

**THE IMPACT OF AUDIOVISUAL LEARNING MEDIA ON ABILITY  
COMPETENCE STUDENT ON MATERIAL TEXT LANGUAGE SHORT  
STORY INDONESIA IN CLASS 9E MTs. SALAFIYAH THE BIBLE OF  
WISDOM**

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*Abstract*

*Improving the learning outcomes of class IXE students in the Indonesian language subject using media Audiovisual. Study This aiming For test results learning for class IXE students in the Indonesian language subject on short story text material. The source of research data from Class IXE Students of MTs. Salafiyah Bidayatul Hidayah Mojogeneng with a total of 38 students. The research period was in Semester 1 of the 2024/2025 academic year. The research was conducted for 2 cycles. The data collected were quantitative and qualitative data. Quantitative data is data obtained from the results of formative tests in each cycle. While qualitative data is in the form of observation results in each learning cycle. he data obtained is then consulted with the success criteria to determine student learning outcomes. Results Study student on precycle only 10 students (40%) Which get mark in above KKM. In cycle 1 it increased to 18 students (67%). In cycle II it increased to 38 students (100%). The conclusion of the study is that improving learning using discussion methods and image media can improve the learning outcomes of class IXE students in the Indonesian Language subject.*

*Keywords: Media Audiovisual, Ability Write, Text Short Story, Language Indonesia*

**1. Introduction**

Language is used as a means of communication to convey thoughts and feelings. And will to person other. Language is also a a very important and effective communication tool in society. Communication activities using language can take place effectively and smoothly if the language user masters the language used well. A person will experience difficulty in

to put forward thought And his feelings to others because of their lack of mastery of the language itself.

Language skills that include listening, understanding, writing, reading and speaking are skills that students must have, especially junior high school students. Theoretically, writing is a means of communication and a tool to expand knowledge. Writing is also a language skill needed to improve the quality of learning.

According to Panuti Sudjiman (1990:15) in the dictionary of literary terms it states that story short is story short (10,000 say) Which intended to give a single dominant impression, the short story only focuses on a figure in One situation on One when. Although condition This not fulfilled, the short story still shows coherence as a benchmark. An effective short story consists of a character or group of characters who are displayed in one setting or background and through physical or mental actions are involved in a story. situation clash dramatic, namely collision between strength Which opposite as the core of the short story.

In Purba (2010: 48), HB Jassin in his book *Tifa Penyair dan Daerahnya* Mengumpulkan that a short story is a short story. Jassin further stated that about this short story people may quarrel, but story Which one hundred page length Already Of course No It's called a short story and there really isn't such a thing as a short story long. The story that length ten or two tens page Still Can called story short but There is Also story short Which length only One page. Understanding the same one put forward by Sumardjo And Sai in in book they *Appreciation Literature*. They understand that a short story (or shortened to short story) is a short story. But by just looking at its short physical form, people cannot yet determine that a short story is a short story (1986: 36).

According to the author's experience in teaching Indonesian language lessons, especially short story text material to class IXE students at MTs. Salafiyah Mojogeneng Jaterejo Mojokerto, several factors were found to be the cause. Why student MTs. Salafi Mojogeneng is experiencing difficulty in understanding short story text material.

Matter This due to between other :

1. Students have difficulty determining the structure, elements and language rules. short

story text with good.

2. The method of delivering lesson material by teachers to students of Madrasah Tsanawiyah (MTs) is only through the lecture method, without any variation in other teaching methods, making students bored.
3. Media education Which used not enough adequate, make student bored. From results test beginning Which done on student class MTs. Salafiyah Mojogenengpada eye lesson Language Indonesia material text short story, from 42 students only 10 students received mark in on KKM, 32 other students get good grades in lower KKM. Mark average class which is also obtained quite low, that is 54.

The learning process of MTs. Salafiyah Mojogeneng class students in the aspect of understanding the contents of short story texts has been taught. However, in pouring out their thoughts to answer several questions about short story texts There are still many students who experience difficulties. Moreover, students are not used to identifying short story texts properly and correctly.

On the other hand, vocabulary also determines students' understanding of Contents text short story A writing or essay short Which own various elements and structures. To be able to answer various questions about short story texts. In various Academic activities in the form of SAS (Summative Semester Assessment) And PASS (Evaluation End Semester) there is a number of question Which include short story quotes and students are guided to understand the quotes by answering the questions correctly and precisely.

To overcome the weaknesses above, the use of learning techniques really helps teachers in overcoming the problems of learning Indonesian, especially understanding short story text. Wrong One techniques used And It is believed that learning using the Audio Visual method can overcome these problems.

Use method audiovisual in process learning Language Indonesia is very helpful for teachers in improving students' ability to understand the contents of short story texts. This is motivated by students of Madrasah Tsanawiyah who are still tend to difficult read text Which long and the difficulty understand Contents text quickly and accurately. And can work out practice questions individually.

Based on the background above, the researcher took the initiative to conduct classroom action research entitled "The Impact of Audiovisual Learning Media on Student

Competence Abilities in Indonesian Short Story Text Material in Class IX-E MTs. Salafiyah Bidayatul Hidayah”.

### ***Identification Problem***

Results identification the problem that in can is:

- a. The low results Study student on lesson Indonesian .
- b. Teacher No use media learning
- c. Learning only centered on Teacher.

### ***Analysis Problem***

After in discuss with supervisor known that factor The reasons why students do not master the learning material being taught are:

- a. The media and methods used are too monotonous, so it is necessary to replace the methods with more varied ones.
- b. Lack of attention student to material Which served
- c. Teacher not enough give chance student in ask.

### ***Alternative And Priority Solution to problem***

Based on analysis problem on, steps furthermore Teacher planning alternative problem solving, to improve the learning process, researchers took several alternative problem solving options, including:

- a. Use method audiovisual For increase results student learning .
- b. Give motivation to student.
- c. Management the class that focus on method Study student active.

Judging from the subjects and characteristics of the subject matter to be taught, the author takes the priority of problem solving, namely: using method audiovisual For increase results Study student class IX- E in the Indonesian Language Subject Short Story Text Material at MTs. Salafiyah Bidayatul Hidayah. What are the learning outcomes of IX-E MTs students. Salafiyah Bidayatul Hidayah on short story text material using audiovisual media?

Adolescence is transition period between times children And adulthood marked by various changes. According to, Adolescence is a unique and important stage of human development for laying the foundations for good health. According to Stanley Hall, one of the founders of the American Psychological Association (APA), describes adolescence as a time full of conflict and tension. According to him, this is a time when individuals begin to understand the difference between themselves and social norms .

Adolescence is a period of transition in human life span, which bridges childhood and adulthood. (in Santrock, 2012). According to Asrori and Ali (2016), adolescence is an age where individuals become integrated into adult society, an age where children do not feel that they are below the level of older people but feel the same, or at least on an equal footing. Entering adult society today contains Lots aspect affective , more or not enough from age puberty. At At that time, teenagers often experience conflict within themselves about their appearance. himself, start There is flavor try various method For nurse himself And and the desire to look perfect.

## **2. Method**

The Djamarah (2000:2), explain that method is knowledge about road that is passed For teach to child educate so that can achieved objective Study And teach. Whereas Kerada Emzir (2007:3), say method is procedures or methods used to achieve certain goals, so that learning and teaching goals can be achieved.

According to Vienna Sanjaya (2014), media audiovisual is media which contain element voice And picture, like recording video, slide voice, And film. According to Rudy Bertz, as quoted by Asnawir and M. Basyirudin Usman, classify the main characteristics of media into three main elements, namely sound, visual, And motion. Form visual That itself is distinguished again on three form, that is picture visual, line (linear graphic) And symbol.

Based on several opinions in above researchers conclude the method is a way of working or systematic to understand a subject or object in order to achieve learning objectives.

The audiovisual method is a learning method that uses images and sounds in learning and teaching activities in the classroom. More individuals are involved, exchanging experiences, information, solving problems. Learning where variations in learning use images and sounds to make it easier for students to understand text and identify text.

### ***Excess method Audiovisual***

- a. **Interesting and varies**
- b. young understood
- c. involvement student increase
- d. help Teacher
- e. not boring
- f. information more clear

### ***Lack Audiovisual Method***

- a. Preparation media need time long
- b. Cost
- c. Quality
- d. Mastery Language
- e. Difficult repeated

Suprijono (2011:5) states that learning outcomes are patterns of behavior, values, understandings, attitudes, appreciation and skills. Referring to Gagne's thinking, learning outcomes are:

1. Verbal information is the capability to express knowledge in the form of language, both verbally and in writing.
2. Intellectual skills are the ability to present concepts and symbols.
3. Cognitive strategy is the ability to channel and direct one's own cognitive activities.
4. Motor skills are the ability to perform a series of physical movements. in affairs And coordination, so that come true automatism physical movement .
5. Attitude is the ability to accept or reject an object based on an assessment of the object.

Nasution (1995:25) stated that the results is a change on yourself individual. Change Which meant No as it is change knowledge, but also includes changes in skills, attitudes, understanding, and self-esteem in the individual.

Based on some opinions on on can be concluded that the results learning is abilities Which owned individual after He their learning experiences include cognitive, affective, and psychomotor.

### 3. Results and Discussion

The implementation of pre-cycle activities in this research was carried out by collecting data associated with strategies, methods, media used in the implementation of learning. The methods used in pre-cycle learning activities are lecture and assignment methods, obstacles when the learning process takes place, namely, students are not motivated to participate in learning activities, activity learning just focus on Teacher, still many students who cannot complete the tasks given correctly which results in low student learning outcomes.

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On activity Precycle known that amount student Which finished more little in comparison with students who do not complete. From 38 students, only 10 students got good grades above KKM, 18 students have not reached KKM. By looking at the learning outcomes in the pre-cycle activities, it is necessary to take corrective action in learning the Indonesian Language subject in Class IX-E on the Short Story text material so that learning objectives can be achieved.

### ***1. Results Study Cycle I***

From the results of Cycle 1 activities, it can be seen that the number of students who completed the activity increased compared to with activity precycle. From 38 student, 18 student have obtained a score above the KKM, 10 students have not reached the KKM. This is because students are motivated to participate in learning activities with the Audiovisual method, students are actively involved in learning image and audio media. Because there are still some students who have not reached the KKM, this research is continued in the next cycle.

### ***2. Results Study Cycle II***

On Cycle II all student Already to obtain mark in on KKM with average value class 84-90. Page This shows that activity repair on cycle II using audiovisual methods for Class IX E students on the material of understanding short story texts can improve results Study student. Based on results The researcher concluded that the research was stopped at this cycle.



From the data above it can be concluded that, of the 37 students in the learning activities precycle there is 10 student Which reach mark in on KKM with an average class score of 81. After improvements were made in cycle I, student learning outcomes increased to 20 students who achieved scores above the KKM with an average score of class 81-90. Next in the improvement activities cycle II, results Student learning increased to 36 students achieving scores above the KKM with an average class score of 90-100 .

### 3. Conclusion

The use of Audiovisual in Indonesian Language subjects on short story text material can improve student learning outcomes. In the pre-cycle activities of 37 students there is 10 (27.7%) student Which reach KKM with mark average class 80, cycle I increased become 20 (57.6%) student with mark average class 81-90 and on cycle II increased to 38 (100%) student who gets the grades in above KKM with an average class score of 80-100.

1. Media picture And voice should customized with material learning and use images that students are familiar with to make them easier to remember.
2. Teacher only as mentor on moment discussion group.
3. Do ask answer with student so that student more understand material that has been taught.
4. The varied classroom layout makes learning activities communicative.

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