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"THE EFFECTIVENESS OF USING MOTION AUDIOVISUAL MEDIA ON STUDENTS' ABILITY TO WRITE EXPLANATORY TEXTS FOR NURSING STUDENTS AT THE DELI HUSADA DELI TUA HEALTH INSTITUTE"

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Abstract

Theoretical framework is a concept to see and explain phenomena that have become variables in research, which will used to analyze the data. Then the theoretical framework in This research will explain the independent variable and the dependent variable.

The two variables sequentially are effectiveness use of motion audiovisual media and the ability to write text explanation. Effectiveness is the success of a business or action taken on something, which is success it is something that is expected by business actors or actors the action itself. So in this study, the effort or action in the form of the use of learning media, namely motion audiovisual media. This research was conducted at the Deli Husada Deli Tua Health Institute. This research using the experimental method with using two classes, namely the experimental class and the control class. Results or data that obtained in this study is effectiveness of use motion audiovisual media used researchers in learning writing explanatory text in class VIII 7th Medan Junior High School year lesson 2019/ 2020.

Ability score student write explanatory text in experimental class average 75.97 with good category, and in class control average 65.8 of course with sufficient category. Value earned with using motion audiovisual media in the experimental class with enough category 1 student (3.33%), good category 11 students (36.67%), very good category 18 students (60%). Based on these data, it can be oncluded that students are very good at choosing a writing theme and developing writing according to the specified theme or topic. This ability is of course on the effectiveness of using motion audiovisual media.

Keywords: The Effectiveness of Using Motion Audiovisual Media

1. PRELIMINARY

The education curriculum in Indonesia has evolved from ancient times to the present day ten times. First, the lesson plan curriculum in 1947. Second, the lesson plan curriculum was broken down in 1952. Third, the education plan curriculum in 1964. Fourth, the 1968 curriculum, which was named after its name in 1968. Fifth, the revised curriculum in 1975. Sixth, the revised curriculum in 1984. Seventh, revised curriculum in 1994. Eighth, competency-based curriculum (KBK) in 2004. Ninth, education unit level curriculum (KTSP) in 2006. Tenth, 2013 curriculum, which is as its name implies in 2013.

Indonesian language at every level of education, cannot be separated from language skills, namely listening skills, reading skills, speaking skills and writing skills. The four language skills are classified into two types, namely receptive skills (listening and reading) and productive skills (speaking and writing). The types of texts in Indonesian are as follows: narrative text, description text, discussion text, biographical text, response text, observation report text, complex procedure text, exposition text, anecdote text, negotiation text, short story text, rhyme, retelling, review text/film review) drama, historical story text, fiction story text in novels, news text, advertisement text, editorial/opinion text, and explanatory text.

Explanatory text is a text that contains an explanation of processes related to natural, social, scientific, and cultural phenomena. Based on the author's observations during the field experience program (PPL) at the Deli Husada Deli Tua Health Institute, the things that caused the low grades of students were due to several factors. First, the learning method used by lecturers is still conventional, namely the lecture method and even giving notes during class hours. Second, the learning model tends to be inconsistent with the material being taught, the average learning model used by lecturers is discovery learning, (discovery-based learning) even though not all materials are suitable for using this model.

The third media used by lecturers is simple media or only using simple facilities, namely the blackboard, not using media that support student learning success such as focus. Fourth, This is due to the lack of electronic-based facilities as a teaching medium for lecturers. In addition, the fifth factor, lack of motivation within or from outside of students to write explanatory texts is also a factor in the low scores of students writing explanatory texts. Based on this description, the author feels the need to conduct a research entitled "The Effectiveness of Using Motion Audiovisual Media on Students' Ability to Write Explanatory Texts at the Deli Husada Health Institute, Deli Tua TP 2020/2021".

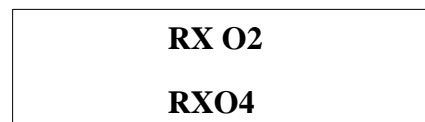
In this study used quantitative methods. The reason for using this research method is the quantitative method, because the data of this study are in the form of numbers obtained based on student scores and using calculations or statistical data analysis. Then this research can be classified, concrete, observed and measured, (Sugiyono, 2018: 7; 10). Based on the research findings, it can be seen that there is an effectiveness of using motion audiovisual media on students' ability to write explanatory texts at the Deli Husada Deli Tua Health Institute. The score of students' ability to write explanatory texts in the experimental class is an average of 75.97 in the good category, and in the control class the average is 65.8, of course, in the sufficient category.

2. METHOD

In this study used quantitative methods. The reason for using this research method is the quantitative method, because the data of this study are in the form of numbers obtained based on student scores and using calculations or statistical data analysis. Then this research can be classified, concrete, observable and measurable, (Sugiyono, 2018: 7; 10). The technique used in this research is experimental, according to the problem, what will be researched or tested is motion audiovisual media. It is hoped that through experiments, the media will have an effect on increasing students' ability to write explanatory texts.

This research was conducted at the Deli Husada Health Institute, Deli Tua. Before carrying out an activity, of course there is something that is designed by them which is called a design. The research design used in this research is Posttest Only Control Design. In this research, the writer will do the treatment to one class which is called the experimental class. After doing the treatment to the experimental class will do the treatment to the control class as a comparison class.

Figure 1. Posttest Only Control Design (Sugiyono : 2018:76)



Information :

R=experimental class and control class

X = Experiment and control

O2 = Experiment class posttest

O4 = Posttest control class

The research design in this study is Posttest-Only Control Design. According to Ali and Asrori (2014:85) the steps that must be taken using this research design are as follows:

1. Subjects who became the research sample.
2. Divide the sample subjects into two groups, then assign and assign one group to the experimental class and one group to the control class.
3. Giving treatment (X) to the experimental group or class, and to the control group or group not being treated.

4. Take post-treatment or posttest (O2) measurements of the two groups or classes.
5. Perform data analysis with appropriate statistical methods to test the significance of the difference in the average post-test scores of the experimental group or class and the control (comparison) group or class, for example by t-test or ANOVA.
6. Drawing conclusions on data analysis.

The research instrument used in the study was a type of subjective test in the form of an assignment. The reason is because what is being tested or researched is the ability to write explanatory texts. The test was carried out by giving the students the task of writing an explanatory text after the experiment was completed or the application of motion audiovisual media.

3. RESULTS

The number of samples in this study were 30 people in the experimental class, 30 people in the control class. The experimental class was treated by using motion audiovisual media. The control class was treated without using motion audiovisual media. The data obtained in the study are the results of the posttest after being given treatment to each class. Aspects of assessment 1–5 use a Likert scale, then aspects of assessment 6 use the Guttman scale. The results of the two scales

are added up and then divided by two into the final score.

Based on the research findings, it can be seen that there is an effectiveness of using motion audiovisual media on students' ability to write explanatory texts at the Deli Husada Deli Tua Health Institute. The score of students' ability to write explanatory texts in the experimental class is an average of 75.97 in the good category, and in the control class the average is 65.8, of course, in the sufficient category.

The average value is obtained after making calculations for each student then divided by the number of students. Previously, students have written an explanatory text. The explanatory text is assessed by the author based on 6 aspects of the assessment. The assessment aspects include: the theme of writing, the structure of the explanatory text, the linguistic rules of the explanatory text, effective sentences, paragraphs, English spelling. Based on these data, it can be seen that students are very good at writing explanatory texts, especially in the English spelling section. This is because of the effectiveness of using motion audiovisual media.

4. RESEARCH FINDINGS

After discussing the results of the research, analyzing the data to determine the students' ability to write explanatory texts, it was obtained. The results are listed in table 1 and table 2 below:

Table 1. Control Class Research Findings

No	Score	Assessment Aspect (%)					
		1	2	3	4	5	6
1	A	16.67	13.33	10	16.67	-	23.33
2	B	46.67	50	6.67	20	40	73.33
3	C	36.67	16.67	56.67	60	43.33	3.33
4	D	-	20	26.67	3.33	13.33	-
5	E	-	-	-	-	3.33	-
Amount		100	100	100	100	100	100

Based on the table 1, it can be concluded that the highest percentage of assessment aspect 1, which is 46.67%, is in the good value category. The highest percentage of assessment aspect 2 which is 50% is in the good value category. The highest percentage of assessment aspect 3 which is 56.67% is in the category of sufficient value. The highest percentage of assessment aspect 4 which is 60% is in the category of sufficient value. The highest percentage of assessment aspect 5 which is 43.33% is in the category of insufficient value. The highest percentage of assessment aspect 6 which is 73.33% is in the good value category.

Table 2. Experimental Class Research Findings

No	Score	Assessment Aspect (%)					
		1	2	3	4	5	6
1	A	56.67	36.67	76.67	80	56.67	16.67
2	B	40	46.67	3.67	10	20	70

3	C	3.33	10	16.67	10	13.33	13.33
4	D	-	6.67	-	3.33	10	-
5	E	-	-	-	-	-	-
Amount		100	100	100	100	100	100

Based on the table 2, it can be concluded that the highest percentage of assessment aspect 1 which is 56.67% is in the very good value category. The highest percentage of assessment aspect 2 which is 46,67 % is in the good value category. The highest percentage of assessment aspect 3 which is 76.67% is in the very good value category. The highest percentage of assessment aspect 4 which is 80% is in the very good value category. The highest percentage of assessment aspect 5 which is 56.67% is in the very good value category. The highest percentage of assessment aspect 6 which is 70% is in the very good value category.

5. DISCUSSION

Motion audiovisual media is media that helps students to more easily understand the subject matter because motion audiovisual media combines sound and moving images. Based on the findings of this study, it can be seen that there is an effectiveness of using motion audiovisual media on the ability of students to write explanatory texts at the Deli Husada Deli Tua Health Institute. The average score of students' ability in the experimental class is 75.97 with a good category,

and in the control class an average of 65.8 with a sufficient category.

The explanatory text is assessed by the author based on 6 aspects of the assessment. Aspects of the assessment include: theme, writing, text structure, explanation, linguistic rules of explanatory text, effective sentences, paragraphs, Indonesian spelling. Achievements in this aspect will be described below.

1. Writing Theme

The scores obtained without using motion audiovisual media in the control class were in sufficient category 11 students (36.67%), good category 14 students (46.67%), very good category 5 students (16.67%). The value obtained by using motion audiovisual media in the experimental class with enough category 1 student (3.33%), good category 11 students (36.67%), very good category 18 students (60%).

It can be concluded that students are very good at choosing the theme of writing and developing writing according to the specified theme or topic. This ability is of course on the effectiveness of using motion audiovisual media.

2. Explanatory Text Structure

The scores obtained without using motion audiovisual media in the control class were in the less category 6 students (20%), with sufficient category as many as 5 students (16.67%), with good category 15 students (50%), and very good 4 students (13.33%).

The value obtained by using motion audiovisual media in the experimental class with less category 3 students (10%), enough category 3 students (10%), good category 11 students (36.67%), very good category 13 students (43.33 %). Based on these data, it can be concluded that students are very good at writing explanatory texts in a structured manner according to the structure of the explanatory text. This is because of the effectiveness of using motion audiovisual media

3. Language Rules of Explanation Text

The scores obtained without using motion audiovisual media in the control class with the poor category were 8 students (26.67%), enough category 17 students (56.67%), good category 2 students (6.67%), and very good category. good 3 students (10 %). The value obtained by using motion audiovisual media in the experimental class with sufficient category 5 students (16.67%), good category 2 students (6.67%), very good category 23 students (76.67%).

Based on these data, it can be seen that students are very good at writing explanatory texts regardless of the linguistic rules of the text itself. This is because of the effectiveness of using motion audiovisual media.

4. Effective sentence

The scores obtained without using motion audiovisual media in the control class with the poor

category were 1 student (3.33%), enough category 8 students (60%), good category 6 students (20%), and very good category 5 students (16.67%). The value obtained by using motion audiovisual media in the experimental class with sufficient category 3 students (10%), good category 3 students (10%), very good category 24 students (80%).

Based on these data, it can be seen that students are very good at writing explanatory texts, especially in the sentence section. Sentences made by students are very effective so that they reach 80%. This is because of the effectiveness of using motion audiovisual media.

5. Paragraph

The value obtained without using motion audiovisual media in the control class with the very poor category was 1 student (3.33%), 4 students were poor (13.33%), moderate category was 13 students (43.33%), category good 12 students (40%). The value obtained by using motion audiovisual media in the experimental class with less category 3 students (10%), enough category 4 students (13.33%), good category 6 students (20%), very good category 17 students (56.67%).

Based on these data, it can be seen that students are very good at writing explanatory texts, especially in the paragraph section. Paragraphs made by students are very good so that it reaches 56.67%. This is because of the effectiveness of using motion audiovisual media.

6. Indonesian Spellings

The sixth aspect of the assessment, the control class with the category of being quite able to master spelling was 1 student (3.33%), in the good category 22 students (73.33%) and the very capable category there were 7 students (23.33%). The sixth aspect of the assessment, the experimental class with the category of being quite able to master spelling was 1 student (3.33%), in the good category 22 students (73.33%) and the very capable category there were 7 people (23.33%).

Based on these data, it can be seen that students are very good at writing explanatory texts, especially in the Indonesian spelling section.

4. CONCLUSION

Based on the results of research on the effectiveness of the use of motion audiovisual media on the ability of students to write explanatory texts at the Deli Husada Deli Tua Health Institute, it can be concluded as follows

1. The ability of students to write explanatory texts at the Deli Husada Deli Tua Health Institute without using motion audiovisual media obtained the lowest score of 4 and the highest score of 80, with an average score of 65.8
2. The ability of students to write explanatory texts at the Del Husada Deli Tua Health Institute using motion audiovisual media obtained the lowest score of 54 and the

highest score of 93, with an average score of 75.8.

3. Testing the hypothesis, namely $t_{count} > t_{table}$ ($4,031 > 2,042$), these results indicate that the use of motion audiovisual media on students' ability to write explanatory texts is effective.

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