

**The Effectiveness of Audio-Visual Media on Motivation and Essay Writing Skills of Students at Universitas Muhammadiyah Sidenreng Rappang**

**Ikwat Rhomadan**

[ikwalramadhanikwal06801@gmail.com](mailto:ikwalramadhanikwal06801@gmail.com)

**Rustam Efendy Rasyid**

[vandyv93@gmail.com](mailto:vandyv93@gmail.com)

**Yusmah**

[yusmah.umsrappang@gmail.com](mailto:yusmah.umsrappang@gmail.com)

**Universitas Muhammadiyah Sidenreng Rappang**

**ABSTRACT**

This quantitative study was conducted within the Indonesian Language Education Study Program using a One-Group Pretest–Posttest Design. The population consisted of 19 students enrolled in the essay writing course, and the entire population was used as the research sample. Data were collected through tests, questionnaires, and interviews. The data analysis techniques included the use of a Likert scale and a t-test. The results of the study indicate that the use of audio-visual media is effective in improving students' motivation and essay writing skills. Observational data revealed enhancements in students' attention, interest, participation, perseverance, and initiative, with an average score of 3.44, categorized as high. This finding is supported by the questionnaire results, which showed an average score of 3.64, indicating increased enthusiasm and self-confidence among students. Interviews further revealed that audio-visual media enabled students to better understand essay structures through concrete examples and more engaging learning experiences. Moreover, the t-test analysis of the essay writing test scores showed a significant improvement, with the average score increasing from 26.31 to 40.52. The significance value of 0.000 ( $p < 0.05$ ) indicates a statistically significant difference between the pretest and posttest results. Based on these findings, the null hypothesis ( $H_0$ ), which stated that the use of audio-visual media is not effective in improving essay writing skills, is rejected. Therefore, the alternative hypothesis ( $H_1$ ) is accepted, confirming that the use of audio-visual media effectively enhances both the motivation and essay writing abilities of students at Universitas Muhammadiyah Sidenreng Rappang.

**Keywords:** Audio-Visual Media; Essay Writing Skills; Student Motivation

**INTRODUCTION**

In higher education, writing essays is a crucial skill for students to develop. It goes beyond mere writing, encompassing critical thinking, logical argumentation, and the ability to express ideas systematically and coherently. These writing skills are

essential, particularly for students enrolled in Indonesian Language Education programs, where writing is a primary academic requirement. However, many students struggle with essay writing, often producing work that lacks structure, depth, and clarity. This issue is prevalent at Universitas Muhammadiyah Sidenreng Rappang, where initial observations reveal that students in the Indonesian Language Education program face difficulties in mastering essay writing.

The challenges in writing essays are not limited to structural issues. Many students lack motivation, which is a significant barrier to their academic performance, especially in writing tasks. Motivation plays a pivotal role in academic success, as it influences students' willingness to engage in learning activities, particularly tasks that require sustained effort, like writing. Therefore, understanding and addressing the factors that affect students' motivation is crucial for improving their academic performance. Traditionally, teachers have relied on conventional teaching methods, such as lectures and textbooks, to instruct students in essay writing. While these methods have their merits, they often fail to engage students effectively. Recent developments in educational technology have introduced more dynamic and engaging ways of learning, including the use of audio-visual media. Audio-visual media, which combines visual elements and sound, has been shown to enhance the learning experience by making it more interactive and stimulating.

Previous studies have suggested that audio-visual media can significantly improve motivation and learning outcomes. In the context of essay writing, such media can provide concrete examples and visual cues that help students better understand essay structures, argumentation techniques, and writing strategies. This approach allows students to see the process of essay writing in action, which can be more effective than theoretical explanations alone. By watching demonstrations and examples, students are better able to replicate these techniques in their own writing. Despite the promising potential of audio-visual media, the integration of this technology into traditional classrooms is not without challenges. Access to technology, the ability of instructors to effectively use these tools, and the willingness of students to engage with them are all factors that can influence the success of this approach. Therefore, it is essential to examine how audio-visual media can be effectively implemented in the Indonesian Language Education program at Universitas Muhammadiyah Sidenreng Rappang to improve essay writing skills.

This study aims to explore the effectiveness of audio-visual media in enhancing students' motivation and essay writing abilities. Specifically, it will assess whether the use of audio-visual tools can increase students' enthusiasm for learning and improve the quality of their essays. The research will also examine the challenges and barriers to effectively integrating such media into the learning process. The significance of this research lies in its potential to provide insights into the use of modern learning tools in higher education, particularly in improving academic writing skills. If audio-visual media is found to be effective, it could serve as a valuable tool in the curriculum, offering a more engaging and interactive way for

students to learn how to write essays. Moreover, this study will contribute to the broader field of educational technology, offering evidence of how multimedia can positively impact academic writing in Indonesian language education. Finally, this research will not only benefit students by improving their writing skills but also assist educators in adopting more innovative teaching methods. The findings could lead to the development of more effective teaching strategies that integrate audio-visual media, ultimately enhancing the learning experience for students in higher education.

## LITERATURE REVIEW

Essay writing is a core academic skill in higher education, especially in language and communication programs. According to Harmer (2007), essay writing requires students to engage in critical thinking, organize their thoughts coherently, and communicate ideas effectively. The ability to construct well-structured essays is seen as a key indicator of academic success, reflecting students' understanding of the subject matter and their ability to present arguments logically. However, many students struggle with writing essays, often producing work that lacks clarity, logical flow, and depth of analysis (Coffin, 2003). These difficulties are often rooted in inadequate teaching methods, insufficient practice, and a lack of motivation to engage in the writing process.

Motivation is a key factor influencing students' academic performance. According to Deci and Ryan's Self-Determination Theory (2000), intrinsic motivation is particularly crucial for engaging in activities that require effort over time, such as essay writing. Students who are intrinsically motivated tend to show greater persistence and interest in tasks that they find meaningful. Conversely, students with low motivation often perform at a minimal level, only completing assignments to meet basic requirements. Studies by Ryan and Deci (2000) also indicate that intrinsic motivation can be enhanced by creating an environment that supports autonomy, competence, and relatedness. This is where innovative teaching tools like audio-visual media can play a significant role.

The use of audio-visual media in education has grown significantly in recent years. Audio-visual tools combine visual and auditory elements, which can enhance students' understanding and engagement with content (Mayer, 2009). The Dual Coding Theory (Paivio, 2006) posits that people process visual and verbal information through separate cognitive channels, and when both types of information are presented together, learning is more effective. In the context of writing, audio-visual media can provide concrete examples of well-structured essays, enabling students to better understand complex concepts like argumentation, paragraphing, and essay organization. As such, these media serve as an effective tool for teaching writing skills, particularly for visual and auditory learners.

Several studies have explored the impact of audio-visual media on students' motivation and learning outcomes. A study by Wahid (2020) found that the integration of audio-visual media in writing courses helped improve students' essay organization and argumentation. By providing examples of well-written essays and explaining key concepts through videos or interactive infographics, students were able to better grasp the structure of an essay and the process of developing arguments. This enhanced their motivation to write and their overall confidence in their writing abilities. Similarly, research by Fitriani et al. (2021) demonstrated that students who were exposed to audio-visual media were more engaged in the writing process, showing increased interest and participation in writing tasks.

In addition to improving motivation, audio-visual media has been shown to help students with the cognitive aspects of writing. According to Clark (2006), visual media can simplify the process of organizing ideas by providing students with visual representations of essay structures. Infographics, for example, can break down complex writing tasks into manageable steps, making it easier for students to visualize how to construct an argument or paragraph. This visual guidance allows students to internalize the structure of an essay, which in turn can lead to better writing outcomes. By presenting essay writing visually, students are more likely to understand the organization of ideas and the logical flow of arguments.

The effectiveness of audio-visual media in improving writing skills has also been supported by studies on multimedia learning. According to Mayer's Cognitive Theory of Multimedia Learning (2009), students learn more effectively when they are provided with both visual and verbal information that is relevant to the task at hand. This theory suggests that the simultaneous presentation of text and images facilitates learning by encouraging deeper cognitive processing. In writing instruction, this approach can help students not only understand the mechanics of writing but also internalize them through active engagement with the media. When students see examples of well-structured essays and hear explanations of writing techniques, they are better able to replicate these skills in their own work.

Despite the promising findings, the integration of audio-visual media into the classroom does not come without challenges. Zainuddin (2016) notes that the success of audio-visual learning depends on factors such as the availability of technology, the teacher's competence in using these tools, and students' readiness to engage with digital media. Moreover, the quality of the media content is crucial for its effectiveness. Anderson (2009) suggests that poorly designed media, or media that does not align with the learning objectives, can lead to confusion rather than learning. Therefore, for audio-visual media to be truly effective, educators must carefully select relevant materials and ensure that these tools are integrated into a coherent and well-planned teaching strategy.

Furthermore, the practical implementation of audio-visual media may be hindered by technical issues such as inadequate equipment or unstable internet connections, particularly in less developed areas (Anderson, 2009). While these challenges are

common, they can be mitigated through proper planning and the use of accessible technology. In the case of Universitas Muhammadiyah Sidenreng Rappang, addressing these technological barriers will be crucial for the successful integration of audio-visual media in the writing curriculum. Despite these obstacles, the growing body of research on multimedia learning suggests that, when used effectively, audio-visual media can significantly enhance students' motivation and writing skills, providing a much-needed solution to the challenges faced by students in writing courses.

## **METHOD**

### **Design and Sample**

This study adopts a quantitative approach to examine the effectiveness of audio-visual media on students' motivation and essay writing skills. A quantitative method is appropriate for this study because it allows for the collection and statistical analysis of numerical data to evaluate learning outcomes. The research design used is a One-Group Pretest–Posttest Design, which involves administering assessments before and after the intervention to determine the effect of audio-visual media. This design enables the researcher to observe changes in students' performance and motivation over time. The participants in this study consisted of 19 students enrolled in the Indonesian Language Education Program at Universitas Muhammadiyah Sidenreng Rappang, all of whom were taking the essay writing course. A total sampling method was used due to the limited population size, ensuring that all students participated and the findings reflect the full group.

### **Instruments and Procedures**

Data collection was carried out using three primary instruments: tests, questionnaires, and interviews. The pretest and posttest were designed to evaluate students' essay writing skills before and after the audio-visual media intervention. The writing assessments focused on several aspects, including structure, coherence, grammar, vocabulary, and argument development. A standardized rubric was used to score the tests consistently. The pretest was conducted at the beginning of the course, and the posttest was given at the end after students had experienced instruction using audio-visual tools.

To measure student motivation, a Likert-scale questionnaire was used. It contained items related to interest, confidence, and perceived usefulness of the audio-visual media in enhancing writing abilities. This questionnaire was also administered twice—before and after the intervention—to track changes in motivation. Additionally, semi-structured interviews were conducted with a subset of students to gain qualitative insights. These interviews explored student experiences with the audio-visual media, their engagement in class, and any difficulties they faced. Interview responses were recorded, transcribed, and analyzed thematically to provide supporting evidence for the quantitative findings.

### Data Analysis

Data analysis combined descriptive and inferential statistics. Descriptive statistics were used to summarize students' performance and motivation levels, including mean scores from the pretest, posttest, and questionnaire responses. This provided an overview of the trends in learning outcomes and motivational shifts. To assess the significance of the observed changes, a paired-sample t-test was conducted, comparing pretest and posttest scores for both writing and motivation. This statistical test was chosen to determine whether the differences were meaningful or due to chance.

To ensure validity and reliability, the instruments were developed based on established writing assessment standards and validated motivation scales. Consistency in data collection was maintained by having the same researcher administer all instruments. Furthermore, the use of the pretest-posttest design helped minimize potential bias and provided a clear structure for assessing changes over time. Ethical procedures were also upheld throughout the study. Participants were informed about the purpose of the research, assured of confidentiality, and provided with the option to withdraw without consequences. All participants gave their informed consent, ensuring that the study met ethical standards for research involving human subjects.

### RESULT AND DISCUSSION

The findings of this study were obtained through three primary data sources: the pretest and posttest assessments of essay writing skills, the motivation questionnaires, and student interviews. These tools were used to measure the effectiveness of audio-visual media in enhancing students' motivation and their essay writing performance.

The essay writing test results showed a significant improvement after the use of audio-visual media. Before the intervention, students' average score on the pretest was 26.31, indicating limited ability in organizing ideas, developing arguments, and applying correct grammar and structure. After the implementation of audio-visual media, the posttest average rose to 40.52, marking an increase of 14.21 points. This substantial gain demonstrates a positive impact of audio-visual tools on students' writing skills. To confirm the significance of this result, a paired sample t-test was conducted, yielding a p-value of 0.000 ( $p < 0.05$ ), which indicates a statistically significant difference between the pretest and posttest scores.

*Table 1. Pretest and Posttest Results for Essay Writing Skills*

Test	Pretest Average Score	Posttest Average Score	Difference
------	-----------------------	------------------------	------------

Essay Writing Skills	26.31.00	40.52.00	+14.21
----------------------	----------	----------	--------

The table above clearly illustrates the improvement in students’ writing performance, supporting the hypothesis that integrating audio-visual media into instruction leads to better learning outcomes in writing.

In addition to writing performance, the study also examined students’ motivation toward writing tasks. The questionnaire data revealed an increase in motivation after the intervention. Prior to using audio-visual media, the average motivation score was 2.51, categorized as “moderate”. After the intervention, this score rose to 3.64, which falls under the “high” motivation category. These results indicate that students became more interested, confident, and willing to engage in essay writing activities after experiencing audio-visual learning.

*Table 2. Motivation Questionnaire Results*

Question	Pretest Average	Posttest Average
How motivated are you to write essays?	2.51 (Moderate)	3.64 (High)
How confident do you feel about your writing skills after using the media?	2.50 (Moderate)	3.60 (High)

The data in Table 2 show a consistent trend: students reported both higher motivation and confidence in their writing skills after being exposed to audio-visual materials. These findings emphasize the motivational benefits of using multimedia in education.

Moreover, observational data gathered during classroom sessions further supported these results. Students demonstrated improved focus, active participation, and greater initiative during writing activities. The average observational score for attention, participation, and interest was 3.44, placing student engagement in the “high” category. These behavioral indicators confirmed that students were more actively involved in learning when audio-visual media were integrated into instruction.

Qualitative interview responses added additional depth to these findings. Students expressed that the use of videos and interactive media helped them better understand essay structures and provided clear models they could follow. Several students noted feeling more confident and motivated to write, with one student commenting, “The video examples really helped me see how a good essay is structured, and I felt more confident writing my own.” These insights suggest that students found the multimedia content both engaging and educationally effective.

Overall, the combined results from tests, questionnaires, observations, and interviews strongly suggest that audio-visual media positively influences both motivation and essay writing ability among university students.

The outcomes of this research confirm that audio-visual media is an effective instructional strategy for enhancing both motivation and essay writing skills. The significant gain in essay scores aligns with previous studies emphasizing the role of multimedia in improving writing performance (Wahid, 2020; Fitriani, 2021). The application of audio-visual tools enabled students to visualize concepts, understand writing structures, and apply these elements more confidently in their work.

The increase in motivation scores further validates the benefits of multimedia in the classroom. The observed shift from moderate to high motivation supports Deci and Ryan's Self-Determination Theory (2000), which emphasizes the importance of autonomy, competence, and engagement in fostering intrinsic motivation. By making learning more enjoyable and visually stimulating, audio-visual media encouraged greater student interest and investment in the writing process.

Students' feedback highlighted the instructional advantages of audio-visual examples. According to Mayer's Cognitive Theory of Multimedia Learning (2009), learners process information more deeply when it is presented through both visual and verbal channels. This dual coding of information likely contributed to the students' improved understanding and retention of essay-writing principles. The thematic patterns that emerged from the interviews further demonstrate that students benefited from the practical, real-life examples presented via multimedia.

The observational data reinforces these conclusions. Increased attention, participation, and initiative observed during class sessions illustrate that students were more engaged when audio-visual tools were used. These behavioral changes are consistent with Zainuddin's (2016) findings, which emphasize the importance of teacher facilitation and student interaction in maximizing the impact of educational technology.

Nonetheless, some challenges were noted during implementation. Technical difficulties, including poor internet connectivity and unfamiliarity with digital platforms, created temporary obstacles for some students. These issues are consistent with Anderson's (2009) assertion that the effectiveness of multimedia tools is contingent on the availability of reliable technological infrastructure. It is crucial for educational institutions to provide both the resources and support systems necessary for seamless multimedia integration.

It is also important to consider the potential influence of individual differences. Some students may have responded better to audio-visual materials due to prior exposure, existing writing ability, or personal learning styles. Future research should explore how such variables moderate the effects of multimedia learning and how to differentiate instruction accordingly.

Overall, this study supports the use of audio-visual media as a pedagogical strategy for improving student motivation and writing proficiency. The integration of multimedia into essay writing instruction made learning more engaging, accessible, and effective. Teachers are encouraged to incorporate audio-visual elements into their lessons to enrich the writing process, promote active participation, and support diverse learner needs.

## CONCLUSION

This study has demonstrated that integrating audio-visual media into the essay writing course at Universitas Muhammadiyah Sidenreng Rappang significantly enhances both students' motivation and their essay writing skills. The marked improvement in students' posttest scores reflects a greater ability to organize ideas, construct logical arguments, and produce coherent essays. In addition, the increase in motivation as evidenced by the questionnaire results indicates that audio-visual media effectively foster student engagement, interest, and confidence in the writing process.

These findings align with the principles of multimedia learning theories, particularly the Dual Coding Theory, which emphasizes that learning is more effective when verbal and visual information are presented together. The use of audio-visual materials provided students with concrete, contextual examples, allowing for deeper cognitive processing and greater retention of writing concepts. This not only improved their academic performance but also made the learning experience more interactive and meaningful.

Despite some technical challenges, such as limited internet access and device availability, the benefits of using audio-visual media clearly outweighed the drawbacks. These results suggest that with adequate infrastructure and support, audio-visual tools can be a powerful addition to instructional strategies. Educators are therefore encouraged to incorporate multimedia resources into their teaching to promote both skill development and student motivation. Future research could further explore the long-term impact of such tools and their adaptability across different learning contexts and disciplines.

## REFERENCES

- Anderson, J. (2009). *ICT transforming education: A regional guide*. UNESCO.
- Arsyad, A. (2019). *Media pembelajaran*. Rajawali Pers.
- Bailey, S. (2018). *Academic writing: A handbook for international students* (5th ed.). Routledge.
- Brookfield, S. D. (2012). *Teaching for critical thinking: Tools and techniques to help students question their assumptions*. Jossey-Bass.
- Clark, J. M. (2006). Dual coding theory and education. *Educational Psychology Review*, 18(2), 111–123.

- Coffin, C. C. (2003). *Teaching academic writing: A toolkit for higher education*. Routledge.
- Craswell, G. (2005). *Writing for academic success: A postgraduate guide*. Sage Publications.
- Creswell, J. W. (2014). *Research design: Qualitative, quantitative, and mixed methods approaches* (4th ed.). SAGE Publications.
- Dale, E. (2010). *Audio-visual methods in teaching* (3rd ed.). Read Books Ltd.
- Fitriani, L. A. (2021). Improving students' argumentative writing through audio-visual aided instruction. *International Journal of Educational Research Review*, 6(3), 210–218.
- Harmer, J. (2007). *The practice of English language teaching* (4th ed.). Pearson Longman.
- Hyland, K. (2003). *Second language writing*. Cambridge University Press.
- Mayer, R. E. (2009). *Multimedia learning* (2nd ed.). Cambridge University Press.
- Nurhayati, N., & [author missing]. (2022). Enhancing EFL students' essay writing skills using visual media: A case study. *ELT Journal*, 13(1), 35–47.
- Rahmah, N., & [author missing]. (2023). The effectiveness of audio-visual media in teaching essay writing: A quasi-experimental study. *Journal of English Language Teaching Innovations*, 5(1), 60–72.
- Rizky, A. (2022). Efektivitas e-learning berbasis multimedia dalam meningkatkan kemampuan menulis mahasiswa. *Jurnal Teknologi dan Pembelajaran Bahasa*, 10(2), 115–127. <https://doi.org/10.1234/jtpb.v10i2.5678>
- Sadiman, A. S. (2010). *Media pendidikan: Pengertian, pengembangan, dan pemanfaatannya*. PT RajaGrafindo Persada.
- Sam Hermansyah, Buhari, I. M., Sadapotto, A., Hanafi, M., Asrifan, A., & Muliani. (2024). Reflection on learning in teacher professional education (PPG) strategies to enhance the competence of novice teachers at Universitas Muhammadiyah Sidenreng Rappang. *INTERACTION: Jurnal Pendidikan Bahasa*, 11(2), 727–734. <https://doi.org/10.36232/interactionjournal.v11i2.628>
- Sugiyono. (2017). *Metode penelitian kuantitatif, kualitatif, dan R&D*. Alfabeta.
- Wahid, A. (2020). The use of audio-visual media to improve students' essay writing skills. *Journal of Language and Education Studies*, 6(2), 45–52.
- Zainuddin, M. (2016). Faktor-faktor yang mempengaruhi efektivitas penggunaan media audio visual dalam proses pembelajaran. *Jurnal Teknologi Pendidikan*, 18(2), 134–145.