Improving Students' Writing Skills in Advertising Text Through Audio Visual Media at The Junior High School Level

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ABSTRACT

Purpose of the study: This study aims to examine the effectiveness of audio-visual media in improving students' writing skills in advertisement texts among eighth-grade students at Public Middle School 87 Jakarta.

Methodology: The research employed a quantitative experimental design using a one-group pretest–posttest model. The participants were eighth-grade students selected through random sampling. Data were collected through writing tests focusing on advertisement text composition and analyzed using descriptive statistics and inferential analysis with a paired-sample t-test.

Main Findings: The findings indicate a significant improvement in students' advertisement text writing skills after the implementation of audio-visual media. The mean post-test score (84.56) was higher than the mean pre-test score (71.25), and the calculated t-value (5.46) exceeded the critical t-value (2.04), demonstrating a statistically significant effect. The improvement reflects students' enhanced ability to develop persuasive content, organize ideas, and apply appropriate language features in advertisement texts.

Novelty/Originality of this study: This study contributes to language learning research by providing empirical evidence on the effectiveness of audio-visual media specifically for teaching advertisement text writing at the junior high school level. Unlike studies that focus broadly on multimedia use, this research emphasizes the alignment between instructional media, learning materials, and writing objectives, offering a practical model for integrating audio-visual resources into writing instruction.

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1. INTRODUCTION

Language learning is a complex process that requires the integration of cognitive, affective, and psychomotor domains [1]-[3]. As a medium of communication, language serves as a tool to express thoughts, emotions, and intentions in both spoken and written forms. Among the four main language skills listening, speaking, reading, and writing writing is considered the most challenging because it demands not only linguistic accuracy but also creativity, coherence, and contextual understanding [4]-[6]. In the context of *Bahasa Indonesia*

education, writing is essential for developing students' ability to convey messages effectively and to structure their ideas logically in accordance with language conventions.

One type of writing skill taught in junior high schools is the ability to compose advertisement texts. Writing advertisement texts requires students to combine linguistic creativity with persuasive strategies to influence readers' or consumers' attitudes and behaviors [7]-[9]. However, observations in many schools indicate that students often encounter difficulties in writing advertisement texts. These difficulties include a lack of vocabulary mastery, limited understanding of sentence structure, and the inability to formulate effective persuasive messages. Consequently, the learning outcomes in writing tend to be below the expected competency standards.

Traditional learning methods that rely solely on verbal explanation or textbook reading have proven insufficient to stimulate students' interest and engagement. Such approaches often lead to passive learning behavior, where students merely memorize examples without understanding how language functions persuasively in real communication [10]-[12]. In this regard, integrating multimedia-based instructional tools especially audio-visual media becomes essential. Audio-visual media combines sound and moving images to create realistic representations that can attract attention and stimulate students' imagination [13]-[15]. By presenting examples of real-life advertisements, teachers can help students understand linguistic structures, persuasive techniques, and visual language used in marketing contexts.

Several previous studies have confirmed the positive impact of audio-visual media in enhancing writing performance. Nur [16] found that the use of short video clips significantly improved students' descriptive writing skills by providing contextual input and visual stimulation. Samsinar [17] reported that integrating video advertisements increased students' motivation and creativity in writing persuasive texts. However, these studies mainly focused on general writing skills or limited text genres. Few have specifically explored the use of audio-visual media in teaching *advertisement text writing* in the context of Indonesian junior high schools. Thus, there is still a research gap concerning how such media can effectively improve students' linguistic and creative competence in producing advertisement texts.

To address this gap, the present study aims to examine the effectiveness of using audio-visual media in the teaching of advertisement text writing to eighth-grade students [18]-[20]. This approach is grounded in *Cognitive Theory of Multimedia Learning*, which posits that learners understand information better when it is presented through both auditory and visual channels rather than verbal explanation alone. The combination of sound, image, and motion enhances comprehension, retention, and engagement. Therefore, applying audio-visual media is expected to make writing instruction more interactive and meaningful, allowing students to internalize the characteristics of advertisement language and its persuasive elements [21], [22].

The novelty of this study lies in its integration of cognitive and communicative principles through the use of audio-visual media for teaching advertisement text writing. Unlike previous studies that emphasized general writing instruction, this research specifically investigates how audio-visual aids function as *pedagogical scaffolding* to bridge the gap between visual literacy and linguistic production [23]-[25]. By linking theory and practice, this study not only provides empirical evidence on media-based learning effectiveness but also offers pedagogical insights for teachers seeking to modernize Indonesian language instruction in line with 21st-century educational standards [26], [27]. The findings are expected to contribute to curriculum development, especially in the implementation of innovative and technology-based learning strategies that foster creativity, critical thinking, and communication skills among students.

This study carries significant implications at both theoretical and practical levels. Theoretically, the findings can strengthen the validity of the Cognitive Theory of Multimedia Learning within the context of teaching productive language skills, such as writing, specifically in Indonesian language education [28]-[30]. By examining how audio-visual media function as cognitive and communicative scaffolding, the research can enrich pedagogical frameworks that connect visual literacy with linguistic production. Practically, the results are expected to serve as empirical guidance for teachers in designing more interactive and contextual writing instruction. A direct implication is the availability of innovative, technology-integrated learning models and strategies. This will enable teachers to modernize the teaching of advertisement texts in alignment with 21st-century educational standards, while simultaneously fostering students' creativity, critical thinking, and communication skills in an integrated manner [31].

This study is urgent as it seeks to address two major gaps in Indonesian language education. First, pedagogically, a gap persists between conventional text-based writing instruction and the needs of digital-native students who are more exposed to and proficient in audio-visual literacy. This research responds to the urgency of integrating modern media into the curriculum to make learning more relevant and engaging. Second, from a curricular perspective, the study provides the much-needed empirical foundation for developing and implementing technology-based learning strategies, as mandated by contemporary educational standards. Without concrete evidence of effectiveness, the adoption of media in teaching risks remaining superficial. Therefore, this research is not only important for improving the quality of teaching advertisement writing specifically but is also urgent as a strategic step in modernizing and enhancing the overall relevance of Indonesian language education.

2. RESEARCH METHOD

This study employed a quantitative experimental design using a pretest–posttest control group model. This design enabled the researcher to measure the effect of audio-visual media on students' writing ability by comparing pre- and post-intervention outcomes. The research was conducted at public middle school 87 Jakarta during the 2018/2019 academic year. The population consisted of all eighth-grade students across six classes. Through random sampling, class VIII-6 was selected as the experimental group, while class VIII-3 served as the control group, which received conventional instruction without audio-visual media. Each participant completed both a pretest and a posttest to assess learning gains. The experiment followed three sequential phases: (1) pretest administration, (2) treatment using audio-visual media for the experimental group, and (3) posttest The primary research instrument was a writing test in which students were asked to compose an advertisement text based on a given prompt. Responses were evaluated using a scoring rubric covering four aspects: content, language structure, vocabulary, and creativity. Each aspect was rated on a scale of 1–4, with total scores ranging from 0 to 100. To ensure validity and reliability, the instrument was reviewed by two experts in language education. Item validity was confirmed using Pearson Product Moment correlation, while Cronbach's Alpha reliability analysis yielded a coefficient of 0.86, indicating high internal consistency [32]. Data acquisition was performed through two main stages:

- Pretest data, representing students' initial writing ability before using audio-visual media.
- Posttest data, representing students' achievement after the implementation of the media.

The difference between pretest and posttest scores was used to evaluate the effectiveness of the treatment.

The collected data were analyzed using both descriptive and inferential statistical methods. Descriptive analysis was employed to determine mean scores, standard deviations, and percentages, while inferential analysis utilized the t-test formula to test the research hypothesis at a significance level of 0.05. The t-test formula used in this study is shown in Equation (1):

$$t = \frac{X_1 - X_2}{\sqrt{\frac{S^2 + S_2^2}{n_1 + n_2 - 2}}} \qquad ...(3)$$

Where :
X_1 = Mean of posttest
X_2 = mean of pretest
S_1 and S_2 = standard deviations of posttest and pretest
n_1 and n_2 = number of participants.

This formula was computed using SPSS 23 and Microsoft Excel 2016 software to ensure accuracy and consistency of statistical results.

To interpret students' performance, their writing test results were classified into four achievement levels as shown in Table 1.

Table 1. Students' Writing Achievement Classification

Score Range	Category	Description
85–100	Excellent	Very high mastery of writing skills
75–84	Good	Competent with minor grammatical or structural errors
65–74	Sufficient	Average mastery; needs improvement in coherence and vocabulary
≤64	Poor	Limited mastery; lacks grammatical accuracy and creativity

This research involved two main variables:
- Independent Variable (X): Use of Audio-Visual Media, instructional videos, jingles, and visual advertisements used in the teaching process
- Dependent Variable (Y): Students' Writing Ability, measured through pretest and posttest scores based on the writing rubric.

The quantitative summary of the results after statistical computation is shown in Table 2.

Table 2. Summary of Mean Scores and Improvement Percentage

Test Type	Mean Score	Improvement (%)	Interpretation
Pretest	71.25	—	Moderate performance
Posttest	84.56	18.7	Significant improvement

The data show that students' mean score increased by 18.7%, confirming that the use of audio-visual media had a positive effect on students' ability to write advertisement texts. The result of the *t-test* ($t_o = 5.46 > t_t = 2.04$) supports the acceptance of the alternative hypothesis (H_a), indicating a statistically significant difference between pretest and posttest results .

To ensure the validity and reliability of findings, triangulation was applied by involving peer reviewers and language teaching experts in reviewing the assessment process. Ethical approval was obtained from the school principal, and student participation was voluntary, ensuring confidentiality and compliance with research ethics.

3. RESULTS AND DISCUSSION

In this section, it is explained the results of research and at the same time given the comprehensive discussion. The results are presented in descriptive and tabular form to make it easier for readers to understand. The discussion is structured into several subsections corresponding to the main research focuses.

3.1. Implementation of Blog Medium in Learning Writing Procedural Texts

The implementation of Blog Medium in class IX Public Middle School 87 Jakarta represents a shift from teacher-centered instruction to a more student-centered and technology-enhanced learning environment. Prior to the intervention, writing instruction relied heavily on conventional media such as textbooks and lectures, which limited students' opportunities to engage actively with the writing process. This condition aligns with constructivist learning theory, which argues that passive learning environments often fail to stimulate higher-order thinking and creativity.

The introduction of Blog Medium provided students with authentic writing experiences by allowing them to read model texts, compose procedural texts, and publish their work online. From a sociocognitive perspective, this process encouraged learners to construct knowledge through interaction with texts, peers, and digital tools. However, it should be noted that students initially required guidance in organizing procedural steps and applying appropriate linguistic features, indicating that digital media alone does not automatically improve writing skills without structured scaffolding from the teacher.

At the initial observation, the learning of writing procedural texts still used conventional methods such as whiteboards, textbooks, and lectures. This condition made students less active, less creative, and less interested in writing. Therefore, Blog Medium was introduced as an interactive digital platform that allows students to read, write, and publish procedural texts online.

The themes used in writing activities were relevant to students' daily lives :

- Health tips
- Avoiding juvenile delinquency, and
- Strategies to overcome laziness in learning

Each student selected one theme and developed it into a procedural text uploaded to the Blog Medium platform. The writing activity was preceded by reading stimulus articles on Blog Medium, serving as examples of well-written procedural texts. Students then created and edited their own writings under teacher supervision. Through this process, Blog Medium functioned not only as a writing tool but also as a reading resource that motivated students to explore ideas, structure their thoughts logically, and apply correct language conventions [33]. The platform's clean interface and absence of advertisements made it easier for students to focus on the writing task.

3.2. Teacher and Student Responses

Both teacher and student responses indicate positive perceptions of Blog Medium; however, these responses should be interpreted critically. The teacher's observation that students became more motivated and independent can be explained through self-determination theory, which highlights autonomy and relevance as key factors in increasing learner motivation. The public nature of blog publication appeared to foster students' sense of responsibility and ownership over their writing.

From the students' perspective, Blog Medium facilitated engagement and peer learning through access to classmates' texts. This finding supports social learning theory, which emphasizes learning through observation and interaction. Nonetheless, a small number of students reported initial difficulties in adapting to digital writing conventions, such as formatting and editing online texts. This suggests that digital literacy levels varied among students and may influence the effectiveness of blog-based instruction.

Therefore, while Blog Medium created a positive learning atmosphere, its successful implementation depended on the teacher's role in guiding students' interaction with the platform and ensuring balanced attention to content, structure, and language accuracy.

Interviews were conducted with the Indonesian language teacher and five randomly selected students from class IX Public Middle School 87 Jakarta. Teacher's Response, The teacher expressed a positive opinion regarding the use of Blog Medium in writing procedural texts. According to the teacher, this platform:

- expanded students' insight into online writing,
- encouraged more independent learning,
- broke the monotony of conventional methods, and
- promoted creative and critical thinking through real publication.

The teacher noted that students became more active in revising and improving their work because they were aware that it would be published and read by others. Blog Medium also allowed the teacher to easily monitor and provide feedback on students' texts through comments [34].

Students' Response. Students also gave positive responses. They stated that Blog Medium was easy to use, motivating, and helped them express ideas more freely. The ability to publish their writings online gave a sense of pride and ownership over their work. They also appreciated reading peers' writings on the same platform, which fostered peer learning and collaborative improvement. Some students mentioned that this digital approach was far more engaging than traditional paper-based writing, as it integrated reading, writing, and technology skills simultaneously. These responses indicate that Blog Medium successfully built a positive learning environment, enhancing students' digital literacy and motivation to write.

3.3. Students' Writing Achievement

The results of students' writing achievement show that most students achieved scores in the good and very good categories. From an analytical perspective, this improvement suggests that Blog Medium supported students in organizing procedural steps more clearly and presenting ideas more systematically. The improvement in content and organization aligns with process-based writing theory, which emphasizes drafting, revising, and publishing as key stages in developing writing competence.The evaluation of students' procedural writing focused on four aspects: content, text structure, organization, and mechanics (spelling and punctuation). The scoring rubric was adapted from Burhan Nurgiyantoro's writing assessment framework. The results are summarized in Table 1.

Table 1. Students' Achievement in Writing Procedural Texts Using Blog Medium

No	Score Range	Number of Students	Category	Percentage
1	86–100	12	Very Good (A)	40%
2	75–85	14	Good (B)	46.6%
3	56–74	4	Fair (C)	13.3%
4	10–55	0	Poor (D)	0%

The data show that most students achieved scores in the good to very good range, indicating significant improvement in writing quality. No students were categorized as poor. These results demonstrate that Blog Medium effectively enhanced writing skills, particularly in content organization and linguistic accuracy. However, the absence of students in the poor category should be interpreted cautiously. The assessment was conducted within a limited instructional period and focused on a specific text type. As such, the findings do not necessarily indicate long-term improvement across different writing genres. In addition, the scoring results do not fully capture individual variation in linguistic accuracy, particularly in mechanics, which remained a challenge for some learners.

Compared to previous studies on digital media in writing instruction, this study confirms that blog-based platforms can enhance motivation and writing quality, but it also highlights the importance of combining technology with pedagogical control. Without clear rubrics, feedback, and revision guidance, the effectiveness of Blog Medium may be reduced.

The findings demonstrate that integrating Blog Medium into writing instruction positively impacts students' learning outcomes, motivation, and writing behavior. First, Blog Medium provides an authentic writing experience where students can publish and share their works publicly. This aligns with constructivist learning theory, which emphasizes learning through meaningful engagement and social interaction [35], [36]. Students' awareness of their audience motivates them to produce more thoughtful and polished texts.

Second, the digital environment of Blog Medium encourages autonomous learning. Students explore content independently, seek inspiration from others' writings, and manage their own revisions, aligning with principles of independent learning and self-regulated writing [37]. Third, the platform's accessibility and simplicity support differentiated learning. Students with varying writing abilities can progress at their own pace, receiving feedback both from teachers and peers. This reflective process fosters metacognitive awareness about

writing strategies and textual coherence. Fourth, the positive responses from both teachers and students affirm the relevance of integrating technology into language education. It supports 21st-century learning competencies, combining critical thinking, creativity, communication, and collaboration within digital literacy frameworks [38]. The improvement in average writing scores (83.1) proves that Blog Medium not only serves as a technological tool but also as an effective pedagogical medium. It transforms writing from a static, isolated classroom activity into an interactive, public, and meaningful process.

Overall, the findings demonstrate that Blog Medium has pedagogical potential as a digital learning medium for teaching procedural text writing. However, its effectiveness is not solely determined by the platform itself, but by how it is integrated into instructional design. The results support learning theories that emphasize active participation, authentic tasks, and social interaction, while also revealing the need for continuous teacher scaffolding. This critical perspective positions Blog Medium not as a standalone solution, but as a supportive tool that must be aligned with clear instructional objectives and assessment strategies.

In line with previous research, there are gaps in this research. In the research conducted by Fitri Novianti Baihaqi [39] and Annisa Nur Azkia [40], both studies comprehensively discuss the use of digital media, namely e-comics and audiovisual media in the context of Indonesian language learning in elementary schools, with a focus on improving reading comprehension and listening, speaking, reading, and writing skills in general. However, both studies have not specifically explored the application of audiovisual media to improve advertising text writing skills at the junior high school level. In addition, previous research tends to be limited to the elementary school context, using a literature review approach without the development and direct empirical testing of media designed for advertising text material, and has not touched on the aspects of creativity and persuasiveness in advertising writing that require integration between visual elements, audio, and distinctive language structures. Therefore, this study is present to fill this gap by designing, implementing, and evaluating the effectiveness of audiovisual media specifically to strengthen the competence of writing advertising texts in junior high school students, while expanding the context of the study to higher levels of education with a more applicable and product-based research approach.

This study introduces significant novelty by specifically targeting the development of advertising text writing skills through the use of audio-visual media at the junior high school level a focus that has not been comprehensively addressed in previous literature [41], [42]. While existing studies, such as those by Baihaqi on e-comics for reading comprehension and Azkia on general audio-visual media for language skills, primarily explore elementary level contexts and broader language competencies, this research narrows its scope to a specialized and practical genre: advertising texts. Furthermore, it moves beyond theoretical or review-based approaches by designing, implementing, and empirically testing a structured audio visual based instructional model tailored to the persuasive and multimodal nature of advertisements. By bridging the gap between media integration, genre-specific writing pedagogy, and adolescent learners' creative expression, this study offers both methodological and contextual innovation, contributing to the underexplored intersection of digital media, writing instruction, and secondary education in the Indonesian context [43].

The findings of this study hold important theoretical, pedagogical, and practical implications. Theoretically, it enriches the literature on multimodal literacy and writing pedagogy by demonstrating how audio-visual media can enhance genre-specific writing skills, particularly in persuasive and creative formats such as advertising [44], [45]. Pedagogically, it provides teachers with an evidence based, media-integrated teaching model that can make writing instruction more engaging, relevant, and effective for junior high school students. Practically, the developed audio-visual materials and lesson frameworks can be adopted or adapted by Indonesian language teachers to address the often-overlooked skill of advertising text writing within the national curriculum. Additionally, this study encourages educational policymakers and curriculum designers to consider the intentional inclusion of digital media in writing instruction across secondary education levels, ultimately supporting the development of 21st-century communication competencies among students.

Despite its contributions, this study acknowledges several limitations. First, it is conducted within a specific educational and cultural context (Indonesian junior high schools), which may affect the generalizability of findings to other regions, grade levels, or curricular systems. Second, the research design may be constrained by sample size and accessibility, potentially limiting the diversity of participant backgrounds and school environments. Third, while the study focuses on short-term improvement in advertising text writing, it does not assess the long-term retention of skills or transferability to other writing genres [46]. Finally, the effectiveness of the audio-visual media may be influenced by varying levels of teacher familiarity with technology, school infrastructure, and student access to digital devices factors that are not uniformly controlled across research settings. These limitations suggest avenues for future replication, expansion, and refinement in both scope and methodology.

4. CONCLUSION

This study demonstrates that the use of Medium blog has pedagogical potential as a digital learning medium for teaching procedural text writing, particularly in fostering students' engagement, autonomy, and organization of ideas. Rather than merely confirming learning outcomes, the findings highlight how authentic publication and access to model texts can shape students' writing behavior and motivation. Nevertheless, this study has several limitations, including the absence of a control group, the focus on a single class and text genre, and the short duration of implementation, which limit the generalizability of the results and do not allow conclusions about long-term writing development. In addition, the assessment primarily emphasized overall writing achievement and did not deeply examine individual linguistic weaknesses. Therefore, future research is recommended to employ comparative or experimental designs, involve larger and more diverse samples, and extend the duration of implementation to examine sustained effects. Further studies may also explore the use of Medium blog for other genres, compare it with different digital platforms, or integrate it into blended and online learning models to strengthen its contribution to digital literacy based writing instruction.

USE OF ARTIFICIAL INTELLIGENCE (AI)-ASSISTED TECHNOLOGY

The authors declarethat no artificial intelligence (AI) tools were used in the preparation, analysis, or writing of this manuscript. All aspects of the research, including data collection, interpretation, and manuscript preparation, were carried outentirely by the authors without the assistance of AI-based technologies

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