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Application of Audio-Visual Media to Improve Writing Skills and Learning Activities of Elementary School Students Victims in the Mount Sinabung Disaster, North Sumatra, Indonesia

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Abstract: This research aims to improve writing skills and learning activities in elementary school students, the victims of the Mount Sinabung disaster in Siosar Relocation, North Sumatra, Indonesia. The fact that happened, students' writing ability was in a low category; the average value of students' writing skills during pre-action was 60.25. The obstacles that occur are that learning tends to be conventional, teachers are considered the main source of knowledge, teachers have not used media of learning in class. One of the appropriate learning media that can be used to upgrade children's writing skills is audio-visual learning media, media that can display sounds, images, graphics, diagrams, and stories so that learning that is absorbed through sight, as well as hearing, can accelerate students' absorption in understanding subject matter delivered. This research method is Action Research, which refers to the theory of Jean Mcniff. The research was conducted at the State Elementary School No. 047175 Simacem, Naman Teran District, Karo Regency, North Sumatra Province. The research subjects were 20 grade II elementary school students. The techniques and instruments of data collection are some tests, the observations, part and field notes. The research procedures are planning, implementation, observation, and reflection. The results have shown an average of 89 with classical completeness 95%, 35% for Formative II, showing improvement and completion following the Minimum Completeness.

Keywords: writing ability, learning activities, audio-visual media, elementary school students, Mount Sinabung.

应用视听媒体提高印度尼西亚北苏门答腊锡纳朋山灾难中小学生的写作技能和学习活动

摘要：本研究旨在提高小学生的写作技巧和学习活动，他们是印度尼西亚北苏门答腊西奥萨尔搬迁的锡纳朋山灾难的受害者。事实证明，学生的写作能力属于低水平；学生前行动写作能力的平均值为60.25。出现的障碍是学习往往是常规的，教师被认为是知识的主要来源，教师在课堂上没有使用学习媒体。可用于提升儿童写作技能的适当学习媒体之一是视听学习媒体，该媒体可以显示声音、图像、图形、图表和故事，以便通过视觉和听觉吸收学习，可以加速学生对理解所交付主题的吸收。这种研究方法是行动研究，它参考了让·麦克尼夫的理论。该研究在北苏门答腊省卡罗摄政区纳曼特兰区047175西马赛姆州立小学进行。研究对象为20名二年级小学生。数据收集的技术和工具是一些测试、观察、部分和现场笔记。研究程序是计划、实施、观察和反思。结果显示平均为 89，经典完整性为 95%，形成性II 为35%，显示了在最低完整性之后的改进和完成。

关键词： 写作能力、学习活动、视听媒体、小学生、锡纳朋山.

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1. Introduction

Writing ability is the skill of using written language patterns to express an idea or message. It is also basic skills [1], [2], [3]. Beginning writing skills must be considered, especially in elementary schools, because only in that way can teachers make students have good writing skills [4]. Thus, the ability to write is a component that determines the success of student learning. The skills of writing will also give an utterance that is continuous, clear, harmonious, and easy to be understood and systematically [5], [6]. Moreover, teachers who hold strategic roles and positions in learning both as designers, managers, and implementers of learning are expected or creating conditions [7], [8] and can apply the different learning strategies to make students feel happy and interest in a class. The integration of critical thinking in language learning will develop students' writing skills [9].

The children's ability in writing is still low, with the average value of student's learning outcomes was 65.8 with a complete number of students as many as 18 people (56%) and unfinished 14 people (44%) [10]. If an eruption occurs, students will be closed and out of school, so learning is not carried out according to the targets contained in the National Curriculum. The learning themes contained in each semester cannot be studied properly. Likewise, the basic competencies and learning objectives expected to be achieved in grade II elementary school students will certainly not be fulfilled. This obstacle is following several researchers who state that writing practice is not easy to do because it has the complexity of how writing can be realized if students are not ready, both mentally, physically, and socially [11], [12], [13], [14]. The obstacle that causes the students' low writing ability is the teacher's lack of attention to implementing learning media. Teachers need to understand the role of technology in the learning process and the principles behind integrating it to promote learning without being a distraction [15]. Learning in the classroom seems to tend to focus on the teacher and break down their content knowledge for student understanding in the classroom In the classroom, teachers are the main source of knowledge, so that teaching seems to be conventional, and it has an impact on children creativity [16]

In other constraints, the occurrence of the Mount Sinabung disaster gave the influenced factor. It makes children relocating to Siosar have experience trauma for having the supporting facilities at school. Until 2020, Mount Sinabung is still erupting. On Monday, August 10, 2020, around 10.16 WIB. The first eruption ejected a column of ash as high as a 2,000-meter-high column of ash and smoke into the air.

It was observed to be gray with thick intensity and moving east and southeast. The second eruption happened for around 20 minutes which start at 1:08 p.m. The volcano spewed a 2,000m high column of ash, which blew toward the east and the southeast [17].

The impact of the continuous eruption of Mount Sinabung certainly has an impact not only on the academic abilities of low-grade students but also on student learning activities. Lack of student learning activities in the classroom can be seen when such as students show getting bored quickly to learn, lack of concentration when the teacher explains, lack the courage to express opinions, lack enthusiasm in learning, lack discipline, lack of participating in learning, easily give up in carrying out tasks and disliking to work in groups. Several studies have found that writing skills need to pay attention to cognitive, affective, psychomotor, needs, age, background, and student learning environments [18], [19]. This comprehensive and interrelated writing ability enables a student to contribute to his community according to his competence and role as a citizen in the future. Therefore, an alternative assessment is needed to fill the gap [20].

One of the appropriate learning media to use is interactive media with a technology nuance [21], [22]. Media that can be used to upgrade students' writing skills is audio-visual learning media. Audio-visual media has sound elements and image elements; this media has better expertise because it includes both types of hearing and seeing media[23], [24], [25]. The application of audio-visual media will certainly make it easier for teachers to make learning more interactive [26], [27]. Audio-visual media is appropriate for teachers to apply in classroom learning because it has many advantages. The advantages are as follows: (1) the media displays sound, images, graphics, diagrams, and stories so that learning that is absorbed through sight and hearing can accelerate students' absorption in understanding lessons delivered; (2) Encouraging the desire to know more, this is due to the attractive nature of audio-visuals with pictures made as attractive as possible which makes children interested and have a desire to know more; (3) Children are not bored, with audio-visual media children learn while playing so that children can understand the meaning contained in the subject matter; (4) motivating children to learn, this is due to the attractive nature of audio-visuals with pictures and sounds made as attractive as possible to make children interested and have a desire to know more [26], [28], [29].

According to the research from Ufi Ruhama and Dewi Ismu Purwaningsih it can be said that the use of the synectic teaching model was very effective for increasing the students' abilities in writing descriptive text [30]. In Maricimoi's paper, the finding of the present classroom action study revealed the using an audio-visual media in increasing students writing skills. It could effectively in improving and increasing the weak writing skill ability [31]. Other research from Maiza et al. showed that audio-visual media gave effective feedback to teach writing and improve the students' writing ability of procedure text [32].

In this study, the novelty that was carried out when the teacher improved writing skills was not only in the form of print media that had been in the classroom but rather on the application of electronic learning media, namely audio-visual media. The teacher easily attracts students' attention to focus on the reading that will be written. The application of audio-visual media can increase the excitement for children in learning activities in class. The things impact children's ability to forget the trauma of the disaster they have experienced and improve their writing and student learning activities. Thus, this research is focused on "Application of Audio-Visual Media to Improve Writing Ability and Learning Activities of Elementary School Students Victims of the Mount Sinabung Disaster".

2. Methods

The type of research that we use is Action Research. According to Mcniff, this type of applied research aims to facilitate social change, which refers to a practical way of looking at a person's work to ensure that his work follows his wishes [33]. Because action research is carried out by someone as a practitioner that involves people to think about and reflect on their work, it can also be called a form of self-reflection practice [34], [35], [36], [37]. This action research can offer ways and procedures to improve and enhance the professionalism of educators in teaching and learning at the class by looking at the condition of students [38], [39], [40].

This research was conducted at the State Elementary School No. 047175 Simacem, Naman Teran District, Karo Regency, North Sumatra Province. This location is an area for victims' relocation of the Sinabung disaster to represent a school located on the outskirts of the village affected by the Sinabung disaster in North Sumatra, Indonesia. The time for this research to be carried out is in 2021, starting from January to June.

The research study subjects were students from elementary school in class II at the State Elementary School NO. 047175 Simacem, Naman Teran District, Karo Regency, North Sumatra Province. There are 20 students in class II, consisting of 10 female and 10 male students. Then the second-grade elementary school teacher also became the subject, whose name was Ibu Rejeki Br. Sembiring, S.Pd. As for what is observed is the whole process and results of implementing learning in grade II at Siosar Relocation through audio-visual media.

The collection of data was taken by using several techniques. They are (1) Performance tests, used to measure the extent to which students' writing skills both before and after implementation; (2) Interview, the interview stage in this study was conducted before the action and at the end of each cycle. Before the action with the class teacher, interviews were conducted, which aims to determine the second-grade elementary school students' class condition and writing ability. Meanwhile, the interviews conducted at the end of the cycle were conducted to the second-grade elementary school students to obtain information about student responses in understanding the subject matter being taught; (3) Observation is used to find out and record many activities of students and teachers during learning for using audio-visual media which will be analyzed further. Observations in this study were given when the actions were carried out by colleagues; (4) Field Notes, containing some summary notes of teacher and student activities by researchers from observations, utilized learning resources for literacy workshops assisted by audio-visual media. The learning carried out is described in detail and as much detail as possible in notes. During learning, the things that happen during learning are written in field notes, both related to student activities, student behavior, student activity, and the teacher's learning process.

Examination of the validity data is for testing the data obtained and prove scientific truth. So that research data can be accounted for as scientific research, it is necessary to test the validity of the data, as follows: (1) Persistence of Observation, carried out by researchers conducting careful, detailed, and continuous observations during the research process at State Elementary School No. 047175 Simacem, Naman Teran District, Karo Regency, North Sumatra Province. This usefulness can be followed by conducting intensive interviews, being active in learning activities to avoid things that are not used, for example, the subject of lying, deceiving, or pretending; (2) Triangulation, used to compare test results with the results of observations regarding student and researcher behavior during learning activities and compare test results with interview results. This technique checks the data validity that utilizes other than the data for checking purposes as a comparison against the data; (3) Checking with colleagues and school members is from a Focus Group Discussion (FGD). The parties involved in the FGD activities were the Principal, Teachers, Education Office, Social Service, and parents/guardians of students. The FGD activities discussed the process and results of action research and discussed things that became obstacles and solutions for students' writing skills. It is done hoping that researchers get inputs related to literacy programs in literacy workshops, research methods, research contexts, and solutions to student motivation. In addition, the researcher also always discusses with fellow observers and school residents who are involved in data collection to formulate activities to provide further action.

According to McNiff [33], action research procedures are planning, implementation, observation, and reflection. The stages, according to McNiff [33], are as follows: (1) Develop an Action Plan, the

researcher explains about what, why, when, where, by whom, and how the action happens; (2) The Implementation of action, at this stage is the implementation or application of the design content that wear actions in class. One important is the teacher's implementation must be remembered and try to comply with what must be formulated in the design, but must also be reasonable and not artificial; (3) Observation, the observation stage cannot be separated from the action stage because observations should be made at the time the action is taking place; (4) Reflection, this stage is an activity to reset what has been in the past. This reflection activity is crucial when the implementing has finished taking action and then dealing with the researcher to discuss the implementation of the action plan.

The research instrument was used to count the extent for audio-visual media played a role in students' writing skills. The following research instruments were used namely: (1) Performance Test. The teacher and researchers chose to use a performance test because the aspect measured was writing ability. One by one, students write the text. Meanwhile, the teacher assesses the students who write. The teacher uses written assessment guidelines so that the results obtained are appropriate; (2) Observation sheet. At this observation stage, the researcher is assisted by colleagues to observe during the learning process by utilizing audio-visual media. The following is an observation sheet for this research.

Table 1 Teacher's observation sheet

No	Indicator	Descriptor			
		1	2	3	4
I	Teaching Learning Activities Observation				
	A. Introduction				
	1. Motivating students				
	2. Delivering learning objectives				
	3. Connecting with the previous lesson				
	4. Organizing students in study groups				
	B. Core activities				
	1. Presenting the steps of audio-visual learning media				
	2. Guiding students to do activities				
	3. Practicing the application of audio-visual learning media				
	4. Supervising each group in turn				
	5. Assisting groups experiencing difficulties				
	C. Closing				
	1. Guiding students to make summaries				
	2. Providing evaluation				
II	Time Management				
III	Class Enthusiasm				
	1. Enthusiastic students				
	2. Enthusiastic teacher				
Total					

Furthermore, the observation sheet for elementary school students can be shown in Table 2.

Table 2 Student observation sheet

No	Activities	Cycle I		
		Total	Score	Percentage
1	Writing			
2	Doing worksheets			
3	Ask a friend			
4	Ask the teacher			
5	Which is not relevant to Teaching learning activities			
Total				

The data collected was analyzed by concluding the observation result during learning to determine the value of learning mastery and completeness. Calculates the percentage of students who passed the Minimum Completeness Criteria. The criteria for success are marked by improvements in a better purpose in students' abilities and student learning activities while in class. The indicator of this research is the writing improvement ability from process and result. The research showed success if it meets the good criteria as in the table above. 85% of students get scores above the minimum completeness criteria. The minimum criteria in class II SD are 70.

3. Results

The world is constantly changing along with technology development; today's teachers need to support students more in exploring and expressing their competencies as unique individuals [41], [42]. Learning is no longer only teacher-centered [43], [44], [45]. The impact of technology continues to grow. Of course, teachers must learn new technologies, which is a competency that teachers must have in the 21st century [41], [42]. Both novice and experienced teachers will have the same capacity when studying technology. Teachers must bridge students to become teachers and students in the 21st century [46], [47]. Teachers must be able to utilize technology and design media technology-based learning such as audio-visual media. The use of audio-visual media is expected to bring the role of a teacher to be more innovative and productive in presenting the material presented to students in class [26], [27], [29].

The study data were from writing ability test data and observations in audio-visual media management, and observations of students' activities in each cycle. The observational data on audio-visual media was used to know the application effect of audio-visual media in improving students' writing skills and observational data on student’s activities. The data of formative test to get students' writing skills after the application of audio-visual media.

3.1. Cycle 1

3.1.1. Planning Stage

This stage is when the researcher prepares some learning tools consisting of lesson plans 1 and 2, worksheets 1 and 2, formative test question I, and supporting learning tools. Then an observation sheet for learning processing using audio-visual media was also prepared, and a sheet of observation for student activities.

3.1.2. Stages of Activities and Implementation

Teaching and learning implementation in activities for the first cycle was conducted out at the I & II meetings in Class II SD in that region. A total of 20 students. The learning implementation with audio-visual media goes through the following stages: reviewing fairy tales, asking questions about stories, answering questions, retelling, and rewriting story texts. In this case, the teacher, Ibu Rejeki Br. Sembiring, S.Pd, teaches, referring to the lesson plan that has been prepared. Observations are taken simultaneously. The implementation of actions in Cycle I requires 2 (two) face-to-face meetings; each face-to-face requires 2 x 35 minutes.

3.1.3. Observation Stage

The formative test I is to know the level of students' writing skills. The research data in the first cycle are shown in Table 3.

Table 3 The management of learning in cycle I

No	Observed aspects	Scoring		Average
		P1	P2	
	Observation of teaching learning activities			
	A. Introduction	2	2	2
	1. Motivating students	2	2	2
	2. Delivering learning objectives	2	2	2
	3. Connecting with the previous lesson	2	2	2
	4. Organizing students in study groups			
	A. A. Core activities			
	B. 1. Presenting the steps of audio-			
I	visual learning media	3	3	3
	C. 2. Guiding students to do	3	3	3
	activities	3	3	3
	D. 3. Practice the application of	3	3	3
	audio-visual learning media			
	E. 4. Supervise each group in turn	3	3	3
	F. 5. Assist groups experiencing difficulties			
	A. G. Closing			
	B. 1. Guiding students to make	3	3	3
	summaries	3	3	3
	C. 2. Providing evaluation			
II	Time Management	2	2	2
	Class Enthusiasm			
III	1. Enthusiastic students	2	2	2
	2. Enthusiastic teacher	3	3	3
	Total	36	36	36

According to the table above, the unfavorable criteria aspects motivate students, conveying learning objectives, linking with previous learning, organizing students in study groups, time management, and student's enthusiasm. The four aspects received a poor score. It is important in learning material for reflection and revision in the second cycle.

The results of the next observation activities are shown in table 4.

Table 4 Student activities in cycle I

No.	Activities	Cycle I		
		Number	Score	Percentage
1	Writing	86	21,5	43%
2	Doing worksheets	26	6,5	13%
3	Asking a friend	25	6,25	13%
4	Asking the teacher	33	8,25	17%
5	Which is not relevant to teaching learning activities	30	7,5	15%
Total		200	50	100%

The activity assessment was obtained from the activity observation sheet. Two observers made observations for 20 minutes of group work in each teaching and learning activity. With observations, every 2 minutes, the maximum value observed for one activity category for 20 minutes for 4 students is 40 times. The information from Table 4, the average Cycle I proportion of writing activity was 43%. Activities working on worksheets reached 13%. The activity of asking friends is 13%. Activities asking teachers are 17%, and irrelevant activities to teaching and learning activities are 15%.

In general, in cycle I, teaching and learning activities using audio-visual media have been carried out well. The role of the teacher is still dominant because the media is still perceived as new by students. Next is the recapitulation of the writing ability test results in table 5:

Table 5 Distribution of formative results I

Score	Frequency	Percentage	Average	K Classic
40,00	5	25,00	72,0	60,00
60,00	3	15,00		
80,00	7	35,00		
100,00	5	25,00		
Total	20	100,00		

Summarizing data from Table 5, the lowest Formative I score is 40, and the highest is 100, with a minimum completeness criteria of 70. So 12 out of 20 students score, achieving the minimum completeness and classical completeness of 60%. By referring to the minimum classical completeness is 85%, this value is below the success criteria. It can be concluded that the teaching and learning activities of a cycle I have not succeeded in providing complete learning in the classroom. The average score of the class is 72; it has reached the minimum completeness criteria limit. However, the target of completeness in the class is still 60%, has not reached the target of minimum 85% completeness criteria set. So that students' writing skills have not been achieved.

3.1.4. Reflection and Corrective Action Phase I

Implementation of teaching and learning activities is obtained from the observations as follows: 1) The questions quality and answers or student opinions have not been maximized; this is because certain students who have been passive in learning have difficulty following the learning flow where students still have difficulty contents of the text for reaching an understanding level; 2) Teachers are not optimal in motivating students and in conveying learning objectives; 3) Teachers are less than optimal in time management and group organization; 4) Taking action to overcome students' learning difficulties cannot be made directly by the teacher's reflection with the research supervisor.

Teaching and learning in implementation activities for the first cycle are still shortcomings. They need corrective actions to be carried out in the next cycle: 1) Regarding help to students who meet difficulties in formulating and focusing on topics, media charts are displayed related to learning materials so that throughout their learning, students can see the media installed by the teacher; 2) Helping students adapt to the learning flow, where every student's opinion rewarded with "good" praise or asking other students to applause; 3) The teacher analyzes the possible difficulties of students in Cycle II and plans actions that can be added directly in learning; 4) Teachers need more skill to motivate students and convey learning objectives. Despite these weaknesses, several findings state that teachers need to distribute time by adding information and giving notes and [14], [18].

3.2. Cycle II

3.2.1. Planning Stage

The researcher's preparation for learning tools consists of lesson plans 3 and 4, worksheets 3 and 4, writing ability test questions as formative 2, and supporting learning tools—furthermore, an observation sheet on the management of audio-visual media and an observation sheet.

3.2.2. Activities and Implementation Stages

Teaching and learning implementation activities in the second cycle were taken out at meetings III & IV with 20 students. Audio-visual implementation media goes through the following stages: reviewing fairy tales, asking questions about stories, answering questions, retelling, and rewriting story texts. In this case, the teacher acts as a researcher, while Billon Br. Karo-Karo, S.Pd., and Rosmawati Br. Ginting S.Pd. It refers to the lesson dream by getting attention to revise in the first cycle. It has meant not to make mistakes or deficiencies in the second cycle. Observation (observation) is carried out simultaneously with teaching and learning the implementation. The implementation of the actions in Cycle II requires 2 (two) face-to-face meetings. Each face-to-face requires 2 x 35 minutes.

3.2.3. Observation Stage

The teaching and learning process are given formatively in test II to know students' success. The instrument used is formative test II.

Table 6 Learning management in cycle II

No	Observed aspects	Scoring		Average
		P1	P2	
	Observation of teaching learning activities			
	A. Introduction	3	3	3
	1. Motivating students	4	4	4
	2. Delivering learning objectives	3	3	3
	3. Connecting with the previous lesson	3	3	3
	4. Organizing students in study groups			
	B. Core activities			
	1. Presenting the steps of	4	4	4
I	audio-visual learning media	4	4	4
	2. Guiding students to do	4	4	4
	activities	4	3	3,5
	3. Practicing the application of audio-visual learning media	3	3	3
	4. Supervising each group in turn			
	5. Assisting groups experiencing difficulties			
	C. Closing			
	1. Guiding students to make summaries	4	4	4
	2. Providing evaluation	4	4	4
II	Time Management	3	3	3
	Class Enthusiasm			
III	1. Student enthusiasm	4	4	4
	2. Teacher Enthusiasm	4	4	4
	Number	51	50	50,5

Based on table 6, there are aspects observed in teaching and learning activities (cycle II) from teachers by applying audio-visual media to get a fairly good assessment from observers. They are motivating, guiding to formulate conclusions, and managing time. Completion of the above aspects in applying audio-visual media is expected to be as successful as possible.

Table 7 Student learning activities in cycle II

No	Activities	Cycle II		
		Total	Score	Percentage
1	Write	52	13	26%
2	Doing worksheets	79	19,75	40%
3	Asking a friend	42	10,5	21%
4	Asking the teacher	17	4,25	9%
5	Which is not relevant to teaching learning activities	10	2,5	5%
		200	50	100%

The activity assessment was obtained from the activity observation sheet. Two observers made observations for 20 minutes of group work in each teaching and learning activity. With observations every

2 minutes, the maximum value observed for one category of activity for 20 minutes for 4 students is 40 times. Based on Table 7, in the average cycle I writing activity decreased in proportion to 26%. Activities of working on worksheets increased by 40%. Activities that involve asking friends increased by 21%. The activity for asking the teacher was 9, the activities were not relevant to teaching, and learning activities decreased to 5%. Overall, student learning activities have increased in quality leading to improvement—the recapitulation of the students as shown in table 8.

Table 8 Distribution of formative results II

Score	Frequency	Percentage	Average	K Classic
60,00	1	5,00	89,0	95,00
80,00	9	45,00		
100,00	10	50,00		
Number	20	100		

Table 8 showed the lowest score for Formative II. It is 60. The highest score is 100 with a minimum completeness criteria of 70, so 19 out of 20 students scored, achieving the minimum completeness and classical completeness of 95%. By referring to the minimum classical completeness of 85%, it can be said that Cycle II's teaching and learning activities succeeded in providing complete learning in the classroom. The average class score is 89, which is also above the minimum completeness criteria. So that Cycle II was completed. This study utilizes an audio format [2], [25]. Effective use of audio-visual media impacts improving student learning outcomes, motivation, and learning activities in learning.

3.2.4. Reflection Stage II

The results of observations obtained from observations that researchers implement the application of audio-visual media in learning have been successful. They are in a good category. The data gives the sign that student activity in Cycle II has a better result than Cycle I. A decrease in individual activities occurs in Cycle II. The irrelevant activities to teaching and learning activities in Cycle II are shrinking. There is an increase in student learning activities quality overall. The student learning activities data in each cycle is shown in Fig. 1.

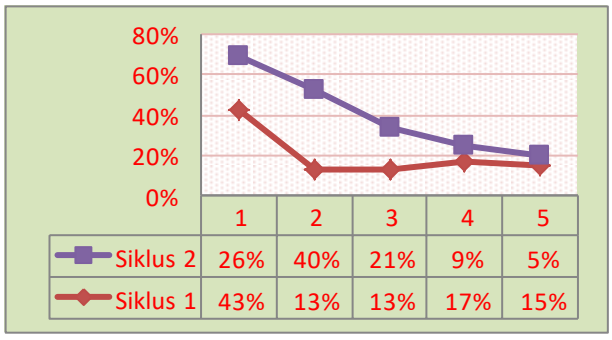

Fig. 1 Graph of student activity in Cycle I and Cycle II

The Description:

1. Write
2. Doing worksheets
3. Ask a friend
4. Ask the teacher
5. Irrelevant

The student activities in Cycle II (student activities) and the assessment of learning outcomes (writing ability) after the application of the audio-visual media in Cycle II were no visible things that needed improvement. Student learning outcomes have shown a good improvement. Almost all aspects in learning outcomes have increased from Cycle I to Cycle II by using audio-visual media.

Student's improving data in learning outcomes for each cycle is presented in Fig. 2.

Description:

1. Write
2. Doing worksheets
3. Ask a friend
4. Ask the teacher
5. Irrelevant

During the observation, the student's activities in Cycle II (student activities) and the assessment of learning outcomes (writing ability) after the application of the audio-visual media in Cycle II were no things that need improvement. Student learning outcomes have shown improvement, and all students are said to be complete.

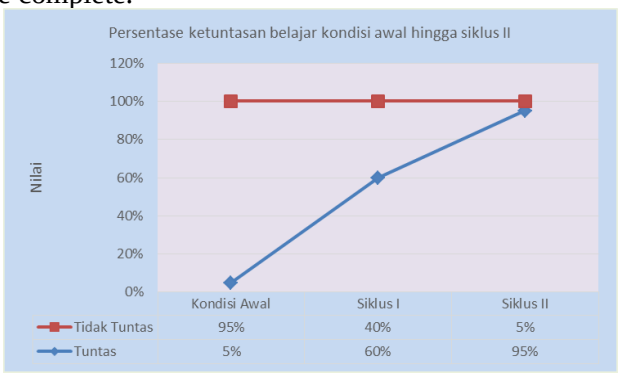

Fig. 2 Graph of students' writing ability

From fig. 2, Students have a positive perception of using music-based audio or creative media in learning. Referring to Cycle I, the average proportion of writing activity is 43%. Activities working on worksheets reached 13%. The activity of asking friends is 13%. Activities asking teachers are 17%, and irrelevant activities to teaching and learning activities are 15%. Referring to Table 7, Cycle I is the average writing activity decreased in proportion to 26%. Activities working on worksheets increased by 40%. The activity for asking friends is 21%. The teacher's activity was 9%, and irrelevant activities to teaching and learning activities decreased to 5%. Overall, student learning activities have increased in quality leading to improvement.

Referring to the lowest score of Formative I is 40. The highest score is 100 with a minimum completeness criteria of 70, then 12 out of 20 students' scores

achieved minimum completeness criteria, or classical completeness is 60%. By referring to the minimum classical mastery of 85%, this value is below the success criteria so that it can be said that the TEACHING LEARNING ACTIVITIES Cycle I have not succeeded in providing complete learning in class. The average value of the class is 72, it has reached the minimum completeness criteria limit. However, the target of completeness in the class is still 60%, has not reached the target of minimum 85% completeness criteria set. So that students' writing skills have not been achieved.

According to Table 8, the lowest score for Formative II is 60, and the highest is 100, with a minimum completeness criteria of 70. The minimum completeness criteria or class. Fitness of 95%. 85% of this value is in the success criteria. So, it can be said that Cycle II's teaching and learning activities succeeded in providing and complete learning in the classroom. The average score is 89, also above the minimum completeness criteria. So that Cycle II succeeded in learning completely. These values indicate that student activity in Cycle II is better than Cycle I. This conclusion is strengthened by the finding activities that are not relevant to teaching and learning activities in Cycle II are reduced by 5%.

In Cycle I, student learning completeness has not been achieved. During the observation of student activities in Cycle I, there are still several shortcomings. They are the quality of questions and answers, or student opinions has not been maximized, teachers are less than optimal in motivating students and in conveying learning objectives, teachers are less than optimal in time management and group organization, the implementation of teaching and learning activities in the first cycle is still lacking, to help students who have difficulty formulating and focusing on topics, media charts are displayed related to learning materials, helping students adapt to the learning flow, in Cycle II and immediately plans actions that can be taken directly in learning, teachers need to be more skilled in motivating students, and more clearly in conveying learning objectives, the teacher needs to distribute the time well by adding the necessary information and giving notes, the teachers must be more skilled and enthusiastic in motivating students so that students can be more active in learning.

During the implementation of audio-visual media in Cycle II, it was not seen that there were things that needed improvement. Students who made noise in Cycle II could be overcome. Student learning outcomes have shown improvement, and all students are said to be complete. All aspects of learning outcomes have increased from Cycle I to Cycle II. Cycle II can achieve the expected learning outcomes to answer the focus of the problem in this research.

Learning using audio-visual media can stimulate students to be active. Based on the description of the discussion in this study, it can be summarized that audio-visual media can improve writing skills. Student learning activities also seem to increase. The students are more active in learning. That is following several expert opinions that learning using audio-visual media has advantages compared to conventional learning and can improve student learning outcomes [4], [25], [26].

4. Conclusion

Based on the results of this research, it can be concluded: (1) Learning outcomes in the form of students' writing skills increase with writing skills in Formative I showed an average of 72 with 60% classical completeness and in Formative II showed an average of 89 with 95% classical completeness or an increase of 35%, the data shows an increase and complete by the minimum completeness criteria; (2) Students' learning activities increased with writing skills with student activities according to the observations of observers in Cycle I, including writing and reading activities that obtained the proportion of 43%. Activities working on worksheets reached 13%. The activity of asking friends is 13%. Activities asking teachers are 17%, and irrelevant activities to teaching and learning activities are 15%. In Cycle II, the average proportion of writing and reading activities decreased to 26%. Activities working on worksheets increased by 40%. The activity of asking friends increased by 21%. The activity for asking the teacher was 9%, and irrelevant activities to teaching and learning activities decreased to 5%. Overall, student learning activities have increased in quality leading to improvement.

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