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-  DEVELOPMENT OF CHARACTER-BASED VIDEO LEARNING MEDIA TO ENHANCE ANECDOTE TEXT WRITING SKILLS AMONG MA STUDENTS
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DEVELOPMENT OF AUDIOVISUAL MEDIA TO IMPROVE JUNIOR HIGH SCHOOL STUDENTS' ABILITY IN WRITING EXPOSITORY TEXTS

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Abstrak

Penelitian ini dilatarbelakangi oleh rendahnya kemampuan siswa dalam menulis teks eksposisi yang dipicu oleh kesulitan dalam memahami struktur teks, penggunaan bahasa baku, serta minimnya media pembelajaran yang menarik dan interaktif. Tujuan penelitian ini adalah mengembangkan media pembelajaran audiovisual untuk meningkatkan kemampuan menulis teks eksposisi siswa kelas VIII di SMP Negeri 8 Percut Sei Tuan. Penelitian ini menerapkan metode *research and development (R&D)* dengan model ADDIE yang meliputi lima tahap, yaitu *Analysis, Design, Development, Implementation, dan Evaluation*. Hasil analisis menunjukkan bahwa siswa mengalami kendala dalam memahami struktur dan penggunaan bahasa dalam teks eksposisi. Berdasarkan hasil validasi dari ahli materi, media, dan bahasa, media yang dikembangkan dinilai "sangat valid" dengan perolehan rata-rata skor lebih dari 88%. Uji coba lapangan menunjukkan bahwa media audio visual dinilai "praktis" dan mudah digunakan, hal ini dapat dilihat dengan 92% siswa memberikan respon positif. Hasil evaluasi efektivitas menunjukkan adanya peningkatan kemampuan menulis siswa, terlihat dari rata-rata nilai pretest sebesar 52,73 dan posttest sebesar 84,58. Perhitungan N-Gain mencapai 0,6657 atau 66,57%, yang dikategorikan efektif. Media audiovisual yang digunakan terbukti mampu meningkatkan motivasi serta hasil belajar siswa melalui penyajian materi yang lebih menarik, relevan dengan konteks, dan mengintegrasikan komponen visual serta audio secara proporsional. Dengan demikian, media pembelajaran audiovisual berbasis model ADDIE layak digunakan sebagai inovasi pembelajaran Bahasa Indonesia untuk memperkuat keterampilan menulis teks eksposisi secara efektif dan menyenangkan. Implikasi penelitian ini menunjukkan bahwa penggunaan media berbasis audiovisual dapat dijadikan alternatif pembelajaran kreatif untuk memperkuat keterampilan menulis siswa dan mendukung pembelajaran abad 21 yang kreatif dan berbasis teknologi dalam berbagai materi bahasa.

Kata Kunci: pengembangan, audiovisual, teks eksposisi

Abstract

This research was initiated due to students' low proficiency in writing exposition texts, primarily resulting from challenges in understanding text organization, using formal language, and the lack of engaging and interactive learning media. The aim of this study is to create audiovisual learning media to enhance the exposition text writing skills of eighth-grade students at SMP Negeri 8 Percut Sei Tuan. The research applied a Research and Development (R&D) method using the ADDIE model, which consists of five stages: Analysis, Design, Development, Implementation, and Evaluation. Findings from the analysis phase showed that students experience difficulties in grasping the structure and appropriate language use in exposition texts. Validation carried out by experts in material, media, and language demonstrated that the developed media was classified as highly valid, with an average score exceeding 88%. Field testing showed the audiovisual media was considered practical and easy to use, reflected by 92% of students giving positive responses. The effectiveness assessment demonstrated significant improvement in students' writing ability, with an average pre-test score of 52.73 increasing to 84.58 in the post-test, and an N-Gain value of 0.6657 (66.57%), categorized as effective. The media was proven to enhance student motivation and learning outcomes through engaging and contextual material that integrates visual and audio elements effectively. Therefore, the audiovisual media developed using the ADDIE model is feasible as an innovative learning tool in Indonesian language instruction to strengthen students' exposition writing skills in an effective and enjoyable manner. The findings suggest that

audiovisual-based media can serve as a creative learning alternative to support 21st-century technology-oriented language education.

Keywords: development, audiovisual, expository text

1. INTRODUCTION

Indonesian is the national and unifying language of the country. It plays a very important role in many areas of life in Indonesia. Its role as a unifying language comes from the third pledge of the 1928 Youth Pledge, which says, "We, the sons and daughters of Indonesia, uphold the language of unity, Indonesian." Its role as the national language is based on the 1945 Constitution, which states that the official language of the country is Indonesian (Suhardi et al., 2021). In addition, there are other factors that make Indonesian stand out among the hundreds of local languages in the archipelago, each of which is very important to its speakers as their mother tongue. (Devianty, 2021).

Understanding language is very important because it serves as the foundation for developing students' literacy skills, including reading, writing, speaking, and listening. Therefore, it emphasizes the mastery of the four language skills: listening, speaking, reading, and writing. (Sudika et al., 2024). Tarigan also states that language skills must be developed through a systematic relationship among the four skills. (Tarigan, 2008).

One of the language skills that students must master is writing. Writing is the process of expressing ideas and thoughts in written form to convey information. (Wardani & Sanoto, 2024). Helaluddin, (2020) defines writing as the process of creating documents or information on paper. In addition, Helaluddin (2020) further explains that writing is an indirect form of communication, where interaction does not occur face-to-face but through symbols or signs that can be understood by others.. Another opinion states that writing is a person's ability to express their feelings and what they want to communicate

in written form without direct face-to-face interaction. (Utami et al., 2023).

One of the writing skills that students often struggle with is writing expository texts.. Expository text is a language skill that involves the ability to understand and produce informative texts in a logical, objective, and well-structured manner (Maelasari & Fkip, 2020). In language learning, expository texts are included in both productive skills (writing and speaking) and receptive skills (reading and listening). Therefore, expository text becomes one of the important focuses in junior high school education.

According to Kosasih (as cited in Ramadania & Aswadi, 2020:13), an expository text is "a text that presents opinions or ideas from the writer's point of view and aims to convince others that the arguments presented are true and based on facts." He explains that, based on its purpose, exposition belongs to the argumentative type of text. Readers or listeners are expected to gain understanding or awareness from the text. It is not only meant to provide new knowledge or insight, but more importantly, to bring about a change in attitude or at least agreement with the statements delivered in the text.

Field observations show that many junior high school students struggle with writing expository texts. Many students find it difficult to understand the structure of an expository text, especially in distinguishing between the thesis, arguments, and reiteration. They also tend to find the use of formal language and complex sentences challenging. In addition, low reading interest, limited critical evaluation skills, lack of relevant context, and low motivation toward expository text material are often caused by teachers who tend to use conventional lecture or discussion methods without involving media or creative approaches.

Given this situation, it is important for educators to help students improve their writing skills effectively and efficiently. Teachers are expected to create a learning process that not only focuses on delivering theoretical material but also provides engaging and meaningful learning experiences. Therefore, innovation in the use of learning media is needed so that students can more easily understand and become interested in the material being taught. Learning media refers to anything that can be used to deliver information and any means utilized to clarify the material or achieve learning objectives (Isdiyawati, 2010). Learning media can increase students' attention, help build learning motivation through interaction, and support the development of their talents. (Arsyad, 2019)

One effective solution is the use of audiovisual media. This type of media combines sound and visuals in an engaging and contextual way, which can stimulate students' thinking and enhance their understanding. According to Asyhar (as cited in Yanti et al., 2018), audiovisual media is a type of learning media used in the teaching process that involves both hearing and sight at the same time. The messages and information delivered through this media can be both verbal and non-verbal, relying on both visual and auditory senses (Karlina et al., 2021). Some examples of audiovisual media include films, videos, television programs, and others. Audiovisual media play an important role in the educational process, especially when used by teachers and students. They provide multiple stimuli to learners due to their combination of sound and visual elements (Putri et al., 2022). Audiovisual media enrich the learning environment, encourage exploration, experimentation, and discovery, and help students develop their speaking skills and express their thoughts (Al & Sepatan, 2021). The proper use of learning media is essential to achieve learning objectives and to enhance students'

creativity in expressing their ideas in the form of expository texts (Mafardi et al., 2024).

Berdasarkan permasalahan berikut peneliti ingin mengembangkan media audiovisual untuk meningkatkan keterampilan siswa pada pembelajaran teks eksposisi khususnya ditingkat SMP. Dengan dilakukannya pendekatan ini, diharapkan dapat mengatasi kesulitan siswa dalam memahami dan menyusun teks eksposisi. Serta, diharapkan dengan menggunakan media audio visual ini dapat membuat pembelajaran menjadi lebih menarik, efektif dan interaktif.

According to the findings of (Mafardi et al., 2024). A previous study titled "The Influence of Audiovisual Media on Writing Expository Texts among Grade VIII Students of SMPN 3 Sibulue" shares several similarities with the current research. These include: (1) both studies use audiovisual media, (2) both focus on the same topic, which is expository text, and (3) both involve Grade VIII students as research subjects. The difference lies in the research method: the previous study employed an influence method, while the current research uses a development method (Rosanti et al., 2018) "The Improvement of Expository Text Writing Skills through Audio-Visual Media among Tenth-Grade High School Students." The similarity between this previous study and the present research is that both utilize audio-visual media as a learning tool. However, the difference lies in the research subjects. The previous study was conducted at the senior high school (SMA) level, while the present research will be carried out at the junior high school (SMP) level.

2. METHOD

The research method applied in this study is Research and Development (R&D). This method is utilized to develop a specific product through a needs analysis process and to evaluate the product's effectiveness (Sugiyono, 2017). The developed product is an audio-visual medium designed to facilitate the teaching of

expository texts for eighth-grade students at the junior high school level. There are several development models that can be applied. One of them is the ADDIE development model introduced by Dick and Carey (1996) for designing instructional systems. The ADDIE model comprises five main stages: Analysis, Design, Development, Implementation, and Evaluation.

The study generates two types of data: qualitative and quantitative. The qualitative data were derived from the comments and suggestions provided by experts during the validation process of the developed media, as well as from students' feedback. In contrast, the quantitative data were collected using questionnaires distributed to media experts, language material experts, practitioners, and students to evaluate the effectiveness of the audio-visual media.

The data collection instruments are tools employed by the researcher to systematize and facilitate the data-gathering process in research and development. In this study, the instruments consist of two components: a questionnaire and an interview. An interview refers to a form of dialogue conducted between the researcher and the informant (D.R & Dahnial, 2024). The purpose is to obtain relevant information or supporting research data. Furthermore, a questionnaire is a data collection technique conducted by distributing a series of written questions to respondents who have been previously selected for the study. In this study, questionnaires were administered to experts, practitioners, and students to evaluate the validity of the developed audio-visual media, considering both material and media components. (Tanjung & Dahnial, 2024)

The data analysis technique in this study employed two approaches, namely qualitative descriptive and quantitative. The data analysis process began after the observation and interview were completed. The researcher then transcribed the interview recordings into written form to

facilitate analysis, followed by evaluating the users' assessments, opinions, or perceptions of the learning media in the form of critiques, comments, and suggestions. Then, the quantitative data consisted of numerical values obtained from the instrument scores. These scores were derived from questionnaires completed by experts, practitioners, and students who evaluated various aspects of the developed learning media, including the content. The data were subsequently analyzed using a Likert scale.

3. RESULT AND DISCUSSION

This research resulted in the creation of an audiovisual learning medium aimed at enhancing the exposition text writing abilities of eighth-grade students at SMP Negeri 8 Percut Sei Tuan. The media was developed using the ADDIE model, which includes the stages of Analysis, Design, Development, Implementation, and Evaluation. The ADDIE model was selected because it offers a structured and systematic development process, starting from identifying learning needs to evaluating the final product. This ensures that the media produced is well-aligned with students' requirements and appropriate for use in Indonesian language learning, specifically for exposition text material.

Analysis Stage

In this stage, a needs analysis was conducted through field observations and interviews with Indonesian language teachers. The results of the analysis indicated that students experienced difficulties in understanding the structure of exposition texts, particularly in distinguishing between the thesis, arguments, and reiteration sections. In addition, they struggled to use standard language and construct effective sentences in writing. The teaching methods used by the teachers were still predominantly lecture-based and conventional discussions, without the support of engaging learning media. This condition resulted in low student interest and

learning outcomes in writing exposition texts. Based on these findings, the researcher concluded that it is necessary to develop a learning medium that can help students understand text structure and increase their learning motivation. Therefore, audiovisual media was selected as it can combine sound and visual elements to create learning that is more interactive, contextual, and engaging.

Design Stage

This stage involves the process of designing the concept and content of the audiovisual media to be developed. The researcher prepared the storyboard, instructional video script, and plans for visual and audio displays relevant to the exposition text material. The media content was arranged systematically, covering the introduction of exposition texts, explanation of their structure and linguistic features, visual analysis of example texts, and writing exercises. The media design integrates audio narration, illustrative images, and supporting text to help students understand the concepts more concretely. In addition, assessment instruments were also developed, including expert validation questionnaires and tests to measure the effectiveness and practicality of the media. This stage ensures that the designed media is capable of achieving the learning objectives, attracting students' attention, and being easily used by teachers in the classroom.

Development Stage

In the development stage, the audiovisual media was produced in the form of an instructional video with a duration of approximately 10–15 minutes, featuring engaging visuals and clear narration. The video presents a complete example of an exposition text, an explanation of its structure, as well as illustrations to clarify the flow of ideas in writing. After the media was completed, it underwent validation by experts consisting of a material

expert, a media expert, and a language expert. The validation results from the experts are presented in the following table.

Table 1. Validation Results by Experts

Validator	Average	Criteria
Awal Kurnia Putra Nasution, M.T.Pd. (Media Expert)	88 %	Very Valid
Tri Indah Kusumawati, S.S., M.Hum. (Material Expert)	94 %	Very Valid
Budiman, S. Pd.,M. Pd. (Language Expert)	97 %	Very Valid

The validation results showed that the media obtained an average score of 88% from the material expert with a very valid criterion, 94% from the media expert with a very valid criterion, and 97% from the language expert with a very valid criterion. The experts provided several suggestions for improvement, such as clarifying the narration in the reiteration section and adding video-based writing exercises. After revisions were made according to the experts' feedback, the media was declared highly suitable for use in the learning process. These validation results demonstrate that the developed audiovisual media has met the criteria of content relevance, linguistic accuracy, visual presentation, and ease of use.

Implementation Stage

The implementation phase was conducted after the media was deemed appropriate by the experts. The audiovisual media was applied in Indonesian language learning for Grade VIII at SMP Negeri 8 Percut Sei Tuan with a total of 25 students involved. During this stage, the researcher focused on gathering data using student and teacher response questionnaires to assess the level of practicality and acceptance of the media. The results showed that students gave a positive response to the audiovisual media used.

Specifically, 92% of students indicated that the media helped them understand the structure of exposition texts, 88% reported that the learning process became more engaging, and 90% felt more confident in writing. The teacher also responded positively, stating that the media supported the teaching process by successfully capturing students' attention and presenting the material more clearly. Based on these findings, the audiovisual media was categorized as practical and easy to implement in classroom learning activities.

Evaluation Stage

The evaluation phase was conducted to determine the effectiveness of the audiovisual media in enhancing students' exposition text writing skills. This stage involved administering a pretest and posttest to students before and after the media was implemented. The results of these assessments are displayed in the following table.

Table 2. Pretest and Posttest Results

Test	Test Score			Percentage Gain	Person-tase Gain	Criteria
	Min	Max	Mean			
Pre test	20	73	52,73	0,6657	66,57 %	Effective
Post test	67	93	84,58			

Based on the data in the table, the pretest scores had a minimum score of 20, a maximum score of 73, and an average score of 52.73. After learning using the audiovisual media, the posttest scores increased, with a minimum score of 67, a maximum score of 93, and an average score of 84.5.

The comparison between pretest and posttest scores indicates a significant improvement in students' writing abilities. The N-Gain calculation resulted in 0.6657 or 66.57%, which falls into the effective category. This demonstrates that the developed audiovisual learning media was successful in improving

students' learning outcomes, particularly in the aspect of writing exposition texts.

This improvement illustrates that audiovisual media plays an important role in helping students understand text structure, expand their ideas, and enhance their ability to use standard language and effective sentences. Thus, based on the analysis of the table, it can be concluded that the use of audiovisual media is effective in improving the exposition text writing skills of eighth-grade students at SMP Negeri 8 Percut Sei Tuan.

DISCUSSION

The findings indicate that audiovisual media is effective in enhancing the exposition text writing abilities of eighth-grade students at SMP Negeri 8 Percut Sei Tuan. The media integrates visual components—such as images, videos, and text—with audio elements including narration and background music, which operate concurrently to engage students' visual and auditory senses. This multisensory approach facilitates better comprehension of the material and the structure of exposition texts. These results align with a study by Sarah (2024), which demonstrated that audiovisual media significantly improved the writing skills of eighth-grade students at MTs Muhammadiyah Padang Panjang, shown by an increase in the average score from 55.80 to 70.16 in the experimental class compared to the control class.

In addition, the effectiveness of audiovisual media is further supported by Pertiwi's (2024) study, which used YouTube channel content as a learning medium for writing exposition texts. The results showed an improvement in students' writing abilities in the aspects of thesis, arguments, and reiteration. The use of video-based media was considered more engaging as it presented text examples that were contextual and relevant to students' daily lives. Thus, students not only write theoretically but are also able to imitate the structure of the text based

on the audiovisual content they watch and listen to.

Puspita's (2023) study also reinforces these findings by revealing that learning using audiovisual media increased student participation by up to 88% during the process of writing exposition texts. This indicates that audiovisual media not only function as visual aids but also enhance students' motivation and active engagement. The increase in learning activities has a direct impact on improved learning outcomes, as students become more focused and interested in participating in the learning process.

These findings are also in line with the study by Anggraini, A. S. et al. (2025), which examined the effect of using YouTube as audiovisual media on the exposition text writing skills of eighth-grade students. The results showed a significant improvement in student writing abilities, particularly in the aspects of idea organization and the use of effective language. According to the study, audiovisual media helps students build a more concrete understanding of the structure of exposition texts and facilitates them in developing arguments logically.

Overall, the results of this study demonstrate an improvement in students' average scores from 52.73 on the pretest to 84.58 on the posttest, with an N-Gain value of 0.6657 or 66.57%, indicating an effective category. These results align with the findings of Sartina & Usman (2021), who also concluded that the use of audiovisual media significantly enhances junior high school students' exposition text writing skills due to its engaging presentation and ease of comprehension.

Unlike the studies by Rosanti et al. (2018) and Sartina & Usman (2021), the improvement in writing skills obtained in this research was more significant, as indicated by the posttest average score of 84.58 and an N-Gain of 66.57%. Compared to previous studies that only used audiovisual media without a structured

development model, this research applied the ADDIE model, resulting in a product that was more aligned with students' needs. This serves as a strong argument that the use of a systematic development model in creating learning media enhances the effectiveness of the media used.

In addition, the findings of this study also refine those of Puspita (2023), who emphasized that audiovisual media increased student participation but did not specifically address the quality of the writing outcomes. This research not only demonstrated an increase in participation (indicated by 92% positive responses) but also showed an improvement in technical writing competence (as reflected by the high posttest scores). This means that audiovisual media not only serves as a motivational trigger but also acts as a cognitive facilitator in the process of composing exposition texts.

Thus, it can be affirmed that the effectiveness of audiovisual media in this study is not only supported by technical presentation factors but also by its ability to address three key aspects of writing instruction, namely: (1) cognitive (conceptual understanding), (2) affective (learning motivation), and (3) psychomotor (text composition skills). This makes the use of ADDIE-based audiovisual media an innovation that is not only relevant for Indonesian language learning but can also be replicated for other subjects that require critical and systematic thinking skills.

4. CONCLUSION

This study proves that ADDIE-based audiovisual learning media is effective in improving the exposition text writing skills of eighth-grade students at SMP Negeri 8 Percut Sei Tuan. Media that combines visual and audio elements is able to attract students' attention, facilitate understanding, and enhance learning motivation. The improvement from pretest to posttest scores indicates a significant increase in writing ability. Therefore, audiovisual media can

serve as an innovative and engaging alternative in Indonesian language learning to help students write exposition texts more effectively.

This study has several limitations. First, the trial of the learning media was conducted at only one school with a limited number of subjects, so the findings cannot yet be widely generalized to different educational contexts. Second, the evaluation of the media's effectiveness focused solely on the improvement of pretest and posttest scores without involving an in-depth analysis of the writing process or students' critical thinking skills from a qualitative perspective. In addition, the audiovisual media developed only covers exposition text material, thus further development is needed so that it can be used sustainably for other types of texts in Indonesian language learning.

Nevertheless, this study provides significant contributions both theoretically and practically. Theoretically, it reinforces the concept that the use of audiovisual media developed through the ADDIE model can enhance students' writing skills through an interactive multisensory approach. Practically, this study presents a learning media product that is valid, practical, and effective for teachers to use in teaching exposition text writing. The findings of this study may also serve as a reference for teachers, schools, and future researchers in developing technology-based media innovations to improve students' literacy competencies. In the future, it is expected that further research will be conducted on a larger scale and include long-term evaluations so that the results of this study can be applied more optimally in the field of education.

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