

The Influence of Audio-Visual Media and Learning Motivation on The Learning Outcomes of Poetry Appreciation

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ABSTRACT

Education is the most essential thing in life; education is a place to train someone to be skilled in language. Education can be obtained through learning both in formal and informal places. Based on the formulation of the problem, this study aimed to determine and describe the significant influence of audio-visual media on learning outcomes of class VIII poetry appreciation at SMPN 4 Abab, Pali Regency. The research method used in this study was an experiment in which the sampling was carried out using a multi-stage random sampling technique, namely determining the odd semester at SMPN 4 Abab, Pali Regency. Data were collected through observation, tests/assignments, questionnaires, and documentation. The analysis of research data processing shows that the use of medial audio-visual has a positive and significant effect on medial audio-visual learning on motivation in terms of student learning outcomes. With all the traffic, even though the working hypothesis is proven and accepted. There is a difference in students' internal poetry appreciation abilities taught with medial audio-visual in students taught with conventional learning strategies.

Keywords: Audio-Visual Media; Learning Outcomes; Poetry Appreciation

INTRODUCTION

Quality learning is very dependent on learning motivation and teacher creativity. In addition, it can be supported by adequate facilities and teacher creativity, which will make it easier for students to achieve learning targets. Learning that has high motivation is supported by teachers who can facilitate this motivation; motivation and learning lead to the success of achieving learning targets. Learning targets can be measured through attitude changes and students' abilities throughout the learning process.

In the teaching and learning process, a teacher must be adept at managing a class creatively or a previously planned strategy; this is the key and the tip of the spear to achieving the goal of educational reform. A teacher must be able to direct and

create an atmosphere of teaching and learning activities to achieve national education goals.

Learning media is a form of channel used to channel a message, information, or learning material to the receiver of the message. Using learning media in the teaching and learning process can arouse new interest and knowledge in students. Audio-visual media, for example, is one of the learning media that can motivate students in the learning process to become more active and respond to the material they have seen and heard. Therefore, teachers are indirectly required to be more professional, innovative, perspective, and proactive in learning tasks.

Through Indonesian language learning activities, students are expected to have the motivation to learn so that teachers can see the results of assessments for student work in learning Indonesian. The assessment results of student work in learning Indonesian can motivate other students to learn at school and become the school's pride. Poetry is one of the most essential materials in learning Indonesian. A literary work that expresses the poet's thoughts and feelings imaginatively and is composed by concentrating all the power of language with his physical concentration and inner structure. The literary work's diction, the figure of speech, rhyme, and rhythm supports a poem's beauty.

Student work is work produced by students/me at school under the guidance of teachers in the form of poetry, articles, songs, and works of art. Student work is essential for the school because, with the work of these students, the teachers feel satisfied. After all, hard work while teaching students at school can produce very proud results.

The initial observation was conducted at SMPN 4 Abab to determine this effect. The Abab Abab Public Middle School is in Karang Agung Village, Abab District, Penukal Abab Regency, Lematang Ilir. From initial observations, many students at school still need to understand the effect of audio-visual media on poetry appreciation of assessment for student work, so researchers want to find out more about the weaknesses of these students. Based on observations and interviews with Grade VIII students at SMPN 4 Abab, Pali Regency, many students needed to learn about audio-visual media in poetry appreciation. The teachers also said that the students at the school, especially class VIII, only played games with their cell phones, so they needed to be more active in studying.

The teacher only motivates students to learn and only explains audio-visual material without tools and media, so they feel bored and find it difficult to answer the questions asked by the teacher. In addition, a teacher is expected to be able to manage the class. Teachers who are creative in teaching can also provide motivation and provide teaching according to students' wishes. Of course, this can support success in teaching and learning. Thus, the goals in learning are achieved to the fullest. In learning Indonesian, teachers must be able to find appropriate teaching materials and media. Using appropriate media for learning Indonesian will

stimulate students to be more enthusiastic and enjoy learning Indonesian in progress. Thus, the material being taught will be more readily understood by students.

The researcher is interested in researching the effect of audio-visual media and learning motivation on learning outcomes for eighth-grade students' poetry appreciation at SMP Negeri 4 Abab. In addition, the writer has never used audio-visual media in poetry appreciation lessons. The researcher wanted to see if there was a relationship between learning motivation and student learning outcomes.

LITERATURE REVIEW

Previous Studies

Nining Silvyani Suaib's article (2021), *The Influence of Using Audio Visual Media on the Ability to Write Poetry of Grade IV Students at SD 72 Bontoloe, Galesong District*. The results of the research that has been done can be concluded that: (1) The description of the use of audio-visual media is obtained in the practical category. This can be seen from the stages of the learning process observed at each meeting through the activities of students and teachers who make the learning process take place effectively. (2) The description of the students' poetry writing ability and the pre-test results of the experimental class were included in the poor category. The control class was included in the inferior category. In contrast, the post-test results of the experimental group were included in the very satisfactory category, and the post-test control class was included in the less category. (3) Based on the results of inferential analysis, the probability value obtained in the post-test of the two classes is $P = 0.000$, which is less than $\alpha = 0.05$. It can be concluded that the use of audio-visual media on the ability to write poetry for fourth-grade students of SD 72 Bontoloe, Galseong District, Takalar Regency. The difference that the researcher will do with this research is that the research that will be carried out will look at the effect of audio-visual learning media and learning motivation on poetry appreciation learning outcomes. In contrast, this research focuses on using audio-visual with the ability to write poetry.

Enika Dwi Apriana's thesis (2021), entitled *The Influence of the Cooperative Learning Model of the Think Talk Write (TTW) Type and Student Learning Motivation on the Ability to Write Exposition Texts of Grade X Students of SMK Swakarya Palembang*. The results of this study can be concluded that there is an influence of the think talk write learning model on the ability to write exposition texts, there are differences in the ability to write exposition texts for students who have high and low learning motivation between students who are taught using the think talk write learning model and conventional learning, and there is the influence of the interaction between the think talk write learning model and motivation on the ability to write exposition texts for class X SMK Swakarya Palembang. The difference with the research that will be carried out is that this research uses a cooperative learning approach Think Talk Write (TTW) Type and Student Learning

Motivation on the Ability to Write Exposition Texts, while the research that will be carried out is to see the effect of audio-visual learning media and learning motivation on learning outcomes poetry appreciation.

Learning Media

The word media comes from Latin, which means intermediary or introduction Sardiman et al. (in Sukmawati, 2021: 27). Learning media are tools for teaching and learning processes, namely anything that can be used to stimulate thoughts, feelings, attention, and abilities or skills. Students so that it can encourage the learning process in students. Rayanda Asyar (2012) states that learning media can be understood as anything that can convey or channel messages from sources in a planned manner, resulting in a conducive learning environment where recipients can carry out the learning process efficiently and effectively. Syaful Bahri Djamarah and Azwan Zain (2010) stated that learning media is any tool that can be used as a channel for messages to achieve learning objectives. Munadi (2008) stated that the definition of learning media is anything that can convey and distribute messages from sources in a planned manner to create a conducive learning environment where recipients can carry out the learning process efficiently and effectively. In conclusion, learning media can stimulate students' thoughts, feelings, attention, and willingness to encourage the learning process in students.

According to Arief S. Sadiman (2008:28), learning media are grouped into three types, including:

- a. Audio media, namely media related to the sense of hearing, for example, radio, language laboratory dishes, and magnetic tape recorders.
- b. Graphic media, namely media related to visual media, for example, radio, language laboratory dishes, and magnetic tape recorders.
- c. Silent projection media, namely visual media that projects messages, for example, frame films, chain films, transparent media, television, and films.

Students Learning Motivation

Motivation can be said to be a psychological drive for someone to take action to achieve specific goals both consciously and unconsciously in Badarudin (2015: 13). This is supported by Syaiful (2011: 152), who confirms that motivation is a psychological symptom in the form of encouragement that arises in a person consciously or unconsciously to act with a specific purpose.

Characteristics of learning motivation that Sardiman A.M (2011: 83) suggests the characteristics of motivation in students include:

- 1) Diligent in facing the task (can work continuously for a long time, never stop before it's finished).
- 2) Tenacious in facing difficulties (not easily discouraged) and does not require external encouragement to perform as well as possible (not quickly satisfied with the achievements that have been achieved).

- 3) Show interest in various problems.
- 4) Prefer to work independently.
- 5) Quickly get bored with routine tasks (mechanical things, repeat themselves, so they are less effective.
- 6) Can defend his opinion (if you know something).
- 7) It takes work to let go of things that are believed.
- 8) Enjoys finding and solving problems.

If someone has the characteristics above, it means that someone is highly motivated to learn. The characteristics of learning motivation as above will be significant in supporting the learning process. The characteristics of learning motivation above will be used in compiling a questionnaire instrument grid to reveal one of the independent variables in this study, namely learning motivation. High learning motivation can activate student learning activities. High motivation can be found in student behavior, as suggested by Sugihartono et al. (2007: 78), including "first, there is a very high quality of student involvement in learning, second, there are feelings and high student affective involvement in learning, and third, there are students' efforts to consistently maintain or maintain so that they always have high learning motivation.

Poetry Appreciation

Poetry appreciation learning is an ability in learning Indonesian that is often found by students who provide educational values, which can help students develop insight (Effendi & Hetilaniar, 2022: 416). Poetry appreciation is evaluating, enjoying, and interpreting literary works (poetry). According to experts, there are many explanations for the problem of appreciation of poetry. The point is that there are elements of appreciation: liking, appraising, enjoying, appreciating, and understanding. Meanwhile, according to experts as follows: Appreciation is understanding, enjoying, and appreciating or assessing (Sumardjo, Jakob, and Saini. 1991: 173). The term appreciation comes from English, namely from the word "appreciation," which means appreciation, assessment, and understanding. If interpreted from the origin of the word, appreciation is an evaluation activity in the form of appreciation for something related to the world of works of art or literature. Poetry is a type of literary work whose presentation prioritizes the style of words (E.Kosasih, 2001: 172). Waluyo (2003: 44) argues that poetry appreciation is related to activities related to poetry, namely listening, reading with genuine appreciation, writing poetry, reciting, and writing poetry reviews. Based on the opinion above, poetry appreciation is an appreciation assessment for a work of art or literature.

METHOD

Design and Sample

The research method used in this study is an experiment. The choice of this experimental method was based on the researcher wanting to know the effect of audio-visual media on learning outcomes of poetry appreciation based on the learning motivation of Grade VIII students at SMP Negeri 4 Abab, Pali Regency. A multi-stage random sampling technique was used to determine the odd semester at SMP Negeri 4 Abab, Pali Regency. Second, by random sampling, namely choosing two classes in class VIII SMP Negeri 4 Abab Pali Regency with a random technique for classes that use audio-visual and without audio-visual media. The sampling results were obtained from X1, an experimental class student who was given treatment using audio-visual media, and X2, a control class who gave conventional treatment. The two classes totaled 60 students, each consisting of 30 students in the experimental group and 30 in the control group who were given a test using audio-visual media.

Instrument and Procedure

Four instruments are used in this research: observation, test, questionnaire, and documentation. Observation is an experienced process, and we often do it, consciously or not. The researcher gave a test/assignment about poetry appreciation to obtain data or assignment results. This test is carried out to measure students' abilities, and if there are deficiencies, the researcher can follow up on the test results. The results of these tests can tell researchers about improving students' abilities in poetry appreciation. Researchers used a questionnaire to determine students' learning motivation in this study. Documentation is a record of an event that passed. Documentation is usually in writing, recordings, documents, pictures, etc.

Data Analysis

To know the student's learning outcomes, the researcher used the following formula:

$$\text{Score} = \frac{\text{Total Score Obtained}}{\text{Maximum Score}} \times 100$$

To measure student learning motivation, researchers used a questionnaire with a Likert scale. Analysis was carried out based on the data collection results in both the experimental and control groups.

RESULT AND DISCUSSION

The Student's Differences Score Ability toward Poetry Appreciation Before and After The Treatment

In general, the ability to appreciate students' poetry before the influence of audio-visual media is included in the less category, with an average value of 40.6. This is due to the need for teacher motivation to give assignments to students in learning activities, especially in appreciation. There is also no desire from within the child to learn, especially reading books in the library and watching videos on YouTube. Poetry appreciation activities are usually carried out if there is an assignment from the teacher related to Indonesian language subjects so that it is challenging for children to understand a preliminary, which results in understanding the questions of the national exam. After the medial audio-visual influence is applied, the students' poetry appreciation ability increases in stage 69. This means that the students' poetry appreciation ability is included in the category entirely reversed; talent is also significant, and the initial influence is the initial ability (pre-test) in the final ability (post-test) at SMPN 4 ABAB is classified as moderately reversible. Naturally, the initial ability of students' poetry appreciation is relatively low, and with the influence of medial audio-visual influences, eventually, students' ability becomes sufficiently reversed. Theoretically, the internal relationship between the pre-test and post-test shows the level of reciprocal influence due to the learning process. The use of audio media influences visual communication and supports the relationship's continuity.

The Differences of Students' Poetry Appreciation Abilities in Experimental Class and Control Class

The overall difference in the ability to counterbalance the internal comprehension of the VII class students of SMP Negeri 4 ABAB is that there is a significant difference between the experimental class in the control class. The findings based on the results of the t-test show the difference in the ability to interpret poetry in the final analysis of the two classes. Using the conventional defense strategy, the experimental class implements medial visual audio in control classes. Thus, audio-visual media increases students' poetry appreciation abilities.

This difference can be known based on the measurement results of the rallies value of 40.6. After the medial audio-visual effects are applied, the values of the rallies become 69. It can be concluded that the student's ability increases before and after the treatment. The increase in students' poetry appreciation skills shows that the medial visual audio is generated by usual, artistic, innovative work, which is repeated by students back and forth and is used in Indonesian Poetry Appreciation learning activities.

Based on the calculation of the research results, it is shown that based on the initial test (pre-test) of Poetry Appreciation in the experimental class, the lowest score is 30 while the highest value is 65, and the average value is 48.8. For the control group, the lowest value was 25, and the highest was 60, with average values of 40.6. In the final test (post-test), student Poetry Appreciation in the control class, the lowest value was 55, the highest value was 90, and the average was 69. For the experimental class, the lowest value was 65, the highest value was 90; the average was 75.2. From the general pre-test, the two classes are not too different; the lowest score obtained for the control class is 25, in the lowest score for the experimental class, is 30. The highest score for the control class is 60, and the highest for the experimental class is 65. This data shows the ability of students to pass VIII SMP Negeri 4 ABAB is not significantly different and is always homogeneous. Then, after being given a second learning plan, the results showed an increase. Judging from the post-test assessment, the lowest value was obtained from the control class, 55, and the lowest was the experimental class, 65. The highest score for the control class was 90, in the highest value for the experimental class was 90.

Thus, the ability to appreciate poetry in both classes has increased. However, the improvements achieved are similar. In the control class, the average pre-test-test score was 40.6, and the post-test average score was 69. That is, from the pre-test-test to the post-test, the control class with conventional learning strategies increased by 28.4 points; meanwhile, in the experimental class, the average score of the pre-test was 48.8, and the post-test average score was 75.2. That is, the average pre-test-test to post-test scores for the experimental class with the influence of audio-visual media increased by 26.4 points.

Looking at the acquisition value (difference/difference) in the two classes, there is a difference in the increase in learning outcomes, the control class is 28.4 points, and the experimental class is 26.4 points. In other words, the experimental class is more successful than the control class. This research cannot be said to have achieved the completeness of learning outcomes because classical or overall mastery of 85 percent has yet to be achieved. However, the Minimum Completeness Criteria (KKM) score to be achieved in class VII students of SMP Negeri 4 ABAB has been exceeded; the average post-test score is 75.2, which illustrates the difference in the ability to appreciate poetry from the two classes.

CONCLUSION

Based on the results of the research that has been done, from the calculation of the results of the research in the control class and the experimental class, it can be concluded that audio-visual media influences student learning outcomes. This can be seen from before the treatment was carried out in the experimental class in terms of increasing grades after learning using audio-visual media was implemented. This means that the ability of students' poetry appreciation is included in the entire reverse category, the significant level or influence between initial ability (pre-test) and final ability (post-test) at SMPN ABAB is quite good, meaning that the initial ability of students' Poetry Appreciation is low, and by applying the influence of

audio-visual media, eventually, students' abilities become pretty good. Theoretically, the relationship between pre-test and post-test results shows a good level of influence because the process of learning that uses the influence of audio-visual media strongly supports the meaningfulness of this relationship. It can be concluded that the Effect of Audio-Visual Media in Learning Motivation on Learning Outcomes of Class VII Students' Poetry Appreciation at SMP Negeri 4 Abab, PALI Regency.

For the influence of student learning motivation on poetry appreciation learning outcomes, it is obtained that the t count data is greater than the t table, so it is confirmed that the null hypothesis (H₀) is rejected. Student learning motivation significantly positively affects student learning outcomes. Based on the two-way ANOVA calculation results, the significance value of the interaction between audio-visual media and learning motivation on student learning outcomes was obtained. The significance value was smaller, so H₀ was rejected. It means there is an interaction between audio-visual media and learning motivation on the learning outcomes of class VII students at SMP Negeri 4 Abab.

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