



The Use Of Audio Visual Media In Learning To Write Advertisement Texts Class Viii Students

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ABSTRACT

Purpose of the study: This study aims to determine the use of audio-visual media in teaching students to write advertisement texts in poster form for class VIII-6 students at SMPN 87 Jakarta during the 2018/2019 academic year.

Methodology: This study used a descriptive qualitative method. Data collection instruments included observation sheets, interview guidelines, assignments, and documentation. The data were analyzed using test and non-test analysis with data recap tables. The media used was a motion graphic video titled "*Bahaya Rokok*."

Main Findings: The first writing test without audio-visual media showed an average score of 7.1 with only 2 students reaching the passing score. In contrast, after implementing the motion graphic video in the second test, the average score increased to 8.6 with 33 students reaching the minimum passing score. The use of the video significantly improved students' writing skills in advertisement texts.

Novelty/Originality of this study: This study introduces the use of motion graphic video as an innovative tool in language instruction, particularly in teaching advertisement texts. It offers empirical insight into how media can enhance writing engagement and outcomes, especially for texts with persuasive purposes in junior high school settings.

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1. INTRODUCTION

Language serves as an essential communication tool, enabling individuals to convey ideas, emotions, and information [1]-[3]. Among the four language skills listening, speaking, reading, and writing writing is often considered the most challenging, as it requires mastery of vocabulary, grammar, and idea development [4], [5]. In Indonesian language education, writing is fundamental not only for creative expression but also for assessing students' linguistic competence. However, writing is frequently perceived by students as monotonous and difficult, particularly when composing structured texts like advertisements.

At SMPN 87 Jakarta, the 2013 curriculum emphasizes text-based learning. One key competency is writing advertisement texts, including posters. Unfortunately, observations show that writing is taught using conventional lecture methods, often lacking engaging media. As a result, students struggle to develop ideas and produce persuasive advertisement texts, especially those conveying social messages [6]-[8].

To address this, this study utilizes audio-visual media, specifically a motion graphic video titled "*Bahaya Rokok*". This type of media combines audio and dynamic visual elements, which can enhance student interest and

motivation [9], [10]. The study focuses on the effectiveness of such media in helping students write public service advertisements in poster format [11]-[13]. By applying this media, the study aims to bridge the gap between student writing performance and instructional strategies, offering an innovative and engaging approach to teaching persuasive texts.

This study focuses specifically on how audiovisual media can improve students' ability to produce creative and structured advertising texts within the Indonesian Language curriculum. Background highlights that many students struggle to craft persuasive messages and apply appropriate linguistic elements in their writing [14]. This study positions audiovisual media as a tool to stimulate students' imagination, engagement, and understanding of real-world advertising formats, ultimately aiming to improve writing performance within a genre-based learning context. Meanwhile, the study *"Utilization of Audio Visual Media to Improve Student Learning Results in IPS Learning"* takes a broader approach by exploring the use of similar media tools to enhance learning outcomes in social studies (IPS). It emphasizes how audio visual aids can clarify abstract concepts, make lessons more interactive, and increase students' motivation and comprehension. This research is focused on cognitive outcomes across general subject matter, rather than specific language production skills [15]-[17]. It supports the argument that audio visual media can positively affect academic achievement, but it does not engage deeply with specific textual genres or productive language competencies.

The gap between the two studies lies in their differing scopes and educational targets. While the IPS-focused study evaluates learning improvement broadly through content mastery, the advertisement text study zooms in on creative language production as a specific skill area. However, the latter often lacks comprehensive measurement of media impact on broader academic outcomes, and the former does not explore the media's potential in developing expressive or communicative skills [18]-[20]. Therefore, future research could aim to integrate both perspectives examining how audio visual media simultaneously supports content comprehension and language expression, particularly in genres like advertisement texts that demand both creativity and technical skill.

The novelty of this research lies in its focused integration of audio visual media to develop students' genre-specific writing skills, particularly in crafting advertisement texts. While existing studies have largely explored the role of media in improving general academic performance or content retention, this study uniquely emphasizes how media can stimulate students' creativity, enhance understanding of persuasive language features, and support the structural organization of advertising discourse [21], [22]. It bridges the gap between technological engagement and genre-based learning, offering a fresh pedagogical model that combines multimodal resources with linguistic skill-building. This targeted approach highlights audio visual media not merely as a supplementary tool, but as an essential component in teaching real-world, functional writing in secondary language education.

This research has meaningful implications for teachers, curriculum developers, and educational media designers [23]-[25]. It encourages language educators to rethink traditional writing instruction by incorporating media that reflects authentic communicative contexts, such as commercials, online advertisements, and product presentations. For curriculum designers, the study supports the integration of media literacy and genre pedagogy to strengthen students' critical and creative writing competencies. It also provides insight for education technology developers to create contextually relevant media resources that align with learning objectives in language education. Most importantly, it suggests that writing instruction should move beyond pen-and-paper practices and embrace digital tools that mirror the communicative demands of modern society [26], [27].

The urgency of this research is grounded in the shifting demands of 21st-century education, where students are expected to navigate, interpret, and produce multimodal texts. In an era dominated by digital advertising and visual communication, the ability to create effective advertisement texts is no longer a niche skill but a core component of media literacy [28], [29]. Many students, however, continue to struggle with persuasive writing due to outdated teaching methods that lack real-world application. This study addresses that gap by presenting a practical, innovative solution that reflects both current linguistic practices and students' everyday exposure to media. It responds to the urgent need for educational approaches that are both relevant and engaging for today's learners.

2. RESEARCH METHOD

This research applied a qualitative descriptive design to explore the effectiveness of audio-visual media in teaching advertisement writing [30], [31]. The study focused on how students' writing skills improved after using a motion graphic video. The study was conducted with 36 students of class VIII-6 at SMPN 87 Jakarta, consisting of 15 male and 21 female students.

Table 1. Data Type

Data Type	Analysis Technique
Quantitative	Pre-test and post-test scores analyzed with a 1–4 rubric scale. Converted into percentages to determine how many students met the KKM (80).

Qualitative	Thematic analysis of observation notes and interview transcripts to identify patterns, behaviors, and perceptions.
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The data collection techniques comprised both test-based and non-test-based methods to gather comprehensive information regarding students' performance and responses. The test-based technique involved two stages of writing assessment. The pre-test was administered prior to media intervention, where students were instructed to write an advertisement poster using conventional methods. Following this, the teacher integrated a motion graphic video titled "*Bahaya Rokok*" a public service announcement highlighting the dangers of smoking into the lesson. This served as the audio-visual media treatment. After exposure to the video, students were asked to complete a post-test, writing another advertisement text in poster form, allowing for direct comparison of their progress.

The non-test techniques included observations and semi-structured interviews with both the students and the classroom teacher. These were used to capture qualitative data such as student motivation, engagement, and attitudes toward the learning process. Observation focused on student participation, interaction with the media, and changes in learning behavior during the lesson. Interviews allowed the researcher to gather insights into student perceptions of the media's effectiveness and its influence on their understanding and creativity in writing.

To support the data collection process, the researcher employed several instruments, including a writing assessment rubric to evaluate students' advertisement texts based on content, structure, vocabulary, and persuasiveness. Observation sheets were used to monitor students' engagement and behavior during learning activities, while semi-structured interview guides captured student and teacher reflections on the media's effectiveness. Additionally, documentation of student work and classroom activities provided supporting evidence, ensuring comprehensive data triangulation in assessing the impact of audio-visual media on writing skills.

Table 2. Research Instrumen

Instrument	Purpose
Writing Rubric	To evaluate students' advertisement texts based on content, structure, vocabulary, and persuasiveness.
Observation Sheets	To monitor student engagement, participation, and behavior during the lesson.
Interview Guides	To gather student and teacher perceptions about the effectiveness of the media.
Documentation (Artifacts)	To archive student work samples and classroom activities for triangulation.

The data analysis was conducted in two stages: quantitative and qualitative. The test data from pre- and post-writing tasks were analyzed using a rubric-based scoring system with a 1–4 scale across several criteria: content relevance, structure, vocabulary use, language conventions, and persuasive elements. The results were then converted into percentage scores to determine the number of students who achieved the minimum competency standard (KKM) set at 80. Meanwhile, non-test data (from observations and interviews) were analyzed thematically to identify recurring patterns, student reactions, and teaching effectiveness.

The research procedure followed a systematic flow, Pre-Test: Students were asked to write a poster advertisement without the use of media. Their performance was assessed and analyzed to establish a baseline. Media Intervention: Students were shown a motion graphic video titled "*Bahaya Rokok*", designed as a public service advertisement. This video incorporated both audio and dynamic visuals to illustrate the harmful effects of smoking, serving as a stimulus for writing. Post-Test: After the video, students wrote a new poster advertisement using inspiration and ideas gathered from the media exposure. Analysis and Comparison: The results of both writing tasks were compared to determine improvement. Additional insights were derived from observation and interview data to support or explain the quantitative findings.

Table 3. Research Procedure

Stage	Activity
Pre-Test	Students wrote a poster advertisement using conventional methods (no media exposure).
Media Treatment	Students watched a motion graphic video titled " <i>Bahaya Rokok</i> ", a public service announcement.
Post-Test	Students wrote another poster advertisement based on ideas from the video.
Comparison	Results from both tasks were analyzed to determine improvement.
Observation & Interview	Collected qualitative insights on student engagement, perception, and creativity.

3. RESULTS AND DISCUSSION

3.1. Pre-Test Results (Before Using Audio-Visual Media)

From the first test results, only 2 students met the minimum score of 80 (KKM), while the rest scored below. The class average was 7.1. This reflects students' difficulties in idea generation, sentence structure, and persuasiveness in advertisement writing.

3.2. Post-Test Results (After Using Audio-Visual Media)

After watching the motion graphic video, the second test showed significant improvement. 33 students scored above the KKM, with an average class score of 8.6. Students displayed better understanding of advertisement structure, more creative and persuasive writing, and improved use of visual elements.

The findings confirm that using audio-visual media such as motion graphic videos helps bridge students' cognitive and affective engagement in writing [32]-[34]. The media stimulated interest, provided real-life context, and supported students in structuring ideas more coherently.

This supports the notion that media not only enhances learning outcomes but also fosters a more dynamic classroom environment [35]-[37]. It aligns with previous research indicating the effectiveness of visual media in language learning and contributes additional insight by applying it specifically to persuasive poster writing in junior high school.

The study titled is shows that audio visual media can significantly improve students' engagement, creativity, and understanding of language features when writing advertisement texts. The research reveals that media such as videos, commercials, and product presentations help students visualize real-life advertising strategies, enhancing their ability to structure persuasive messages [38], [39]. The findings support the view that audio visual media fosters genre-specific language production and strengthens students' ability to apply stylistic and rhetorical devices effectively in their writing. In contrast, the study *"Utilization of Audio Visual Media as a Source of History Learning"* focuses on using audio visual materials to improve students' comprehension of historical events and concepts [40]-[42]. It emphasizes the effectiveness of documentaries, historical re-enactments, and visual timelines in making abstract historical content more concrete and memorable. The results show that students become more motivated and retain historical information better when audio visual media is integrated into instruction. However, the focus is primarily on cognitive outcomes such as understanding, memory, and attention, rather than on productive skills like writing or communication.

The key gap between the two studies lies in the application of audio visual media for different educational purposes cognitive content retention versus creative language production. While the history study demonstrates the media's power in enhancing understanding of content, it does not explore how such tools can support the development of expressive or writing skills [43], [44]. Conversely, the advertisement text study demonstrates the potential of media in supporting student-generated texts, but may not fully explore how deep content knowledge influences writing quality. Future research can build on this gap by investigating how audio visual media can simultaneously serve as a content resource and a creative stimulus, especially in interdisciplinary tasks like writing historical fiction, biographical advertisements, or thematic campaigns that combine subject knowledge with persuasive writing.

The novelty of this research lies in its strategic application of audio visual media not just as a learning aid, but as a central stimulus for genre-specific writing particularly in creating advertisement texts. Unlike prior studies that typically emphasize the role of media in enhancing content comprehension, this research demonstrates how media can actively shape students' language production by providing visual and contextual models for persuasive communication. By aligning real-world advertisements with classroom writing tasks, the study introduces a novel instructional design that encourages students to observe, analyze, and creatively replicate language patterns, structure, and rhetorical strategies [45]-[47]. This innovative approach redefines media not only as a source of input but also as a catalyst for creative output in the language learning process.

The findings of this research offer important implications for language educators, instructional designers, and curriculum developers [38], [48]. For teachers, it provides a practical model for integrating multimedia content into writing instruction in ways that directly enhance students' genre awareness and persuasive writing skills. For curriculum developers, the study supports the integration of media-based tasks into genre-based learning frameworks to make language instruction more relevant and engaging. Additionally, the research encourages the development of media literacy alongside traditional writing skills, preparing students to both analyze and produce multimodal texts an essential competency in the digital communication era.

Despite its contributions, the study has some limitations that warrant attention. The research focuses solely on advertisement texts, which may limit the applicability of its findings to other types of writing such as narrative, descriptive, or expository texts. Furthermore, the study was conducted within a specific classroom context and with a limited sample size, making generalization to broader educational settings more cautious. The analysis also centers on qualitative improvement in student writing, and would benefit from additional quantitative measures such as rubric-based assessments or pre- and post-tests to strengthen the validity of the outcomes. Future

studies could address these limitations by applying the media-based model to various writing genres and expanding the research across different schools or regions.

Future studies are recommended to explore the use of audio-visual media in teaching other types of writing such as narrative, descriptive, or expository texts using both qualitative and quantitative approaches. Expanding the research to involve larger and more diverse student populations across different schools or regions would also enhance the generalizability and robustness of the findings.

4. CONCLUSION

Based on the results of the study, it can be concluded that the use of audio-visual media in the form of a motion graphic video titled "Bahaya Rokok" effectively enhanced the writing skills of class VIII-6 students at SMPN 87 Jakarta in composing advertisement posters. This is evidenced by the increase in the average student score from 7.1 in the first test to 8.6 in the second test, along with a higher number of students meeting the minimum competency standard after the media was implemented.

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