

## Enhancing Writing Skills Through Audio-Visual Media on News Text Material at SMAN 2 Palu

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### ABSTRACT

This study aims to improve students' writing skills through the use of audio-visual media in news text material in class XI.I at SMAN 2 Palu. This research is a Classroom Action Research (CAR) conducted in two cycles, each consisting of planning, implementation, observation, and reflection stages, with 32 students in class XI.I in the odd semester of the 2025/2026 academic year as the research subjects. Data were collected through news text writing tests, observation sheets, and student response questionnaires, then analysed descriptively by calculating the percentage of learning completeness for quantitative data, as well as through observation and reflection for qualitative data. The results showed a significant improvement in writing skills after the application of audio-visual media in the form of actual news videos combined with discussions and newsroom simulations. In the pre-cycle, only 34.37% of students achieved the Minimum Mastery Criteria (KKM) of 80, increasing to 68.75% in Cycle I, and reaching 90.62% in Cycle II. In addition to improved learning outcomes, student participation and motivation also increased, with students becoming more confident in their writing, able to organize their ideas systematically, and use factual and objective journalistic language. Thus, audio-visual media proved to be effective in improving news writing skills and can be used as an innovative alternative to writing instruction.

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## INTRODUCTION

Writing skills are one of the important competencies in learning Indonesian because they function as a means of thinking, communicating, and expressing ideas systematically. Tarigan (2015) emphasized that writing is not only about pouring ideas in the form of written language, but also involves the ability to think critically, logically, and structurally. In the context of the Independent Curriculum, Indonesian learning is directed so that students are able to understand and produce texts according to their social functions. One of them is the news text, which requires students to present factual, actual, and objective information based on the principle of 5W+1H (what, who, when, where, why, and how).

However, real conditions in the field show that students' news text writing skills are still low. The results of observations in class XI.I SMAN 2 Palu revealed that most students did not understand the structure of news texts correctly. Many of them simply copy examples from textbooks without developing their own ideas. From the results of the initial assignment, it was found that around 65% of students' writings did not meet the criteria for news structure (title, headline, news body, conclusion), and 70% experienced linguistic errors such as ineffective use of sentences and non-standard spelling.

This low writing skill is caused by several factors. First, the learning process is still *teacher-centered learning*, so students are less active and creative. Second, the learning media used is still limited to textbooks and whiteboards, without variations that can stimulate students' interest and imagination. Third, students tend to consider writing activities as difficult and boring activities. This causes them to be less motivated to practice writing seriously.

As a solution to these problems, innovative and fun learning strategies are needed. One effective alternative is the use of audio-visual media. According to Arsyad (2019), audio-visual media combines sound and image elements that can strengthen students' understanding and memory. In the context of learning news texts, this media allows students to see firsthand real examples of news presentation from mass media, so that they can understand the elements of the text concretely. Paivio (2020) through *Dual Coding Theory* explained that the incorporation of verbal and visual representations in learning can improve information retention and conceptual understanding.

Therefore, this study was conducted to examine the effectiveness of the use of audio-visual media in improving the writing skills of news texts of students in grade XI.I SMAN 2 Palu. Through this media, it is hoped that students will not only be able to understand news text theory, but also be able to apply it in creative and factual writing practices.

## **LITERATURE REVIEW**

### **Theory Development**

Writing skills are the ability to express ideas, ideas, feelings, and information in the form of logical and systematic written language (Tarigan, 2015). In Indonesian language learning, writing is a productive skill that is closely related to listening, speaking, and reading skills. One form of text taught at the high school level is news texts, which are reports on actual events that are compiled based on facts by paying attention to the structure and rules of journalistic language (Sudaryat, 2018).

News texts have a distinctive structure, including headlines, headlines, news bodies, and conclusions. The main feature of news texts is the existence of 5W+1H elements and the use of straightforward, informative, and objective language. In order to be able to write news texts well, students need to have the ability to observe events, sort out important information, and arrange them in the correct text structure.

Audio-visual media is a combination of visual media and audio media that displays information through sound and moving images. According to Arsyad (2019), the use of audio-visual media in learning can attract students' attention, facilitate the understanding of abstract concepts, and help long-term memory retention. In language learning, this media can be in the form of short films, news shows, or documentaries that are relevant to the teaching material.

Paivio (2020) explained that *dual coding-based* learning involves two information processing systems: the verbal system and the visual system. When both are used together, learners will find it easier to understand and remember information. Therefore, the use of

audio-visual media in learning news texts can improve students' ability to understand the structure and content of texts and enrich journalistic vocabulary and language styles.

### **Relevant Research Analysis**

A number of previous studies have shown results that support the use of audio-visual media in learning to write. Lestari & Puspitasari (2023) found that the use of news video shows increased students' ability to write news texts by up to 85%. Rahmawati's research (2024) also shows that audio-visual media is able to increase motivation to learn to write because students can observe firsthand concrete examples of news presentation. In addition, research by Kurniawan (2022) confirms that video-based media strengthens students' critical thinking skills in analyzing events and compiling them in the form of text.

### **Frame of Mind**

Based on previous theories and research, it can be formulated that audio-visual media functions as an effective learning tool to improve news writing skills. Through news video shows, students can directly understand the elements of news, writing structure, and journalistic language style. The learning process becomes more interesting and meaningful because students not only receive information verbally, but also visually. Thus, it is hoped that their news text writing skills will improve both in terms of content, structure, and language.

### **Research Hypothesis**

The hypothesis of this study is that the application of audio-visual media can improve the news text writing skills of students in class XI.I SMAN 2 Palu.

## **RESEARCH METHODS**

This study uses the Kemmis & McTaggart (1998) model of Class Action Research (PTK) which includes four stages, namely planning, implementation of actions, observation, and reflection. The research was carried out at SMAN 2 Palu for two months in the odd semester of the 2025/2026 school year with a total of 32 students (15 males and 17 females).

The research instruments include: (1) a test of writing news texts to assess aspects of content, structure, and language; (2) observation sheets of teacher and student activities; and (3) a questionnaire of student responses to measure learning motivation. Quantitative data was analyzed by calculating the average score and percentage of learning completeness based on the Minimum Completeness Criteria (KKM) 80. Qualitative data is analyzed through data reduction, data presentation, and drawing conclusions based on the results of observation and reflection.

## **RESULTS AND DISCUSSION**

In the pre-cycle stage, students' writing skills are still relatively low. Of the 32 students, only 11 people (34.37%) achieved the KKM. Common mistakes found are incomplete text structure, ineffective sentence use, and inappropriate spelling. In addition, many students are not able to distinguish facts and opinions in the news.

In Cycle I, audio-visual media in the form of a five-minute news broadcast from the Kompas TV channel was applied. The teacher invited students to watch the show and discuss the elements of 5W+1H contained in the news. Students then write news texts based on the impressions they have seen. The results of the writing test at the end of the first cycle showed an improvement, with 22 students (68.75%) achieving the KKM. Participants began to be able

to structure the text correctly and use a more standard language, although there were still errors in the linguistic aspect.

In Cycle II, the learning strategy was improved by adding newsroom simulation activities, where students played the role of reporters, editors, and news broadcasters. This activity encourages collaboration and responsibility in the writing process. The test results in cycle II showed a significant increase with 29 students (90.62%) achieving the KKM. Students' writing becomes more dense, factual, and objective. In addition, the results of the questionnaire showed that 87% of students felt that learning with audio-visual media made them more motivated and confident in writing.

A significant increase from pre-cycle to cycle II demonstrates the effectiveness of audio-visual media in improving writing skills. This is in line with the theory of Dual Coding (Paivio, 2020) which states that information presented through a combination of verbal and visual is easier for students to understand and remember. In addition, the results of this study reinforce the findings of Lestari & Puspitasari (2023) and Rahmawati (2024) that news video shows can be an interesting and contextual learning medium in improving writing skills.

## CONCLUSION

The application of audio-visual media has proven to be effective in improving news text writing skills in students in grade XI.I SMAN 2 Palu. Through news videos and interactive discussion and simulation activities, students are able to understand the structure of the text, compile factual and objective news, and use journalistic language appropriately. The learning outcomes showed an increase from 34.37% in the pre-cycle to 68.75% in the first cycle, and increased to 90.62% in the second cycle. In addition to improving cognitive skills, there is also an increase in students' motivation, participation, and confidence in writing. Teachers are advised to continue to use audio-visual media in language learning, especially writing skills, so that the learning process becomes more interesting, contextual, and meaningful.

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