The Influence of Audiovisual Media on Understanding Drama Material Class XI Makale Christian High School

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ABSTRACT

The Indonesian nation is a nation that has many tribes that create a variety of regional languages. That diversity certainly requires Indonesian as a unifying language. Indonesian is one of the common subjects in schools. The scope of Indonesian material from the elements of learning outcomes is literature, which is understanding, appreciation, response, analysis, and creation of works. This learning process sometimes faces obstacles, one of which is analyzing activities. One of the media that is expected to help students in achieving a learning goal is audiovisual media. Through this study, we will find out how audiovisual media influences learning to analyze drama. The type of research used is a quantitative approach. The population for this study is all class XI of Makale Christian High School with a total of 200 students, and the sample is classes XI-3 and X1-6 totaling 69 people. The results of this study show that audiovisual media can affect students' understanding of drama material. The ability to analyze without using audiovisual media in the control class did not achieve the minimum learning completeness by looking at the average obtained by the students, which was 80.29. The completeness value that must be achieved is 86. The ability to analyze using audiovisual media in the experimental class has reached the minimum learning completeness by looking at the average score obtained by the students, which is 87.62. This is proven from the hypothesis test of the p-value of < 0.05, which is $0.000 < 0.05$, so that it can be determined that Ho is rejected and Ha is accepted. The benefit of this study is to provide information on the influence of the use of audiovisual media in the learning process.
Keywords: Audiovisual Media; Drama Material

INTRODUCTION

The Indonesian nation is one of the nations that has many tribes that have created various regional languages. This diversity certainly requires a unifying language as a means of communication between citizens of different origins. Indonesian is a

language that is used as a unifying language as well as being the identity of the Indonesian nation.

The Independent Curriculum, in which there are several subjects, one of which is Indonesian. Indonesian language subjects generally have several elements of learning outcomes, namely listening, reading and viewing, speaking and presenting, and writing. These elements are then developed based on three interrelated material scopes and mutually support the development of learning objective elements. The three things are language (knowledge of Indonesian); literature (understanding, appreciation, response, analysis, and creation of literary works); and literacy (expansion of Indonesian language competence in various purposes, especially those related to reading and writing).

Based on the results of observations in the learning process of analyzing the contents of drama texts for class XI at SMA Kristen Makale, the results of student analysis are still lacking. This is because the use of media available at school is not maximized and also one of the causes is the limited media that can also be used at school. This condition causes students to still be lacking in analyzing the drama that has been prepared.

The learning process certainly requires strategies, methods, models, engineering models, or creative media so that students are more interested and have an interest in learning. One of the media that is expected to help students achieve a learning goal is audiovisual media. According to the Big Dictionary of Language, audiovisual is a media that can be heard and seen. This media is expected to help students improve their learning outcomes by using two senses at once when understanding a text, especially drama.

The use of audiovisual media is a solution to the low results of analyzing grade XI students when analyzing a text. This learning media can run smoothly and achieve the expected results, especially in learning to analyze drama. One type of audiovisual media that will be used is a video recording containing a drama performance. Analyzing is one aspect of reading and viewing activities in learning carried out at the high school level, especially in grade XI. One of the texts analyzed is a drama text. One of the learning objectives contained in the independent curriculum is to determine the elements that build drama. Through this activity, students are invited to analyze the contents of the drama.

Drama is a story of human life in society that is projected onto the stage presented in the form of dialogue and movement based on a script, supported by stage design, lighting, music, make-up, and costume design. In a broad sense, drama is a form of entertainment that contains a story and is performed in front of many people.

One of the studies by Lubis and Yahfizham (2024) entitled Efforts to Improve Students' Skills "Analyzing Drama Performances Based on Performance Techniques" Through the Problem Based Instruction Learning Method for Class XI

Ipa-2 SMA N 3 Kisaran through. This study aims to determine the effectiveness of a model in learning activities to analyze drama texts. The research method uses classroom action research. The results of the study were categorized as successful. In the second cycle, all aspects experienced a significant increase. All students were involved and actively discussing to solve problems, reaching 32 students (94.11%). Likewise, the ability of students to submit opinions, ask questions or comment on teachers and students from 18 people increased to 32 people (94.11%). However, this time the researcher will use audiovisual media in his research.

The elements that build drama consist of two, namely intrinsic elements and extrinsic elements. Intrinsic elements of drama include theme, plot, characters and characterization, dialogue, setting, morals and conflict. The word media comes from Latin and is the plural form of the word medium which can literally be interpreted as an intermediary or messenger. According to KBBI (2008:892) media is 1) a tool; 2) a communication tool (means) such as newspapers, magazines, radio, television, films, posters, and banners; 3) an intermediary, a connector. Learning media is defined as all tools and materials that can be used to achieve learning objectives. Learning media consists of tools that are physically used to convey learning materials, such as books, cassettes, tapes, recorders, films, slides, photos, graphic images, television and computers (Gagne and Briggs in Ali et al., 2023:1).

Audiovisual media is a type of medium that not only contains sound elements but also visual elements that can be seen, such as video recordings, various film sizes, sound slides, and others. Video, as one form of audiovisual media, serves as a learning tool that combines visual aspects like images, text, and animation with audio elements such as sound, music, and narration. This combination allows information to be conveyed in an interesting and easy-to-understand manner. Based on this background, the author formulates the research problems as follows: first, whether audiovisual media has a significant effect on the understanding of drama among class XI students of SMA Kristen Makale, and second, whether the use of audiovisual media can improve Indonesian language learning outcomes, particularly in understanding drama, for the same group of students.

LITERATURE REVIEW

According to KBBI, drama is a story or tale, especially one involving conflict or emotion, which is specifically composed for performance. Drama is a story of human life in society that is projected onto the stage presented in the form of dialogue and movement based on a script, supported by stage design, lighting, music, make-up, and costume design. In a broad sense, drama is a form of spectacle containing a story and performed in front of many people. A drama certainly has elements that build it. The elements that build a drama can be intrinsic and extrinsic elements. Intrinsic elements are elements that exist in the drama text itself and form the structure of the drama story. These elements can be found in the drama text itself. While the extrinsic elements of drama are elements that come from outside the drama text that influence the development of the story, but this cannot be found

directly in the story. The intrinsic elements of drama in Widiono's book (2024) are theme, plot, characters and characterization, morals and conflicts.

Audiovisual media is one of the learning media that produces images and sounds, with video being a prominent example. As a learning tool, video combines visual elements such as images, text, and animation with audio elements including sound, music, and narration, making the delivery of information more engaging and easier to understand. Video is considered highly effective in helping students grasp concepts or learning materials, especially when dealing with complex or abstract topics, as it provides learning experiences that are otherwise impossible to encounter directly. For instance, to study life on the seabed, students can use video as a medium since it would be impractical to send them diving. The same applies to other abstract learning materials. The advantages of using video as audiovisual media include its ability to attract students' attention through the combination of visuals and audio, facilitate the understanding of abstract concepts through illustrations or simulations, allow repetition at any time to reinforce comprehension, and provide realistic learning experiences, such as through field documentation videos.

METHOD

Design and Sample

This study employed an experimental research approach, specifically using a quasi-experimental design. The design utilized a control group; however, it could not fully control external variables that may influence the implementation of the experiment (Sugiyono, 2016:17). The population of the study consisted of students at SMA Kristen Makale, who were considered homogeneous because the division of students into classes was not based on their achievement levels. The sampling technique applied was simple random sampling, which is considered simple because members of the population were selected randomly without regard to strata, assuming that all members of the population were relatively similar (Sugiyono, 2016:82). In practice, the researcher conducted a lottery draw involving six classes to determine the research sample. The results of this draw designated Class XI-3 and Class XI-6 as the research samples, with a total of sixty-nine students.

Instruments and Procedures

The instruments and procedures for data collection involved three main stages: pretest, treatment, and posttest. The pretest was conducted to determine the students' initial knowledge before the treatment was administered. Following the pretest, the experimental group received the treatment in accordance with the intervention designed for the study. After the completion of the treatment, a posttest was administered to both the experimental and control groups to measure the students' learning outcomes and evaluate the effectiveness of the intervention.

Data Analysis

For data analysis, both descriptive and inferential statistical techniques were employed. Descriptive statistics were used to calculate students' raw scores using the formula $X = \frac{Ss}{Sm} \times 100$, where X represents the student's grade, Ss is the score obtained, and Sm is the maximum possible score. Inferential statistical analysis was carried out to test the research hypothesis through a t-test. Prior to hypothesis testing, a normality and homogeneity test was performed. The normality test used was the Kolmogorov-Smirnov test, with the criterion that learning outcome data would be considered normally distributed if the significance value (p-value) exceeded the significance level (α = 0.05). Meanwhile, the homogeneity test was conducted using the test of homogeneity of variance, where the data was regarded as homogeneous if the p-value was greater than α = 0.05. After fulfilling these prerequisites, hypothesis testing was conducted with the aid of the latest version of the SPSS program to ensure accurate statistical computation.

RESULTS AND DISCUSSION

Description of Learning in the Control Class

Pretest

The initial test (pretest) was conducted at the beginning of the study with the aim of measuring drama analysis skills. The number of students involved in the control class was 35 people. There were seven elements analyzed, namely theme, plot, characters and characterization, dialogue, setting, morals, and conflict. The highest score obtained by students was 86 obtained by 2 people, while the lowest score obtained was 43 obtained by 1 person.

Table 1. Category of Initial Learning Achievement Level of Research (Pretest) in Analyzing Drama in Control Class

No	Value Interval	Ability Level	Frequency	Percentage	Average
1.	90-100	Very high	-	-	
2.	85-89	Tall	2	5.7	
3.	75-84	Currently	4	11.4	62.63
4.	40-74	Low	29	82.9	
5.	0-39	Very Low	-	-	
Amount			35	100	

Based on table above, it can be described that the score obtained for the above categorization shows that the very high group has a score of 90-100, the high group has a score of 85-89, the medium group has a score of 75-84, the low group has a score of 40-74 and the very low group has 0-39. The results of the categorization in

table analyzing the drama at the beginning of the study (pretest) of the control class showed that no students obtained a very high category. The high category was obtained by 2 students (5.7%), the medium category was obtained by 4 students (11.4%), and the low category was obtained by 29 students (82.9%). The low category or value interval 0-39, not a single student obtained it.

Table 2. Distribution and Percentage of Learning Outcome Completion Criteria

No.	Score	Category	Frequency	Percentage (%)
1.	< 84	Not finished	33	94.3
2.	>84	Completed	2	5.7
Amount			35	100

Based on table2, it can be described that as many as 2 students (5.7%) achieved completion and 33 students (94.3%) did not achieve completion. Based on the table above, it can be seen that students' ability in analyzing drama has not reached the classical completion value.

Posttest

The final test (posttest) was conducted at the end with the aim of measuring drama analysis skills with the lecture method. The number of students involved in it was 35 people with the same assessment aspects.There are seven elements that are analyzed, namely theme, plot, characters and characterization, dialogue, setting, morals, and conflict.The highest score obtained by students was 89, obtained by 3 people, while the lowest score obtained was 71, obtained by 3 people.

Table 3. Category of Final Learning Achievement Level of Research (Posttest) in Analyzing Drama in Control Class

No	Value Interval	Ability Level	Frequency	Percentage	Average
1.	90-100	Very high	-	-	
2.	85-89	Tall	9	25.7	
3.	75-84	Currently	23	65.7	80.29
4.	40-74	Low	3	8.6	
5.	0-39	Very Low	-	-	
Amount			35	100	

The results of the categorization are in table 4.9 analyzing the drama at the end of the study (posttest) of the control class showed that no students obtained a very high category. The high category was obtained by 9 students (25.7%), the medium category was obtained by 23 students (65.7%), and the low category was obtained by 3 students (8.6%). The low category or value interval 0-39, not a single student obtained it.

Table 4. Distribution and Percentage of Learning Outcome Completion Criteria

No.	Score	Category	Frequency	Percentage (%)
1.	< 84	Not finished	26	74.3
2.	>84	Completed	9	25.7
Amount			35	100

Based on table 4, it can be described that as many as 9 students (25.7%) achieved completion and 26 students (74.3%) did not achieve completion. Based on the table above, it can be seen that students' ability in analyzing drama has not reached the classical completion value.

Description of Learning in Experimental Class

Pretest

The pretest was conducted at the beginning of the study with the aim of measuring students' skills in analyzing drama before using audiovisual media. The number of students involved in it was 34 people. There are seven elements that are analyzed, namely theme, plot, characters and characterization, dialogue, setting, morals, and conflict. The highest score obtained by a student was 89, obtained by 1 person, while the lowest score obtained was 43, obtained by 1 person.

Table 5. Category of Initial Learning Achievement Level of Research (pretest) in Analyzing Drama in Experimental Class

No	Value Interval	Ability Level	Frequency	Percentage	Average
1.	90-100	Very high	-	-	
2.	85-89	Tall	2	5.9	
3.	75-84	Currently	4	11.8	64.71
4.	40-74	Low	28	85.3	
5.	0-39	Very Low	-	-	
Amount			34	100	

The results of the categorization in table 5 analyzing the drama at the beginning of the study (pretest) of the experimental class showed that no students obtained a very high category. The high category was obtained by 2 students (5.9%), the medium category was obtained by 4 students (11.8%), and the low category was obtained by 28 students (85.3%). The low category or value interval 0-39, not a single student obtained it.

Table 6. Distribution and Percentage of Learning Outcome Completion Criteria

No.	Score	Category	Frequency	Percentage (%)
1.	< 84	Not finished	32	94.1
2.	> 84	Completed	2	5.9
Amount			34	100

Based on table 6, it can be described that as many as 2 students (5.9%) achieved completion and 32 students (94.1%) did not achieve completion. Based on the table above, it can be seen that students' ability in analyzing drama has not reached the classical completion value.

Posttest

The final test (posttest) was conducted at the end with the aim of measuring drama analysis skills using audiovisual media. The number of students involved in it was 34 people with the same assessment aspects.There are seven elements that are analyzed, namely theme, plot, characters and characterization, dialogue, setting, morals, and conflict.The highest score obtained by students was 96, which was obtained by 4 people, while the lowest score obtained was 75, which was obtained by 1 person.

Table 7. Category of Final Learning Achievement Level of Research (Posttest) in Analyzing Drama in Experimental Class

No	Value Interval	Ability Level	Frequency	Percentage	Average
1.	90-100	Very high	10	29.4	
2.	85-89	Tall	16	47.1	
3.	75-84	Currently	8	24.5	87.62
4.	40-74	Low	-	-	
5.	0-39	Very Low	-	-	
Amount			34	100	

The results of the categorization in table 4.19 analyzing the drama at the end of the research (posttest) of the Experimental class show that the very high category was obtained by 9 students (26.5%), the high category was obtained by 16 students (47.1%), the medium category was obtained by 9 students (26.5%), and the low and very low categories were not obtained by any students.

Table 8. Distribution and Percentage of Learning Outcome Completion Criteria

No.	Score	Category	Frequency	Percentage (%)
1.	< 84	Not finished	8	23.5
2.	> 84	Completed	26	76.5

Amount	34	100

Based on table 8, it can be described that as many as 26 students (76.5%) achieved completion and 8 students (23.5%) did not achieve completion. Based on the table above, it can be seen that students' ability in analyzing drama has reached the classical completion value.

Data Normality Testing

Table 9. Data Normality Test

	Kolmogorov-Smirnova			Shapiro Wilk		
	Statistics	df	Sig.	Statistics	df	Sig.
Pre-Test Control	,149	34	,053	,957	34	,195
Post-Test Control	,148	34	,056	,939	34	,057
Pre-Test Experiment	,146	34	,064	,966	34	,365
Post-Test Experiment	,147	34	,059	,944	34	,082

a. Lilliefors Significance Correction

The table above shows that p-value = 0.053 in the control class pretest, p-value = 0.056 in the control class posttest, p-value = 0.064 in the experimental class pretest, and p-value = 0.059 in the experimental class posttest which means that it is greater than $\alpha = 0.05$. Therefore, all p-values > $\alpha = 0.05$. The data states that the data used is normally distributed.

Data Homogeneity Test

Table 10. Data Homogeneity Test

		Levene Statistics	df1	df2	Sig.
Student Learning Outcomes	Based on Mean	,094	1	67	,760
	Based on Median	,080	1	67	,778
	Based on Median and with adjusted df	,080	1	66,584	,778
	Based on trimmed mean	,100	1	67	,753

Based on the SPSS output above, it can be seen that the p-value on the mean is $0.760 > \alpha = 0.05$. So it can be concluded that the two data groups are homogeneous.

Hypothesis Testing

Paired Sample Test

Table 11. Paired Samples Test

| | | Paired Differences | | | 95% Confidence Interval of the Difference | | | | Significance | |
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper	t	df	One-Sided p	Two-Sided p
Pair 1	Pre-Test Control - Post-Test Control	-17,657	12,357	2,089	-21,902	-13,412	-8,453	34	<,001	<,001
Pair 2	Pre-Test Experiment - Post-Test Experiment	-22,912	10,847	1,860	-26,696	-19,127	-12,316	33	<,001	<,001

Based on the results of the Paired sample test in the control class, the Sig value (2 tailed) was obtained at 0.001 <0.05, so it can be concluded that in the control class there is a difference in the average learning outcomes of students for the pretest and posttest. While in the experimental class, the Sig (2-tailed) was obtained at 0.001 <0.05, so it can be concluded that there is a difference in the average learning outcomes of students for the pretest and posttest.

Independent Sample Test

Independent Samples Test

| | | Levene's Test for Equality of Variances | | t-test for Equality of Means | | | | | | 95% Confidence Interval of the Difference | |
		F	Sig.	t	df	Significance One-Sided p	Significance Two-Sided p	Mean Difference	Std. Error Difference	Lower	Upper
Hasil Belajar Siswa	Equal variances assumed	,094	,760	-5,802	67	<,001	<,001	-7,332	1,264	-9,854	-4,810
	Equal variances not assumed			-5,798	66,545	<,001	<,001	-7,332	1,265	-9,857	-4,807

Based on the results of the analysis above, the Sig value (2-tailed) obtained was 0.001 < 0.05, so it can be concluded that there is a difference in the average learning outcomes of students when using audio-visual media and using text reading.

DISCUSSION

This research was conducted at Makale Christian High School in March 2025. The research entitled "The Influence of Audiovisual Media on the Understanding of Drama Material of Class XI Students of Makale Christian High School used 69 research samples. The following is an explanation of the results of the initial test (pretest) and final test (posttest) in both the control class and the experimental class.

Based on the learning outcomes at the beginning of the test (pretest) of the control class, it showed that only 2 (5.7%) students achieved completeness and 33 (94.3%) students had not achieved completeness. The results of data analysis showed that no students obtained scores in the very high category (90-100), 2 students obtained scores in the high category (85-89), 4 students obtained scores in the medium category (75-84), 29 students obtained scores in the low category (40-74) and none obtained scores in the very low category.

In the final test (posttest) of the control class, the results of data analysis showed that student learning outcomes were still categorized as low by looking at the number of students who achieved completeness, only 9 students (25.7%) and did not complete as many as 26 students (74.3%). The very high ability level category with a value range of 90-100 was not obtained by any students. The high category with a value range of 85-89 was obtained by 9 students (25.7%), the medium category with a value range of 75-84 was obtained by 23 students (65.7%) and the low category with a value range of 40-74 was obtained by 3 students (8.6%). The very low category with a value range of 0-39 was not obtained by any students. Of the 35 samples in the control class, the highest value obtained was 89 and the lowest value obtained was 71.

Based on the analysis of student learning outcomes, the average score obtained at the beginning of the test was 62.63 with the number of students who achieved the passing grade being 2 students and 33 students who did not complete. At the end of the test, the average score obtained was 80.29 with the number of students who achieved the passing grade being 9 students and 26 students who had not achieved the passing grade. The number of students who obtained passing grades both at the beginning of the test and at the end of the test had not achieved classical completion.

Based on the results of student learning at the beginning of the test (posttest) of the experimental class, 2 students (5.9%) achieved a passing grade and 32 students (94.1%) did not achieve a passing grade. The results of the analysis showed that no students obtained a score in the very high category (90-100). The high category (85-89) was obtained by 2 students (5.9%), the medium category (75-84) was obtained

by 4 students (11.8%), the low category (40-74) was obtained by 28 students (85.3) and no students obtained a score in the very low category.

In the experimental class (posttest) the ability to analyze the elements of drama of students who achieved completion was 26 students (76.5%) and those who did not complete were 8 students (23.5%). The very high category with a value range of 90-100 was obtained by 10 students (29.4%), the high category with a value range of 85-89 was obtained by 16 students (47.1%), the medium category with a value range of 75-84 was obtained by 8 students (24.5%) and the low category with a value range of 40-74 was obtained and very low with a value range of 0-39. Of the 53 research samples, none obtained it. The highest value obtained was 96 and the lowest value obtained was 75.

Based on the results of the research that has been done, the average obtained at the beginning of the control class test was 64.71 with the number of students who got a passing grade of 2 students (5.9%) and 32 students (94.1%) who had not achieved the passing grade. At the end of the experimental class test, the average value obtained was 87.62 with the number of students who got a passing grade of 26 students (76.5%) and did not complete 8 people (23.5%).

The use of audiovisual media in learning to analyze drama elements can be said to have a significant effect by looking at the results of the hypothesis test, namely the paired sample test and the independent sample test. The paired sample test is used to see the significant effect of media in analyzing drama elements by looking at the p-value <0.05. Based on the paired sample test in the control class, the Sig (2-tailed) value was obtained at $0.001 <0.05$ and in the experimental class the Sig (2-tailed) value was obtained at $0.001 <0.05$, so it can be concluded that there is a difference in the average learning outcomes of students for the pretest and posttest.

Independent sample test is used to determine whether there is an increase in Indonesian language learning outcomes through the use of audiovisual media on drama understanding by looking at the p-value <0.05. Based on the results of data analysis, the Sig value (2 tailed) is $0.001 <0.05$, so it can be concluded that there is a difference in the average learning outcomes of students when using audiovisual media and without using audiovisual media. In addition, the value obtained in the class using audiovisual media has reached classical completion. Thus it can be seen that the use of audiovisual media can have a significant effect on the learning outcomes of class XI students of SMA Kristen Makale.

CONCLUSION

Based on the results of the research, it can be concluded that students' ability to analyze drama without the use of audiovisual media is still relatively low. In the control class, only 9 students (25.7%) achieved a passing grade. In contrast, the experimental class, which was taught using audiovisual media, showed a significant improvement, with 26 students (76.5%) reaching the passing grade and meeting the

criteria for classical completion. Statistical analysis further supports these findings. The paired sample test showed a significance value (Sig. 2-tailed) of $0.001 < 0.05$ in both the control and experimental classes, indicating a significant difference between students' pretest and posttest scores. Similarly, the independent sample test showed a Sig. value (2-tailed) of $0.001 < 0.05$, confirming that there is a meaningful difference in learning outcomes between students who were taught with audiovisual media and those who were not.

These findings highlight that the use of audiovisual media in learning, particularly video, has a significant positive impact on students' ability to analyze drama. Audiovisual media combines visual elements such as images, text, and animation with auditory elements like narration, music, and sound, making it an effective tool to help students understand complex or abstract concepts in a more engaging and comprehensible way. Therefore, it can be concluded that the integration of audiovisual media in the learning process is more effective than traditional methods that do not utilize such media.

In line with these conclusions, several recommendations can be proposed. First, schools should provide sufficient and varied learning media to support a more engaging and effective learning process. Second, teachers are encouraged to be more creative in designing and implementing learning strategies that make use of audiovisual resources. Third, the consistent application of proven learning media, such as those used in this study, is recommended to maintain the quality of learning outcomes. Finally, future researchers are encouraged to explore other forms of learning media to compare their effectiveness and further enrich the learning process.

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