacy of the content intended for pupils can be elucidated through the use of media. Media can convey what educators may struggle to articulate through precise language. The abstract nature of the material can be rendered physical through the use of media, facilitating student comprehension. The media is an essential component of the teaching and learning process due to its crucial role in stimulating students' learning motivation. Concerning the aforementioned. Mc. Known (Rohani, 2019) asserts that learning media has two primary functions: to transition the focus of formal education from academic instruction to one that prioritizes the life requirements of students, and to enhance student's learning motivation. A diverse array of audio material can be employed in the learning process, encompassing both simple and complicated formats.

Delineates three categories of media: audio, visual, and audiovisual, along with their respective explanations. Audiovisual learning media is a type of medium that combines sound and graphics to transmit information or messages. Audiovisual media is seen as possessing appealing and exceptional attributes (Dimiyati & Mudjiono, 2009). The utilization of appealing and high-quality audiovisual materials can enhance and invigorate students' engagement in the teaching and learning process, fostering more focus and diligence. Educational activities can be enhanced in efficacy. Media specialists elucidate that audio-visual media integrates visual and auditory components into a cohesive entity, facilitating the transmission of information from the educator to the students to meet specified objectives.

METHODS

The research methodology employed in the study conducted in class VIII-1 of SMP Negeri 20 Ambon is classroom action research (CAR) (Arikunto, 2007). Classroom Action Research involves the systematic observation of deliberately implemented activities within the classroom (Aqib, 2009). Action refers to an activity executed with a deliberate objective, whereas a class denotes a cohort of pupils receiving identical instruction from the same educator simultaneously (Dini Siswani Mulia and Suwarno, 2016). This study employs the

cycle and reflection of classroom action research as defined by Arikunto. Action research comprises four critical stages, each encompassing four steps: planning, implementation, observation, and reflection. The four stages can be delineated as follows: 1) Planning, wherein the educator must initially formulate a research strategy. This plan enables educators to develop learning scenarios or Lesson Plans (RPP), as well as to formulate observation and evaluation sheets to serve as research instruments for gathering empirical data in the field. 2) Implementation: At this stage, the researcher executes the previously developed learning situations. 3) At this step, the researcher conducts observations during the execution of the research. 4) At this juncture, contemplation is necessary to reassess previous actions. Educators and learners collaboratively analyze the observation findings to evaluate the results of the research execution. Consequently, it has the potential for enhancement. This study was carried out in class VIII-1 at SMP Negeri 20 Ambon, located on Jl. Laksdya Loe Wattimena-Passo, Postal Code: 97232. This study employs observation, interviews, and questionnaires for data collecting. This study employs observation guidelines, interview guidelines, and questionnaires as data gathering devices. This study's data analysis was performed in three phases data reduction, data presentation, and conclusion formulation (Miles & Huberman, 1984).

RESULTS AND DISCUSSION

Cycle I Learning. In alignment with the learning scenario delineated in the Lesson Plan (RPP), the researcher, aided by the Indonesian language instructor, conducted research-oriented learning with students from class VIII-1 of SMP Negeri 20 Ambon.

Results of the Assessment of Descriptive Text Writing Ability

Table 1. Results of Descriptive Text Writing Assessment Using Audio-Visual Media for Grade VIII-1 Students of SMP Negeri 20 Ambon, Cycle I, Meet I

Student Code	Title Relevance	Usage and Spelling	Diction	Sentence Structure	Total Score	Value	Description
S1	1	1	1	2	5	31.25	Does not meet minimum mastery criteria
S2	4	3	3	3	11	68.75	Does not meet minimum mastery criteria
S3	1	1	3	1	6	37.5	Does not meet minimum mastery criteria
S4	2	2	2	2	8	50	Does not meet minimum mastery criteria
S5	2	2	2	2	8	50	Does not meet minimum mastery criteria
S6	1	1	3	3	8	50	Does not meet minimum mastery criteria
S7	1	1	1	1	4	25	Does not meet minimum mastery criteria
S8	4	3	1	4	12	75	Does not meet minimum mastery criteria
S9	2	1	1	2	6	37.5	Does not meet minimum mastery criteria
S10	1	2	1	1	5	31.25	Does not meet minimum mastery criteria
S11	3	3	3	2	11	68.75	Does not meet minimum mastery criteria
S12	1	3	1	2	7	43.75	Does not meet minimum mastery criteria
S13	3	1	1	3	8	50	Does not meet minimum mastery

							criteria
S14	2	2	2	2	8	50	Does not meet minimum mastery criteria
S15	3	2	1	1	7	43.75	Does not meet minimum mastery criteria
S16	1	1	1	3	6	37.5	Does not meet minimum mastery criteria
S17	2	1	1	1	5	31.25	Does not meet minimum mastery criteria
S18	3	2	1	2	6	37.5	Does not meet minimum mastery criteria
S19	2	2	2	2	6	37.5	Does not meet minimum mastery criteria
S20	3	2	1	1	7	43.75	Does not meet minimum mastery criteria
S21	1	1	1	2	5	31.25	Does not meet minimum mastery criteria
S22	1	1	2	2	6	37.5	Does not meet minimum mastery criteria
Total						968.75	
Average Students Score						44.03	

Note: The minimum passing score for Indonesian language is 75.

Based on the data in Table 4.1 above, there are 21 students who have not yet fulfilled the Minimum Mastery Criteria, with a failure percentage of $21/22 \times 100\% = 95.45\%$, while 1 student has met the Minimum Mastery Criteria with a success rate of $1/22 \times 100\% = 4.54\%$. From this data, it is obvious that students are still encountering difficulty in creating descriptive writings utilizing the audio-visual learning approach for specific indicators. Therefore, the average score attained from learning to create descriptive writings using audio-visual media for class VIII-1 students at SMP Negeri 20 Ambon is 44.03. From these data, it can be stated that teaching descriptive text writing in the first cycle was not successful. Therefore, the researcher needs to design the implementation of the second cycle to improve the results gained in the first cycle.

Table 2. Data on Difficulties in Learning to Write Descriptive Text Using Audio-Visual Media for Class VIII-1 Students of SMP Negeri 20 Ambon, Cycle I

No.	Student Code	Assessment Aspects			
		Title's Relevance to Content	Spelling	Diction	Sentence Structure
1	S1	√		√	√
2	S2		√		
3	S3	√	√	√	
4	S4	√	√	√	√
5	S5	√	√	√	√
6	S6	√			
7	S7	√	√	√	√
8	S8				
9	S9	√		√	√
10	S10		√	√	√
11	S11				√
12	S12			√	√
13	S13			√	

14	S14	√	√	√	√
15	S15		√	√	
16	S16	√	√	√	
17	S17		√	√	
18	S18		√	√	√
19	S19	√		√	√
20	S20			√	
21	S21	√		√	√
22	S22	√			√

Questionnaire Result. Besides through a descriptive text writing ability exam. Researchers also delivered questionnaires to students in class VIII-1 of SMP Negeri 20 Ambon. The distribution of the questionnaires was utilized to acquire information about the students' condition regarding their interest, abilities, and opinions on the descriptive text writing learning they had encountered. The following will provide the findings of the questionnaire filled out by the pupils.

Table 3. Results of the Questionnaire on Learning to Write Descriptive Texts Using Audio-Visual Media for Class VIII-1 Students of SMP Negeri 20 Ambon Cycle I, Meeting II

Indicator	No.	Questions	Answer	
			Yes	No
The Strength of the Will to Act	1	Do you like Indonesian language lessons?	22	0
	2	Are you having difficulty writing descriptive text?	14	8
	3	Do you study diligently when using audio-visual media?	10	12
	4	Are you happy to learn using audio-visual media as a learning tool?	16	5
	5	Does the presence of audio-visual media help you study diligently?	9	13
Amount of time provided for studying	1	Are you happy to get a description task?	15	7
	2	Is the descriptive text assignment given by the teacher always done at home?	10	12
	3	Are you having difficulty understanding descriptive text material when it's presented using audio-visual media?	19	3
	4	Have you ever heard of audio-visual media?	14	8
	5	Have you ever experienced difficulty when writing descriptive text?	10	12
Willingness to leave other duties	1	Are you interested in writing descriptive texts using audio-visual media?	3	19
	2	Are you happy to do the descriptive text assignments given by your Indonesian language teacher?	21	1
	3	Does using audio-visual learning media make you enjoy studying Indonesian?	18	4
	4	Do you think the steps provided for writing descriptive text are not clear enough?	14	8
Perseverance in completing tasks	1	Have you ever been asked to present the results of a descriptive text writing assignment given by your teacher?	17	5
	2	Do you find it difficult to understand the material using audio-visual media?	20	2
	3	Did you submit the descriptive text assignments on time?	22	0
	4	Are you happy when given assignments by your Indonesian language teacher?	22	0
	5	Has the teacher ever given an example of writing a descriptive text?	13	9

Table 3 displays the findings of a questionnaire on descriptive text writing instruction using audio-

visual media administered to all students in class VIII-1 of SMP Negeri 20 Ambon. Based on the results presented in the questionnaire, the ability of class VIII-1 students at SMP Negeri 20 Ambon to write descriptive texts using audio-visual media in cycle 1 showed that 19 students were not interested in descriptive text material, while 3 students were interested in descriptive text material. Furthermore, 20 students still faced difficulty in producing descriptive texts utilizing the steps for writing descriptive texts, and 2 students did not experience issues in writing descriptive texts using the stages. Additionally, 8 students had heard of audio-visual media, and 14 students had never heard of audio-visual media.

Cycle II Learning. Results of the Descriptive Text Writing Assessment

Table 4. Results of Descriptive Text Writing Assessment Using Audio-Visual Media for Grade VIII-1 Students of SMP Negeri 20 Ambon, Cycle II, Meet I

Student Code	Title Relevance	Usage and Spelling	Diction	Sentence Structure	Total Score	Value	Description
S1	3	2	3	3	11	68.75	Meet minimum mastery criteria
S2	3	1	1	4	9	56.25	Meet minimum mastery criteria
S3	3	3	3	3	12	75	Meet minimum mastery criteria
S4	3	1	1	2	7	43.75	Meet minimum mastery criteria
S5	1	3	3	3	10	62.5	Meet minimum mastery criteria
S6	2	3	2	2	9	56.25	Meet minimum mastery criteria
S7	3	1	3	3	10	62.5	Meet minimum mastery criteria
S8	3	2	1	4	10	62.5	Meet minimum mastery criteria
S9	3	2	3	3	11	68.75	Meet minimum mastery criteria
S10	3	2	1	4	10	62.5	Meet minimum mastery criteria
S11	2	3	2	2	9	56.25	Meet minimum mastery criteria
S12	3	3	3	3	12	75	Meet minimum mastery criteria
S13	3	1	2	3	9	56.25	Meet minimum mastery criteria
S14	2	2	2	2	8	50	Meet minimum mastery criteria
S15	3	3	2	2	10	62.5	Meet minimum mastery criteria
S16	2	1	1	3	7	43.75	Meet minimum mastery criteria
S17	2	2	2	3	9	56.25	Meet minimum mastery criteria
S18	3	1	2	1	7	43.75	Meet minimum mastery criteria
S19	2	1	1	3	8	50	Meet minimum mastery criteria
S20	2	2	3	4	11	68.75	Meet minimum mastery criteria
S21	2	4	1	4	11	68.75	Meet minimum mastery criteria
S22	2	3	2	1	8	50	Meet minimum mastery criteria
Total						1.300	
Average Students Score						59.09	

Note: The minimum passing score for Indonesian language is 75.

In the second cycle, the results of the assessment of descriptive text writing using audio-visual media for class VIII-1 students at SMP Negeri 20 Ambon showed that there were still 20 students who had not reached the Minimum Mastery Criteria of 75, with a failure rate of $20/22 \times 100\% = 90.90\%$. Meanwhile, 2 pupils met the Minimum Mastery Criteria specified by the institution, which is 75, with a success percentage of $2/22 \times 100\% = 9.09\%$. Therefore, the average score attained from learning to create descriptive

writings using audio-visual media for class VIII-1 students at SMP Negeri 20 Ambon is 59.09. Based on the results that have not yet attained the minimal passing grade, the researcher found that learning to create descriptive writings utilizing audio-visual media is still quite low. Therefore, the researcher will take action in the third cycle to address the challenges still experienced by the students, making it easier for them to compose descriptive texts.

Student Difficulty Data

Table 5. Data on Difficulties in Learning to Write Descriptive Text Using Audio-Visual Media for Class VIII-1 Students of SMP Negeri 20 Ambon, Cycle II, Meet II

No.	Student Code	Assessment Aspects			
		Title's Relevance to Content	Spelling	Diction	Sentence Structure
1	S1	√	√	√	√
2	S2		√	√	√
3	S3				
4	S4	√	√		√
5	S5		√	√	
6	S6	√	√	√	√
7	S7	√	√	√	√
8	S8		√		√
9	S9	√	√	√	√
10	S10	√			√
11	S11		√	√	√
12	S12			√	√
13	S13	√	√		√
14	S14		√		
15	S15				√
16	S16			√	√
17	S17	√		√	√
18	S18			√	√
19	S19	√	√		
20	S20		√		√
21	S21	√		√	√
22	S22			√	√

Based on Table 5 addressing student challenges, 20 students encountered difficulty in producing descriptive texts utilizing audio-visual media. In producing descriptive texts, they found challenges in numerous indications, including the compatibility of the title with the content, the use and spelling of terms, word choice, and sentence structure utilized to compose descriptive writings.

Questionnaire Result. In the process of learning to write descriptive texts in class VIII-1 of SMP Negeri 20 Ambon, there was a change in the learning process that benefited the students. This was evident from the results of the student interest questionnaire completed after the intervention was given to the students in class VIII-1 of SMP Negeri 20 Ambon.

Table 6. Results of the Questionnaire on Learning to Write Descriptive Texts Using Audio-Visual Media for Class VIII-1 Students of SMP Negeri 20 Ambon, Cycle II, Meeting II

Indicator	No.	Questions	Answer	
			Yes	No
The Strength of the Will to Act	1	Do you like Indonesian language lessons?	22	0
	2	Are you having difficulty writing descriptive text?	13	10
	3	Do you study diligently when using audio-visual media?	10	12
	4	Are you happy to learn using audio-visual media as a learning tool?	16	5
	5	Does the presence of audio-visual media help you study diligently?	9	13
Amount of time provided for studying	1	Are you happy to get a description task?	15	7
	2	Is the descriptive text assignment given by the teacher always done at home?	10	12
	3	Are you having difficulty understanding descriptive text material when it's presented using audio-visual media?	12	10
	4	Have you ever heard of audio-visual media?	10	12
	5	Have you ever experienced difficulty when writing descriptive text?	10	12
Willingness to leave other duties	1	Are you interested in writing descriptive texts using audio-visual media?	3	19
	2	Are you happy to do the descriptive text assignments given by your Indonesian language teacher?	16	7
	3	Does using audio-visual learning media make you enjoy studying Indonesian?	10	12
	4	Do you think the steps provided for writing descriptive text are not clear enough?	11	11
	1	Have you ever been asked to present the results of a descriptive text writing assignment given by your teacher?	18	4
	2	Do you find it difficult to understand the material using audio-visual media?	21	1
	3	Did you submit the descriptive text assignments on time?	22	0
	4	Are you happy when given assignments by your Indonesian language teacher?	22	0
	5	Has the teacher ever given an example of writing a descriptive text?	10	12

The results of the questionnaire on the implementation of descriptive text writing ability using audio-visual media for class VIII-1 students of SMP Negeri 20 Ambon in cycle II show that 12 students stated they enjoyed writing descriptive texts when using audio-visual media, while 10 students still found it difficult to write descriptive texts.

Cycle III Learning

Table 7. Results of Descriptive Text Writing Assessment Using Audio-Visual Media for Grade VIII-1 Students of SMP Negeri 20 Ambon, Cycle III, Meet I

Student Code	Title Relevance	Usage and Spelling	Diction	Sentence Structure	Total Score	Value	Description
S1	4	4	2	3	13	81.25	Does not meet minimum mastery criteria
S2	4	4	2	2	12	75	meet minimum mastery criteria
S3	4	4	4	3	15	93.75	does not meet minimum mastery criteria
S4	4	3	3	2	12	75	does not meet minimum mastery criteria
S5	4	4	4	3	15	93.75	does not meet minimum mastery criteria
S6	4	3	2	3	12	75	does not meet minimum

							mastery criteria
S7	4	3	2	2	11	68.75	does not meet minimum mastery criteria
S8	4	4	2	3	13	81.25	meet minimum mastery criteria
S9	2	2	3	4	12	75	does not meet minimum mastery criteria
S10	2	4	4	4	14	87.5	meet minimum mastery criteria
S11	3	4	2	1	11	68.75	does not meet minimum mastery criteria
S12	4	3	4	4	14	87.5	does not meet minimum mastery criteria
S13	3	3	4	4	14	87.5	meet minimum mastery criteria
S14	3	2	4	4	13	81.25	meet minimum mastery criteria
S15	4	2	3	3	12	75	meet minimum mastery criteria
S16	4	2	3	3	12	75	meet minimum mastery criteria
S17	4	2	3	3	12	75	meet minimum mastery criteria
S18	4	2	2	2	10	62.5	does not meet minimum mastery criteria
S19	2	3	3	4	12	75	meet minimum mastery criteria
S20	4	3	2	4	13	81.25	meet minimum mastery criteria
S21	4	3	3	2	13	81.25	meet minimum mastery criteria
S22	4	4	2	4	14	87.5	meet minimum mastery criteria
Total						1.662.5	
Average Students Score						75.56	

Note: The minimum passing score for Indonesian language is 75.

In the third cycle, the results of the assessment of descriptive text writing using audio-visual media for class VIII-1 students of SMP Negeri 20 Ambon showed that there were still 3 students who had not attained the Minimum Mastery Criteria (MINIMUM MASTERY CRITERIA) of 75, with a failure rate of $3/22 \times 100\% = 13.63\%$. Meanwhile, 19 pupils met the Minimum Mastery Criteria (MINIMUM MASTERY CRITERIA) specified by the institution, which is 75, with a success percentage of $19/22 \times 100\% = 9.09\%$. Therefore, the average score obtained from learning descriptive text writing utilizing audio-visual medium for class VIII-1 students of SMP Negeri 20 Ambon is 75.56.

Table 8. Data on Difficulties in Learning to Write Descriptive Text Using Audio-Visual Media for Class VIII-1 Students of SMP Negeri 20 Ambon, Cycle III, Meet II

No.	Student Code	Assessment Aspects			
		Title's Relevance to Content	Spelling	Diction	Sentence Structure
1	S1				
2	S2				
3	S3				
4	S4				
5	S5				
6	S6				
7	S7	√		√	√
8	S8				

9	S9			
10	S10			
11	S11	√	√	√
12	S12			
13	S13			
14	S14			
15	S15			
16	S16			
17	S17	√	√	√
18	S18			
19	S19			
20	S20			
21	S21			
22	S22			

Based on Table 8 on student challenges, there are 3 students that face difficulty in learning to produce descriptive writings utilizing audio-visual media. In writing descriptive writings, individuals face difficulty in numerous aspects, including the compatibility of the title with the content, the use and spelling of words, word choice, and sentence structure utilized to compose descriptive messages.

Questionnaire Result

Table 9. Results of the Questionnaire on Learning to Write Descriptive Texts Using Audio-Visual Media for Class VIII-1 Students of SMP Negeri 20 Ambon, Cycle III, Meeting II

Indicator	No.	Questions	Answer	
			Yes	No
The Strength of the Will to Act	1	Do you like Indonesian language lessons?	22	0
	2	Are you having difficulty writing descriptive text?	22	0
	3	Do you study diligently when using audio-visual media?	20	2
	4	Are you happy to learn using audio-visual media as a learning tool?	18	3
	5	Does the presence of audio-visual media help you study diligently?	20	2
	1	Are you happy to get a description task?	22	0
	2	Is the descriptive text assignment given by the teacher always done at home?	20	2
	3	Are you having difficulty understanding descriptive text material when it's presented using audio-visual media?	22	0
	4	Have you ever heard of audio-visual media?	22	0
	5	Have you ever experienced difficulty when writing descriptive text?	21	1
	1	Are you interested in writing descriptive texts using audio-visual media?	18	4
	2	Are you happy to do the descriptive text assignments given by your Indonesian language teacher?	19	3
	3	Does using audio-visual learning media make you enjoy studying Indonesian?	17	5
	4	Do you think the steps provided for writing descriptive text are not clear enough?	22	0

1	Have you ever been asked to present the results of a descriptive text writing assignment given by your teacher?	22	0
2	Do you find it difficult to understand the material using audio- visual media?	22	0
3	Did you submit the descriptive text assignments on time?	22	0
4	Are you happy when given assignments by your Indonesian language teacher?	22	0
5	Has the teacher ever given an example of writing a descriptive text?	22	0

The results of the questionnaire on the implementation of learning to improve descriptive text writing skills using audio-visual media in class VIII-1 of SMP Negeri 20 Ambon in cycle III showed that 21 students expressed interest in writing descriptive texts when using audio-visual media. utilizing audio-visual media, students may readily grasp the compatibility of the title with the content, the use and spelling of words, word choice/diction, and sentence structure.

CONCLUSION

SMP Negeri 20 Ambon has seen improvement. This can be demonstrated from the enhanced ability of kids to compose descriptive texts. Although there were still shortcomings in the implementation during the first cycle, these may be improved in the second cycle. In the first cycle, just 1 out of 22 students met the minimal passing score. In the second cycle, the students' abilities still did not meet the minimum mastery criteria, with only 2 out of 22 pupils attaining the passing score. Therefore, the study will continue to the third cycle, where pupils have reached the minimum mastery criteria, with 19 students attaining the passing score. This indicates that there are still 3 pupils who have not reached the minimum mastery criteria. These 3 pupils will be offered remedial action or re-teaching so that they can also achieve the same minimum mastery criteria score as the other students. Learning with audio-visual media allows students to readily absorb the topic, enabling them to write descriptive texts according to the defined signs. Through learning to produce descriptive texts.

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