

The Influence of Audio-Visual Advertising Media on the Ability to Write Persuasive Texts of Class VIII Students of SMP Negeri 9 East Jakarta

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Abstract

The purpose of this study is to find out how the use of audio-visual advertising media impacts the ability of grade VIII students to write persuasive essays at SMP Negeri 9 East Jakarta. This experimental study created a control group specifically for post-tests. The population is 288 students, and the number of samples used in the study is 60 students. We deliberately use sampling to obtain assessment sheets, which serve as experimental instruments. The results of the study showed that based on the results of the t-test with a t_{cal} value = 14.96 > t_{table} = 5.09, thus H_0 was rejected, but H_1 was accepted. Research at SMP Negeri 9 East Jakarta shows that the use of audio-visual advertising media has a considerable influence on the ability of Class VIII students to write persuasive essays. In terms of average learning outcomes, the experimental class using audiovisual advertising learning media received a score of 80.5.



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INTRODUCTION

To help students strengthen their language skills in academic and sociocultural contexts, the 2013 curriculum places a strong emphasis on text-based Indonesian language teaching. According to this teaching method, Indonesian is a tool for self-expression and efficient communication in various contexts, not just a language (Gereda et al., 2020). Improving students' speaking, listening, reading, and writing skills is the goal of Indonesian language training.

Creating meaningful language is a creative process that combines concepts, feelings, and experiences. Writing is a process that is considered difficult by many students. Over time, students' writing skills will improve. Munirah (2019) defines writing as the act of transforming ideas into written language. The four components of written communication are the position of the writer as the sender of the message, the message or content of the writing, the channel or media, and the role of the reader as the recipient. So in line with the opinion of Dalman (2020), prewriting, writing, and

postwriting are three phases in the writing process. One of the linguistic abilities that can facilitate communication is writing because students are required to be able to organize the contents of the writing and express it in various written languages. Writing activities are not very popular with students because students feel that they do not have their own abilities in writing well. One type of writing that is considered difficult by students to write is persuasive text.

Any literary work that encourages, advises, or convinces readers to follow the author's logic is considered persuasive writing. Persuasive writing is subjective because it only conveys the author's point of view on a topic (Utara et al., 2021). Meanwhile, according to Hermawan (2019), persuasive writing must have clear and targeted information in determining what sentences to use, the existence of an important problem, or an attraction where readers are motivated and interested in it. In the learning process, students generally find it difficult to express themselves accurately and successfully when writing captivating papers for class. The average writing score of eighth-grade students at SMP Negeri 9 East Jakarta has not reached the KKM, which is approximately 60%, despite the KKM for the Indonesian language subject being set at 55%. This information is based on data collected by researchers through observations and interviews with one of the Indonesian language teachers. The Indonesian education system frequently encounters this problem due to the deductive (one-way) use of learning resources and the predominantly conceptual nature of learning activities. Some argue that this training approach is inadequate to cover students' attitudes, skills, and knowledge. This logistical approach hinders children from reaching their full potential. Students' learning experiences become less satisfying, and they have little opportunity to express themselves and be creative (Kosasih, 2018).

Based on observations and interviews with Indonesian language teachers at SMP Negeri 9 East Jakarta, it was found that students still have difficulty in writing persuasive essays. So that data from a survey conducted at SMP Negeri 9 East Jakarta showed that there were 60% who were below the KKM in writing persuasive texts. This problem causes students to have difficulty explaining themselves properly and writing about their views in an intriguing way. Advertisements are still used as open materials so that they are considered less effective in improving students' writing skills. Many students have difficulty in creating persuasive paragraphs. One of the main problems is that students do not understand correctly that the beginning of a paragraph must be given a space and punctuation or are still wondering about the number of sentences that should be in one paragraph of persuasive writing. This condition highlights the importance of teachers providing varied learning media so that students become better able to understand the material and write more skillfully. Students' writing skills are improved through the use of audiovisual advertisements. According to Sudjana in Angriani & Maharani (2019), audio-visual advertisements combine music and visuals on a large scale. Examples of Audio-Visual media that combine sound and visuals include television, film, and video. This media is more effective in conveying information and improving student understanding because it can include sight, hearing, and movement simultaneously. Knowledge absorption increases when audio content. Commercial visuals are involved in the educational process and improve their skills in various aspects, namely increasing students' attention and interest and being able to understand complex concepts. This enhances the interest and interactivity of classroom learning.

Based on the description above, efforts to improve learning activities must focus on creating an interesting and productive learning environment, which aligns with the goal of a student-centered approach and positively impacts the quality of learning. Students use audio aids and visuals instead of posters to advertise class events, as these learning media are considered more suitable for activation and clearly showcase the advantages of audio-visual advertising. It is not yet certain whether audio-visual advertising media is truly effective or not, so further research is needed to identify the most efficient and effective learning resources to achieve the desired learning outcomes. Audio-visual advertising media compared to poster advertising is important because the subject of persuasive writing requires students to be active and creative in expressing their ideas and thoughts in writing.

Use of audio advertising materials Visual aids can help students write more persuasively, according to many studies. The findings of this study support this idea. Enawar (2021) found that grade X students at SMA Muhammadiyah 3 Kota Tangerang used audio-visual resources, which impairs their ability to write persuasively. The *post-test results* clearly confirmed this effect, with the experimental class scoring 71.3 and the control class scoring 66.8. The final exam results of the experimental and control groups differed significantly, according to the hypothesis test ($t_{count} = 4.59$, $t_{table} = 2.00$). This study indicates that students in the experimental class were better able to produce persuasive essays than students in the control group after the use of audio materials. visual.

Related research such as Masnunah's (2024), entitled "The Influence of the Brainstorming Learning Method Based on Audio-Visual Media on the Ability to Write Persuasive Texts of Class VIII Students of SMP Negeri 10 Talang Ubi," According to the study, class VIII students at SMP Negeri 10 Talang Ubi showed better performance in persuasive writing when implementing the brainstorming strategy . With a Sig (2-tailed) value of 0.036, the independent sample t-test produces results less than 0.05. After implementing the *brainstorming learning technique* , grade VIII students at SMP Negeri 10 Talang Ubi showed a significant increase in persuasive writing skills.

According to the two studies described above, students' writing ability can be influenced by the use of media in the classroom, especially audio and visual media, particularly when they are learning Indonesian. This study aims to determine how the The persuasive writing skills of grade VIII students at SMP Negeri 9 East Jakarta are influenced by audio advertising materials. visual.

METHOD

The methodology used in this study is quantitative. This process is an illustration of a quasi-experiment. Quantitative research, according to Sugiyono (2019), is an investigation of the relationship between certain variables. This process is an illustration of a quasi-experiment. Influencing audio advertising media visual aids on the ability to write persuasive texts of grade VIII students at SMP Negeri 9 East Jakarta were evaluated using experimental methodology. This study, which employs the posttest-only control group technique, is classified as a quasi-experiment that analyzes independent and dependent variables within either the experimental or control group sample. The second group was given a posttest. After the participants were divided into two groups, the experimental group was given a stimulus while the control group was not. An equivalent posttest-only control group design was used in this study.

Tests, interviews, and observations were used to collect data in this study. Researchers and Indonesian language teachers conducted a question and answer session to learn more about the persuasive writing skills of grade VIII students at SMP Negeri 9 East Jakarta. Researchers conducted direct observations so that they could obtain information from Indonesian language teachers regarding persuasive text writing activities in class. Finally, assignment sheets were used to conduct a trial on this topic. The main purpose of this test was to teach students' persuasive writing skills by viewing audio-visual advertisements and poster advertisements provided, after which students were tasked with writing a persuasive sequence. To analyze and produce differences in student learning outcomes, this test was given to both experimental and control groups. To disseminate student learning outcomes in critical skills, researchers in this study used one test, namely the post-test.

Students' abilities are evaluated using a data-based approach. The evaluation results are based on the average scores of students using posters and audio advertising media. visual when the average score of the children is explained. The difference in class between those who used posters and audio advertising media was visually compared in the second phase. The chi-square normality test, Fisher's homogeneity test (F test), and one-tailed t-test to test the hypothesis were then used to generate the test results.

RESULTS AND DISCUSSION

Results

The independent variable (X) and the dependent variable (Y) are two variables in this study. The independent variable is audio advertising, while the dependent variable is the ability to produce memorable sentences. The research sample consists of 60 students of grade VIII at SMP Negeri 9 East Jakarta. They were selected using a combination of non-probability selection and selection from eight classes (VI, I, II). Descriptive statistical data analysis that determines the largest, smallest, average, Median, mode, standard deviation, and variance values is the basis for the research conclusions. The descriptive analysis yielded the following results for both the experimental and control groups:

Table 1. Results of Descriptive Statistical Analysis

Descriptive Statistical Analysis	Experimental class	Control class
Maximum value	92	70
Minimum value	70	53
Means	80.5	61
Average	82	60.8
Mode	83.1	60.5
Variants	32.17	19.67
Standard deviation	5.65	4.43

Based on the data obtained, with an average score of 61, the control group performed worse compared to the experimental class that included audio advertising content. visual.

To test the research hypothesis, a normality test was conducted with Chi-square, the hypothesis was tested using a one-tailed t-test, and homogeneity was confirmed using the F test. The results of the data analysis in the two courses were compared to determine whether there were significant differences between the two groups. After analyzing the experimental and control class data analysis criteria, the researcher reached the following findings:

Table 2. Normality Test Results

Class	X^2_{hitung}	X^2_{tabel}	Simulation
Experiment	2.8539	11.0704	Data is normally distributed
Control	0.5308	11.0704	Data is normally distributed

The aforementioned study consistently measured students' persuasive writing skills on both posters and audio advertisements. This includes visual data derived from normally distributed samples. So it is proven that if each data point shows a $X^2_{calculation\ result} \leq table$, then the data is normally distributed.

The Fisher F test is used to assess homogeneity after the normality test shows that the research data is evenly distributed. The results of the homogeneity test will show whether the data from both groups vary consistently. You can use the following formula to determine the results of the homogeneity test.

$$F_{hitung} = \frac{\text{largest variance}}{\text{smallest variance}} = \frac{32,17}{19,67} = 1,63$$

At a significant level, $\alpha = 0,05$ the results obtained are $F_{hitung} < F_{tabel}$ then $1.63 < 5.05$. As a result, the variance of the sample data remains constant. The hypotheses are tested once the conditions for data analysis have been established. The mean difference test for the research hypothesis is carried out as follows:

$$S_{gab} = \sqrt{\frac{(n_1-1)s_1^2 + (n_2-1)s_2^2}{n_1 + n_2 - 2}}$$

$$S_{gab} = \sqrt{\frac{(30-1) 32,17 + (30-1) 19,67}{30+30-2}}$$

$$S_{gab} = \sqrt{\frac{932,93+570,43}{58}}$$

$$S_{gab} = \sqrt{29,92}$$

$$S_{gab} = 5.09$$

Next, determine t_{hitung} using the following formula.

$$t_{hitung} = \frac{X_1 - X_2}{S_{gab} \sqrt{\frac{1}{n_1} + \frac{1}{n_2}}}$$

$$t_{hitung} = \frac{80,5 - 61}{5,09 \sqrt{\frac{1}{30} + \frac{1}{30}}}$$

$$t_{hitung} = \frac{19,5}{5,09 \sqrt{0,066}}$$

$$t_{hitung} = \frac{19,5}{1,303}$$

$$t_{hitung} = 14,96$$

Based on the above hypothesis data, the calculated value is 14.96 and the critical value is 5.09. The significance threshold is selected at $\alpha = 0.05$. Acceptance of H_1 and satisfaction with the hypothesis testing conditions ($t_{count} 14.96 > t_{table} 5.09$) at SMP Negeri 9 East Jakarta show that audio advertising media visuals significantly influence the ability of grade VIII students to produce interesting writing.

Discussion

The study findings and hypothesis testing suggest that audiovisual advertising plays a role in creating engaging messages. The study found that audiovisual advertising channels affect students' writing ability, suggesting that learning through this platform may help students produce engaging writing. By combining audio and visual stimuli simultaneously, this medium is able to create a more immersive learning experience, allowing students to understand and use persuasive context in their writing.

The use of audiovisual promotional materials by eighth-grade students at SMP Negeri 9 East Jakarta has a significant impact on their persuasive writing skills. Eighth-grade students at SMP Negeri 9 East Jakarta showed extraordinary persuasive writing skills when utilizing audiovisual advertising media, as seen from the average score of 80.5 for variable X_1 (experimental class). Variable X_2 (control class) had an average score of 61. Based on this score, which is between 57 and 67 on the assessment scale, eighth-grade students at SMP Negeri 9 East Jakarta are not excellent at making posters that attract attention. Then, based on the results of the hypothesis test, the value $t_{hitung} > t_{tabel}$ namely (14.96, 5.09), is accepted. The ability of class VIII students at SMP Negeri 9 East Jakarta to make persuasive essays is greatly influenced by the use of audiovisual advertising media.

In this learning process, Indonesian is considered both a language and an efficient communication tool. Writing is the process of conveying ideas through the use of written language as a tool and medium (Munirah, 2019). According to Dalman (2020), there are three steps in the writing process: prewriting, writing, and postwriting. Persuasive language refers to an invitation or factual presentation that persuades or motivates the reader to follow the author's directions.

Because audio-visual advertising media dynamically combine audio and visual elements, students are able to capture the nuances of persuasion, such as voice intonation, duration, and image movement, which then enriches the content of their writing. Students will be more focused on paying attention to the teacher and also get broader ideas and concepts when shown interesting audio-visual videos. In contrast, posters advertising educational items have a less significant impact on children's writing skills in the control group. Still image media does not provide sound or movement stimuli, thus reducing students' opportunities to understand the context of persuasion as a whole and explore ideas more creatively. Students cannot express their ideas and broad imagination because the media displayed are only still images that do not move, so that pupils are less focused in expressing the images into persuasive writing.

Audio-visual advertising media, according to Sudjana in Angriani & Maharani (2019), include television, video, and film as examples of combining sound and image components so that they display information more completely and attractively. This study strengthens the findings of Enawar & Sumiyani (2021), which indicate that students at SMA Muhammadiyah 3 Tangerang City utilize multimedia materials to enhance their persuasive writing skills. (post-test value of experiment 71.3 vs. control 66.8; T-count 14.59 > 2.00). Although the improvements and designs are slightly different, both studies consistently find that audiovisual media has a significant positive impact compared to conventional media.

Thus, the effectiveness of audio-visual media applies to all levels (junior high school–senior high school), indicating that learning Indonesian can be more optimal if it utilizes media that stimulates the five senses simultaneously and provides a rich, persuasive context. Learning using audio-visual advertising media can have a positive influence on the ability to write texts that convince students to learn Indonesian in class. This media not only makes it easier to understand the structure of persuasive texts, namely from the opening arguments to the closing, but also increases students' emotional involvement so that their ideas flow more smoothly and convincingly. Students can hone their ability to write persuasive texts by using audio-visual advertising materials. Therefore, audio-visual advertising materials serve as a key component in enhancing students' persuasive text writing skills in school.

CONCLUSION

The researchers found that the use of audio-visual advertising materials significantly improved students' writing skills after watching and analyzing the advertising materials of grade VIII at SMP Negeri 9 East Jakarta. Accepting and rejecting H serves as proof of this. In addition, the average ability of audio-visual advertising media in conveying effective messages was 80.5, while the average score of poster media was 61. Tcount 14.96 > 5.09 Ttable according to the results of the t-test. As a result, H_0 was rejected but H_1 was accepted, which indicates that the use of audio-visual

advertising materials affects the persuasive writing skills of grade VIII students at SMP Negeri 9 East Jakarta.

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