



The Effect Of The Project Based Learning Model Using Audio Visual Media On The News Text Writing Skills Of Grade XI

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Abstract

This study aims to determine the effect of the Project-Based Learning model using audio-visual media on the news writing skills of eleventh-grade students at SMA Swasta Teladan Pematangsiantar. The background of this study is the students' low news writing skills, which are caused by a lack of understanding of the structure and rules of news writing, such as the placement of the 5W+1H elements. Students practice writing news texts rarely, resulting in a lack of familiarity with the correct style and format. This study used a quantitative approach with a pre-experimental method and a one-group pretest-posttest design. The sample consisted of 40 students in grades XI-5, selected using a purposive sampling technique. The instrument used was a news writing test before and after the implementation of the project-based learning model using audio-visual media. The results showed a significant improvement in students' news writing skills after the implementation of the project-based learning model using audio-visual media, as evidenced by the difference in pre-test and post-test scores. Audio-visual media has proven effective in improving important aspects of news writing. Thus, the project-based learning model using audio-visual media can be an innovative learning alternative to improve students' writing skills.

Keywords : Project-based learning model, audio-visual media, writing skills, news text.

INTRODUCTION

Education is one of the main pillars of national development. Through education, humans are shaped into intelligent individuals with character and the skills necessary to face the challenges of the times. Education is also a means of realizing national ideals, namely to enlighten the nation and develop the whole Indonesian human being (Marini et al., 2025). In the national education system, the learning process is not only aimed at developing students' cognitive aspects, but also encompasses affective and psychomotor aspects (Astuti & Mannahali, 2018). Therefore, the learning approach used in the classroom must be able to encourage students to be active, creative, and think critically in solving the

problems they face, both in the school environment and in real life (Petchamé, Iriondo, Torné, & Solanellas, 2024).

One of the subjects that plays a crucial role in character development and thinking skills is Indonesian (Dias-Oliveira, Pasion, Vieira da Cunha, & Lima Coelho, 2024). This subject not only teaches students to understand language as a means of communication but also develops language skills, both spoken and written. By mastering Indonesian well, students can think logically and convey ideas coherently and systematically. Language skills encompass four aspects (Desnylasari, Mulyani, & Mulyani, 2016): speaking, listening, reading, and writing. Writing plays a crucial role because it is a means of expressing thoughts, ideas, and feelings in writing. Writing also involves higher-order thinking processes that include planning, organizing, developing ideas, and editing. Thus, writing is an integral skill for students' academic success (Li & Tu, 2024).

One type of text taught in the Indonesian language curriculum at the high school level is news text. Writing news texts requires the ability to convey factual information objectively and systematically, paying attention to news elements such as what, who, when, where, why, and how (5W + 1H). Furthermore, students must understand the structure and linguistic rules of news texts (Muwahiddah, Asikin, & Mariani, 2019).

Based on the results of observations that have been carried out, on June 12, 2025 at SMA Swasta Teladan Pematangsiantar, researchers obtained information through interviews from an Indonesian Language subject teacher named Aser Rumonang Saragih, S.Pd. stated that students still have difficulty in writing news texts, especially in class XI-5, which is caused by several factors, namely, students' lack of understanding of the structure and rules of writing news texts such as the placement of 5W + 1H elements, students' minimal vocabulary so that it is difficult to choose diction about how to write good and correct news texts, students rarely practice writing news texts, so they are less familiar with the right style and format (Gan, Menkhoff, & Smith, 2025).

In reality, at Pematangsiantar Private High School, some students have not mastered the competency in writing news texts according to the learning objective achievement criteria (KKTP), namely 73. This can be seen from the presentation of student scores, namely 55% (22 students) have not finished writing news texts, and only 45% (18 students) have finished writing news texts (Septian, Darhim, & Prabawanto, 2020).

To address this issue, learning models and media are needed that actively engage students and encourage critical and creative thinking. One learning model that can foster this need is Project-Based Learning (Fitriah Aini1, 2022). Audio-visual media is one such medium. This model and media prioritize hands-on and enjoyable learning experiences for students.

The teacher-centered learning model leaves students passive and unmotivated to develop their potential, particularly in writing. Writing is a skill that needs to be honed through practice and direct experience (Darby et al., 2023). Therefore, innovations in learning approaches are needed that can actively engage students in the learning process, one of which is the Project-Based Learning (PJBL) model.

Project-Based Learning (PBL) is a learning model based on real-life projects relevant to students' lives (Juniarti, 2020). This model emphasizes collaborative processes in completing assignments or projects, while also providing students with space to explore and solve problems independently. In the context of learning to write news texts, PJBL

allows students to design and write news stories based on their own observations or interviews (Agus Susanta, Edi Susanto, Rusdi, 2020).

In addition to using appropriate learning models, learning media also plays a crucial role in supporting the success of the teaching and learning process. One effective medium for teaching writing is audiovisual media (Simarmata, Yatty, & Fadhillah, 2022). This media can provide a more concrete and engaging learning experience because it combines visual and audio elements. For example, by showing a news video, students can directly understand how a news story is delivered (Fahlevi, 2022).

The integration of the Project-Based Learning model and audiovisual media provides opportunities for students to learn actively, creatively, and contextually (Atmojo et al., 2023). Video media can serve as an initial stimulus before students create news projects, providing them with a concrete understanding of the structure and language used in news texts. This makes learning more meaningful and can improve students' writing skills (Ilham, 2024).

By implementing a Project-Based Learning model supported by audiovisual media, it is hoped that students will not only understand the theory of news writing but also be able to apply it in written form, adhering to journalistic principles (Alhayat, Mukhidin, Utami, & Yustikarini, 2023). This approach can also increase students' self-confidence, responsibility, and ability to collaborate in completing projects as a group (Yasa, 2023).

Based on this background, the researcher felt the need to conduct a study entitled "The Effect of Project Based Learning Model Using Audio Visual Media on News Text Writing Skills of Class XI SMA Swasta Teladan Pematangsiantar". This study aims to determine whether there is a significant influence of the application of the PJBL model based on audio visual media on improving students' news text writing skills, as well as providing input for teachers in designing more effective learning strategies (Sopandi, 2020).

METHOD

The type of research conducted in this study is quantitative experimental research using a One Group Pretest-posttest Experimental Design (Lestari, Azmy, & Susiloningsih, 2023). Quantitative research methods can be interpreted as research methods based on the philosophy of positivism, used to research certain populations or samples, data collection using research instruments, quantitative or statistical data analysis, with the aim of testing predetermined hypotheses. According to Sugiyono (Riyasni, Yani, Sari, & Zulhendra, 2023) states that experimental research can be defined as a research method used to find the effect of certain treatments on others under controlled conditions (Rivaldi, Putra, & Putra, 2018).

In this study, the sample was given a pre-test first, followed by treatment using a project-based learning model with audiovisual media, and then a post-test. The study then examined whether there was an effect of the project-based learning model using audiovisual media compared to those not using the project-based learning model using audiovisual media (Nadia, Wardiah, & Kuswidyanarko, 2022).

This research will be conducted at SMA Swasta Teladan Pematangsiantar, located at Singosari No. 03, West Siantar District, Pematangsiantar City, North Sumatra.

The reasons why researchers chose this location are:

- a) The school gave a positive response to the researcher when the researcher asked for the school's willingness to be used as a place to conduct research.
- b) The location of the school is very strategic and affordable for researchers, so it can save time and costs.
- c) The school meets the criteria required by the researcher to be used as a research object.

This research was conducted at SMA Swasta Teladan Pematang, in the even semester of the 2024/2025 academic year. The population is a generalization area consisting of: objects/subjects that have certain quantities and characteristics that are applied by the researcher to be studied and then conclusions are drawn (Sugiyono 2019:285).

The population in this study was all class XI students of SMA Swasta Teladan Pematangsiantar, which consists of 6 classes with a total of 243 students (Rantau, 2022).

A sample is a portion of the number and characteristics possessed by a population (Serungke et al., 2023). The sample used in this study was a purposive sampling technique based on certain criteria relevant to the research objectives. This sample aims to obtain representative data in analyzing the effect of the project-based learning model using audiovisual media on the writing skills of class XI SMA Swasta Taladan Pematangsiantar. The sample members of this study were 40 students of class XI-5 SMA Swasta Teladan Pematangsiantar (Simarmata, Grace V. E., Sinaga, Christa V., & Thesalonika, 2022).

RESULTS AND DISCUSSION

Description of Research Results

Based on the data obtained by the researcher, namely by using a writing test to determine students' writing skills. The data collection technique was by giving a writing test to students before using the Project Based Learning learning model using Audio visual media (pre-test) and at the next meeting the researcher gave students a writing test using the Project Based Learning learning model using Audio visual media (post-test) to students of class XI-5 SMA Swasta Teladan Pematangsiantar. The study aims to determine the effect of the Project Based Learning learning model using Audio visual media on students' news text writing skills (Danis & Pratiwi, 2024). The study took place on September 11, 2025 - September 20, 2025 at the location of SMA Swasta Teladan Pematangsiantar. Based on the study, sample data was obtained from 40 students in class XI-5 SMA Swasta Teladan Pematangsiantar in the 2025/2026 academic year (Amindari, Sumiharsono, & Waris, 2020). If the research has been conducted, then this research will show the value of students' news text writing skills, therefore it will be possible to know the value of each student before using the Project Based Learning learning model using Audio visual media and after using the Project Based Learning learning model using Audio visual media, and the influence of the Project Based Learning learning model using Audio visual media in improving students' news text writing skills (Ditasari, 2016)

oDetermining the Pre-Test and Post-Test Gain Test

The following are the results of the Ngain Test calculations before and after using the Project Based Learning learning model using audio-visual media on the news text writing skills of class XI SMA Swasta Teladan Pematangsiantar.

Table 1. Pre-Test and Post-Test Score Data with N-gain Test

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No	Name	Pretest	Posttest	Post test-Pre test	Score Ideal-Pretest	N-Gain Score	N-Gain Percent
1	Arjuna Hello	70	83	13	23	0.57	56.52
2	Fhari Ramadan	63	80	17	30	0.57	56.67
3	Irzi Arfah Reyzi	50	80	30	43	0.70	69.77
4	Levitha Virssa Saragih	66	83	17	27	0.63	62.92
5	Marko A. Sitio	66	80	14	27	0.52	51.85
6	Ramona Y. Br Cape	76	80	4	17	0.24	23.53
7	Reva Venice Siregar	56	70	14	37	0.38	37.84
8	Abdul Hmid Siregar	70	80	10	23	0.43	43.48
9	Chelsy A. Ancient	76	83	7	17	0.41	41.18
10	Cindy Aulia Sihombing	60	80	20	33	0.61	60.61
11	Dbrina Ophelia Q.Nst	60	70	10	33	0.30	30.30
12	Keysia Holy Ramadhani	60	86	26	33	0.79	78.79
13	Yolandina R. Napitupulu	50	83	33	43	0.77	76.74
14	Aurel Karina Daughter	76	90	14	17	0.82	82.35
15	Gisella Octavia Sitorus	56	80	24	37	0.65	64.86
16	Leny Yunika Sinurat	73	80	7	20	0.35	35.00
17	Shahfa Ainawara	56	90	34	37	0.92	91.89
18	Cynthia Dalimunthe	60	83	23	33	0.70	69.70
19	Wulan A Ramadhani	70	80	10	23	0.43	43.48
20	Zephaniah R. Matondang	60	83	23	33	0.70	69.70
21	Ali A. Manurung	40	83	43	53	0.81	81.13
22	Amel Petercia Sianturi	60	86	26	33	0.79	78.79
23	Angel V. Simarmata	70	80	10	23	0.43	43.48
24	Elis L. Tinambunan	40	76	36	53	0.68	67.92
25	Reza Prince Ancient	40	70	30	53	0.57	56.60
26	Tresia Y. Situmorang	70	83	13	23	0.57	56.52
27	Ayu Sri Andini	60	80	20	33	0.61	60.61
28	Fedro Nicholas Hello	56	76	20	37	0.54	54.05
29	Gabriela A. Siringoringo	60	80	20	33	0.61	60.61
30	Muhammad Al Fahrissi	40	66	26	53	0.49	49.06
31	Rafael Sinaga	60	86	26	33	0.79	78.79
32	Refi R. Ancient	86	93	7	7	1.00	100.00
33	Rosa BJ Rajagukguk	63	80	17	30	0.57	56.67
34	Amelia F. Simarmata	60	86	26	33	0.79	78.79
35	Nathanael P Girsang	40	80	40	53	0.75	75.47
36	Nursyifa Dalimunthe	60	86	26	33	0.79	78.79
37	Roselina Girsang	70	86	16	23	0.70	69.57
38	Glesia Ancient	76	90	14	17	0.82	82.35

39	Ricardo Simanjuntak	40	80	40	53	0.75	75.47
40	Pearl Nayla	63	83	20	30	0.67	66.67
Total		2428	3254	826	1292	25.22	2518.52
Average		60.7	81.35	20.65	32.3	0.63	63.96

Table 2. Descriptive Statistics of N Gain Test

Descriptive Statistics		Minimu m	Maximu m	Mean	Std. Deviation
	N				
Gain_Score	40	.24	1.00	.6396	.17196
Gain_Percent	40	23.53	100.00	63.9636	17.19592
Valid (listwise)	N40				

Discussion Research

On study This researchers use One class namely class XI-5 with amount sample as much as 40 student. On meeting First researchers do pre-test to student For test ability beginning student to material Which has in learn previously. Results Pre-test show that mark highest Which obtained student is 86 with mark flat flat class as big as 60.7. Results This show that although There is a number of student Which Already own ability write text news Which Enough Good, part big student Still need develop ability write with notice aspect suitability content text with news, accuracy logic And order story, accuracy details incident, accuracy say, accuracy sentence, spelling And order write. Furthermore researchers explain material text news with use model learning *Project Based Learning* with use media Audio visual that is with broadcast A example news latest Which Then analyzed together The same in accordance with structure text news (FITRI, 2022).

Then meeting final researchers do post-test For test ability student after use model learning *Project Based Learning* with use media Audio visual . Results from Post-test show There is improvement Which significant compared to with pre-test. Mark highest student increase become 93 with mark flat flat class that is 81.35. Improvement This prove that model learning project based learning with use media audio visual effective used in increase ability write student (Yazar & Arifoglu, 2012).

Based on Results Calculation test N-Gain = $\frac{\text{Score Posttest} - \text{Score Pretest}}{\text{Score Ideal} - \text{Score Pretest}}$

So results average Which obtained as big as 0.63. Mark This including in category **currently to tall** And level its effectiveness is as big as 63.96%. With thus can concluded that model learning project based learning with use media audiovisual Enough effective used in increase ability write text news class XI SENIOR HIGH SCHOOL Private Example Pematangsiantar (Ayu Fitria, 2024).

CONCLUSION

Based on the research data and the N Gain Test that has been conducted, the following conclusions can be drawn:

1. News Text Writing Ability Before Using Project Based Learning Model using Audio Visual Learning Media Before the application of audio visual learning media, the

ability to write News Text in class XI SMA Swasta Teladan Pematangsiantar was still relatively low. This was proven by the pretest results which showed an average student score of 60.7 below the Minimum Completion Criteria (KKM) set, which was 73. Many students had difficulty in expressing ideas, choosing the right diction, and understanding the elements of news text. This condition was caused by a lack of motivation, and the minimal use of varied and interesting media and learning models in the teaching and learning process.

2. Poetry Writing Skills After Using Audio Visual Learning Media, there was a significant increase in students' poetry writing skills. This is evident from the posttest results, which showed an increase in the average score to 81.35. This improvement indicates that students are able to choose diction creatively and structured. The elements of news text can be mastered better because of the model that allows students to collaborate or work in groups and the presence of visual and audio stimuli that stimulate the imagination and help students understand the techniques of writing news texts correctly and clearly.
3. The Effect of the Project Based Learning Model Using Audio Visual Learning Media on the Ability to Write News Texts. Based on the results of the N Gain Test. The average result obtained was 0.63. This value is included in the **medium to high category** and the effectiveness level is 63.96%. These results indicate that the Project Based Learning Model *Project Based Learning* using audio-visual learning media has an impact on improving the ability to write news texts for class XI. The model supported by this media has proven effective in helping students understand the structure and elements of news, while increasing their interest and motivation in participating in writing lessons. Thus, the *project based learning model* supported by audio-visual learning media is suitable for use as an alternative innovative learning in the classroom, especially in teaching writing skills.
4. Based on the results of the N-Gain test calculation in class XI-5 SMA Swasta Teladan Pematangsiantar, the average N-Gain result was 0.63 with a medium to high category with an average value before treatment of 60.7 and after using the project based learning model using audiovisual media changed to 80.35. Thus, the alternative hypothesis (Ha) is accepted and the null hypothesis (Ho) is rejected . These results indicate that the application of the *project based learning model* using audiovisual media has an influence and is effective in improving the ability to write news texts in class XI SMA Swasta Teladan Pematangsiantar.

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