THE INFLUENCE OF AUDIOVISUAL MEDIA ON FIFTH GRADE STUDENTS ' ABILITY TO WRITE POETRY IN SDN 24 MACANANG BONE REGENCY

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Abstract. Writing poetry is one of the language skills that is considered difficult by students in elementary school, especially in Elementary School 24 Macanang. For this reason, it is expected that teachers can creatively develop the learning media that can help students overcome their problems. One of them is the application of media that makes it easy for students to achieve the learning objectives. This study aims to: (1) describe the abilities of students in writing poetry before and after the application of audiovisual media, (2) determine the influence of applying audiovisual media to the ability to write poetry for fifth grade students at SD Negeri 24 Macanang, Bone Regency. This research is an experimental research using one group pretest-posttest design. The population of the research was 38 students in grade V of SD Negeri 24 Macanang, Bone Regency. Data were collected by test and documentation techniques. Data were analyzed using descriptive and inferential statistical techniques. The results of the study are; (1) audiovisual media can improve students' ability to write poetry based on the comparison of abilities before and after treatment, i . e from the beginning only 13. 2 percent were over the minimum criteria of learning mastery to 81.3 percent after the treatment. (2) there is a significant influence of audiovisual media on students' ability to write poetry. The contribution of audiovisual media to the ability to write poetry was 46.20 percent and the rest is influenced by other variables.

Keywords : Media, audio-visual, ability, writing, poetry

1. INTRODUCTION

Writing skills have an important role in life because it is one of communication and information media. Through learning, students are directed to be able to develop writing skills. One type of writing skills based on the 2013 curriculum that students must master in elementary school is writing poetry. Writing is a complex activity because writers are required to compile and organize the contents of the writing and express them in a variety of written languages, thus encouraging writers to think systematically and creatively.

Poetry learning helps provide experiences for students to develop creativity. For this reason, the teacher is expected to: assign students to look at various examples of poetry, to read, to analyze / examine poetry and pharaphrase it . Related to that, Culinan (1989) stated that poetry should not be stored in a shoe box and then bound, but poetry needs to breathe and move freely in the vast field and get the opportunity to be known earlier by children because poetry is a means of language learning for children in the form of practice.

Studying literature including poetry aims to improve students' ability to appreciate literary works as well as to sharpen feelings, reasoning, imagination , and sensitivity to society, culture, and the environment. Writing poetry requires creativity. Dalman (2006) states that to produce good poetry students need to develop their creativity so that poetry is better written. In addition, teachers are expected to be more creative in planning, choosing, and determining media that can lead students to achieve competencies and learning indicators.

Based on observations and discussions with fifth grade teachers at SD 24 Maccanang, the writer obtained information that writing poetry is an activity that is still considered difficult for students. Students do not take advantage of their creativity resulting in students experiencing obstacles in writing poetry: (1) it is difficult to express ideas in the form of poetry, and (2) it is difficult to compose words to create a harmony, In addition, from the teacher: (1) the teacher needs to work on the right strategies in writing poetry, (2) the teacher needs to provide a lot of practices in writing poetry and to give feedback so that students know their mistakes, and (3) the teacher has difficulty developing / presenting media (video) that can inspire students in writing poetry. The fact is similar to Noor (2010: 58) that " video used as teaching material will attract more students' attention so that it can motivate them to learn ". Students are easier to remember and understand a lesson if they don't only use one type of senses. One type of good media for learning, especially in writing poetry is audiovisual media. Aritonang (2009: 82) states that "Audiovisual media is considered as the best media used in learning because all students' senses are functioning."

Video is very straightforward if it is used in learning, because it can present information directly in front of students. In addition, the video also adds a new dimension in learning. In printed teaching materials, students can find pictures, while in the video not only students find pictures, but images can be presented in a state of motion, accompanied by sound as in the real world. Prastowo (2012) in his research concluded that "Presentations that use audio and visuals provide more knowledge than if only using one of these." The research objectives are: (1) to describe students' ability in writing poetry before and after the application of audiovisual media, (2) to determine the effect of audiovisual media to the ability to write poetry for fifth grade students at SD Negeri 24 Macanang, Bone Regency.

2. LITERATURE REVIEW

1. Learning Media

Media are a tool in learning activities that are used to convey messages or information. Media are used in learning activities because they have the ability to (1) present complex and complicated events to be more systematic and simple, (2) increase the attractiveness and attention of learners, and (3) improve systematic learning process. Sadiman (2009: 4) states that the media are all that can be used to convey messages from the sender to the recipient so that they can stimulate the thoughts, feelings, concerns, and interests and attention of students in such a way th at the learning process occurs.

Wang and Cheung (2003: 2017) state that "In the context of learning media, it is commonly referred to as a learning facility that carries messages to students. " The media can

also be said as a form of communication both printed and audio-visual so that the media can be manipulated, seen, read, and heard. Usman and Asnawir (2002: 11) state that "Learning media are something that is channeling messages and can stimulate the thoughts, feelings, and wishes of the audience (students) so that it can motivate them to learn. In the world of learning, message or information come from information sources, namely the teacher while the recipient of the information is students. Munadi (2008: 5) states that, "Learning m edia are learning sources other than teacher and are created or planned by the teacher that contain the teaching material ." Based on some of the definitions above, it can be concluded that learning media are everything that is used to channel messages and can stimulate students' thoughts, feelings, concerns, and wishes so that they can encourage a conducive, purposeful, and controlled learning process .

2. Audiovisual Media

Audiovisual media are a combination of audio and visual. When using the media, the presentation of teaching materials is more complete and optimal for students . Apart from that, the media can also replace the role and task of the teacher. In this case the teacher does not have to always act as a presenter of the material because the presentation of the material can also be replaced by the media . The teacher's role can turn into a learning facilitator that is to make it easier for students to study. Examples of audio- visual media include Educa tional video, television programs, instructional videos, television programs, and sound slide programs.

3. Ability to Write Poetry

Gie (2012) states that writing is all activities carried out by people to express ideas and convey them through written language to the reader to be understood. Furthermore Nurgyantoro (2010) also explained that writing is a manifestation of the ability or language skills that are mastered by students after the ability to listen, to speak, and to read. The ability to write requires mastery of various linguistic elements and components outside the language itself that will become the contents of the essay, both the language and content elements must be neatly intertwined to produce a coherent and cohesive essay. Rahman (2010) Also explains that writing is a component of the communication system that describes thoughts, feelings, and ideas into written form that is done for purposes of recording and communication.

Based on several opinions about writing, it was concluded that writing is an indirect form of communication to convey the writer's ideas to the reader with language as a medium. Both language and content elements must be neatly intertwined. Related to that, Hairston (1981) states that "If someone is skilled in writing, it is his main tool to obtain satisfying learning outcomes."

Poetry as a type of literary work has many meanings. Ghazali (2002: 118) explains that poetry comes from the Latin *potein*, which means to create with a unique language so that the language of poetry is also special. Koesasih (2003) also stated his opinion, poetry is a form of literary work that uses beautiful words and is rich in meaning. Poetry is a literary work whose form is chosen and arranged carefully to sharpen people's awareness of experience and generates special responses through sound, rhythm, and special meaning "(Sugono, 2007: 219).

Poetry learning is an inseparable part of literary learning, while literary learning is a part of Indonesian Language and Literature learning. This fact shows that literary learning including poetry learning does not stand alone, but instead becomes an inseparable part of

learning Indonesian Language and Literature. Poetry learning does not only have aspects of theory and practice, but also has the value of character and attitude building, in addition to the pleasure and artistic enjoyment. Poetry is an imaginative type of literature that emphasizes the elements of fictionality, artistic value, and language manipulation. Communication in poetry is different from communication in process, because the meaning of poetry does not show what is written, but it also shows what is implied. Poetry learning can be done well if there is good cooperation between the teacher and students.

Poetry learning is an effort to develop children's creativity and imagination to foster a love for literary works, especially poetry. In addition, poetry can also be used as a tool for expressing admiration, anger, hate, love for someone or objects or events with the author's own language As for the benefits of learning poetry from an early age, namely to look for children's talents in the arts, especially the art of reading and the ability to compose poetry.

Learning assessment, is not only useful for knowing whether changes in student behavior have been achieved, but also as feedback for efforts to improve the learning process. In the assessment of learning, it needs to be seen in the extent to which the effectiveness of the learning process in seeking changes in student behavior. Therefore, the assessment of learning outcomes and processes are interrelated with each other because the learning outcomes achieved by students are a result of the learning process that they go through (their learning experiences). In this study, outcome assessments are used to measure learning success.

Suwandi (2009: 81) revealed that the assessment of learning outcomes is the process of giving values to learning outcomes achieved by students with certain criteria. This implies that the object being assessed is student learning outcomes adjusted to the learning objectives. Nurgiyantoro (2009: 331) states that literary tests such as potry include cognitive tests, affective tests, and psychomotor tests. Cognitive tests are related to the ability of thinking processes. The affective domain relates to attitudes, views, and values that are believed by a person. Psychomotor tests are all things related to muscle, physical, or limb movements. Tests prepared by the teacher should be adjusted to the teaching goals of language and literature to be achieved.

Based on the opinion of experts, it is concluded that the assessment of learning outcomes needs to be used to determine the results of student learning achievement. In the field of literature study, the assessment of learning outcomes includes 3 domains namely affective, cognitive, and psychomotor. Basically, the assessment serves as a measuring tool to determine the achievement of learning objectives, feedback for improving the teaching and learning process, as well as a basis in compiling reports on student learning progress to their parents. The things that become indicators of assessment include: disclosure of ideas, choice of words (dictionaries), and rhyme. These three things are adjusted to the meaning of poetry and the way to achieve the beauty of literary works.

Table 1. Poetry Writing Assessment Guidelines

No	Rated aspect	Performance Levels				
		1	2	3	4	5
1	The suitability of the theme with the video being observed					
2	Compatibility of messages / message based content on video					
3	The use of rhymes in poetry					
4	The use of varied and connotative dictionaries					
5	Use of language style					

	6	Neatness				
		Total score				

Information:
1 = Not Good (0-20)
2 = Poor (21-40)
3 = Good Enough (41-60)
4 = Good (61-80)
5 = Very Good (81-100)

Research Hypothesis
Ho = There is no influence between the use of audiovisual media on the ability to write poetry for fifth grade students at SD Negeri 24 Macanang Kabuaten Bone.
H1 = There is an influence between the use of audiovisual media on the ability to write poetry for fifth grade students at SD Negeri 24 Macanang Kabuaten Bone.

3. RESEARCH METHODS

Based on the level of exploration, this research is associative research. According to Sugiyono (2013: 7) associative research is a type of research that seeks to find patterns of cause and effect relationships or the influence of one variable (the independent variable) on other variables (the dependent variable). The method used in this study is an experiment with a pre-experimental design type one group pretest-posttest design. With this type, the authors conducted an experiment in one group by first measuring the initial conditions of the studied variables (pretest) and then measuring again after the experiment was carried out (posttest). The results of the two measurements are then compared to determine the effect.

This research was conducted at 24 Macanang State Primary Schools, located on Jl. Jend. Ahmad Yani No.30, Macege, Tanete Riattang Barat Bone Regency, South Sulawesi 92732. This school is under the Ministry of National Education through Education Department of Bone regency. The research object is something to be investigated in a study (Creswell, 2015). Thus, the object of this study is audiovisual learning media in learning to write poetry.

The population in this study were all students in SD Negeri 24 Macanang, Bone Regency, South Sulawesi, 2018/2019 Academic Year, totaling 195 people. Determination of the sample in this study using nonprobability techniques (samples do not have the same opportunity) type of purposive sampling. Sugiyono (2013: 124) explains that the purposive sampling technique is a sampling technique with certain considerations. Therefore, it is determined that the fifth grade students at SD 24 Macanang, Bone Regency, amounting to 38 people as a sample with consideration referring to the initial observations of the researcher as which is the background of this research problem is the low ability to write poetry for fifth grade students.

To obtain accurate data in accordance with research needs, tools or instruments are needed. In this study, the instrument in question is test and observation. The type of test used is formative writing practice with six assessment components. Each assessment component has a gradation of 0-100.

Data analysis technique is the process of compiling, organizing and processing data to prove the truth of a hypothesis that has been formulated, whether the hypothesis is accepted or rejected. The range of data analysis used in this study is the parametric test. That is, this analysis requires a classic assumption test before the data is further analyzed. The classic assumption test aims to find out whether the data obtained is feasible to be analyzed to obtain

a result or research conclusion. The classic assumption test used in this study is the test for normality and linearity of data

After the data is declared to meet the two classical assumption test requirements, the next step is to analyze the data. The first analysis uses descriptive statistical techniques. Analysis using descriptive techniques includes (1) checking test results, (2) tabulating test result data, (3) making distribution tables, and (4) making histogram data. The second analysis is inferential analysis. This analysis includes (1) the classic assumption test, (2) the simple regression test, (3) the hypothesis test. The classic assumption test used is the normality and linearity test. The normality test aims to find out that the data obtained from the two were normally distributed variables. Meanwhile, the linearity test aims to determine the data obtained from the two variables have a linear relationship. The three types of tests are intended as preliminary test requirements before the data are analyzed to obtain conclusions.

4. RESEARCH RESULTS AND DISCUSSION

A. Research Results

This section describes all the data that has been processed (analyzed) to get an overview of the conditions of learning outcomes of Indonesian Language (Literature) subjects before and after experiments on fifth grade students of SD 24 Macanang, Bone Regency. The data are in the form of test results from 38 students. The type of test used is a formative test of writing practice.

Based on test results, the data were used to interpret whether audiovisual media are effective in improving poetry writing skills by comparing the percentage of mastery learning outcomes before and after treatment. If the results of the writing ability test before the experiment are better than the results of the test after the experiment, then it can be ascertained that the audiovisual learning media are inappropriate or ineffective to be used to improve the poetry writing ability of the fifth grade students at SD Negeri 24 Macanang, Bone Regency. Conversely, if the student test results after the experiment are better than the test results before the experiment, then it can be ascertained that the audiovisual learning media are appropriate or effective to improve the poetry writing ability of the fifth grade students at SD Negeri 24 Macanang, Bone Regency.

1. Description of Test Result Data Before Experiment (Pretest)

Table 1. Frequency Distribution of Pre-Test Test Results

Data	Information	Frequency	Percentage	Cumulative percentage
1	Not complete	3	7.9	7.9
2	Not complete	3	7.9	15.8
3	Not complete	3	7.9	23.7
4	Not complete	1	2.6	26.3
5	Not complete	3	7.9	34.2
6	Not complete	3	7.9	42.1
7	Not complete	8	21.1	63.2
8	Not complete	5	13.2	76.3
9	Not complete	4	10.5	86.8
10	Complete	4	10.5	97.4
11	Complete	1	2.6	100.0

Total		38	100.0	

Source: Pretest Data for Macanang State Primary School 24, Bone Regency TA 2018/2019

Based on Table 1, it can be seen that there are 11 variations in scores obtained by students from the results of examinations of student work before the experiment (pretest). The score 5 was achieved by three students or with a percentage of 7.9 percent. Score 6 was achieved by three students or with a percentage of 7.9 percent. Score 7 is achieved by three students or with a percentage of 7.9 percent. Score 8 is achieved by one student or with a percentage of 2.6 percent. Score 9 was achieved by three students or with a percentage of 7.9 percent. Score 10 was achieved by three students or with a percentage of 7.9 percent. Score 11 was achieved by eight students or with a percentage of 21.1 percent. Score 12 achieved by five students or with a percentage of 13.2 percent. Score 13 achieved by four students or with a percentage of 10.5 percent. Score 14 was achieved by four students or with a percentage of 10.5 percent. Finally, a score of 16 was achieved by one student or with a percentage of 2.6 percent.

As stated earlier that to be declared complete, students must be able to achieve a value of 70 according to the Minimum learning mastery criteria. Thus, the number of students who were declared to be complete in taking the poetry writing test before the experiment was five students or 13.2 percent. The comparison between students who are declared to be complete and incomplete in pretest was as follows;

Table 2. Comparison of the Completion of Test Results Before Experiments

Score	Completeness	Frequency	Percentage
70	Complete	5	13.2
<70	Not complete	33	86.8
Total		38	100

Source: from pretest SD Negeri 24 Macanang data FY 2018/2019

Furthermore, the test data of the ability to write poetry before the experiment (pretest) are displayed in the form of the following histogram;
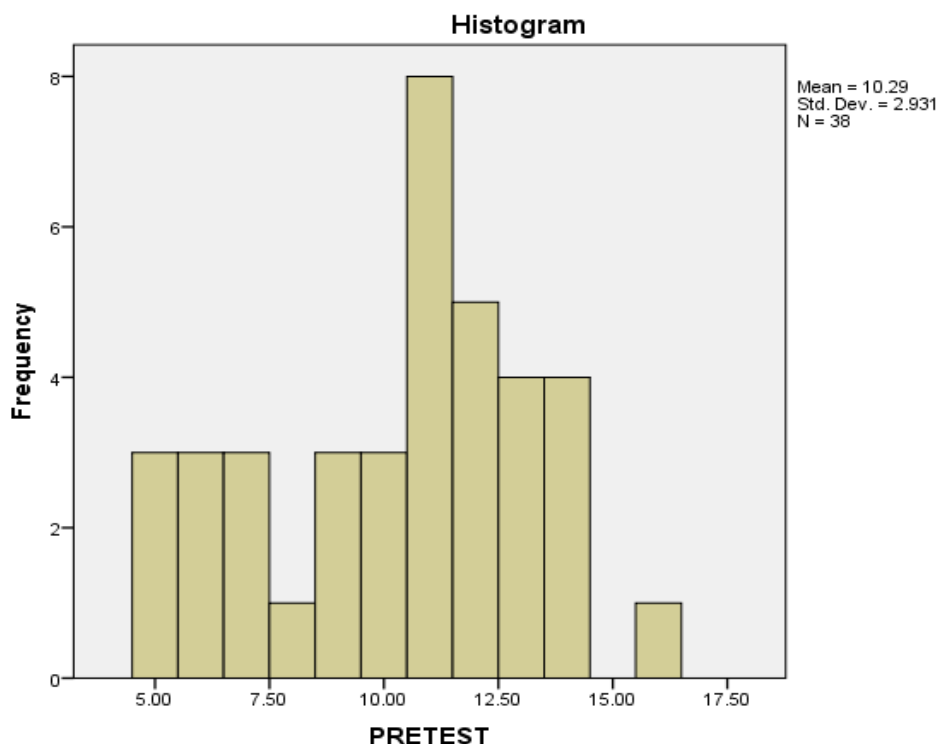
Figure 1 Frequency Histogram of Writing Ability Test Results (Pretest)

1. **Description of Test Results After Experiment (Posttest)**

Table 3. Frequency Distribution of Test Results After Experiment (Posttest)

Data	Information	Frequency	Percentage	Cumulative percentage
12	Not complete	2	5.3	5.3
13	Not complete	5	13.2	18.4
14	Complete	11	28.9	47.4
15	Complete	10	26.3	73.7
16	Complete	5	13.2	86.8
17	Complete	5	13.2	100.0
Total		38	100.0	

Source: Posttest the data on the SD Negeri 24 Macanang FY 2018/2019

Based on Table 3 above, it can be seen that there are six variations in scores obtained by students of class V at SD Negeri 24 Macanang in working on the writing ability test after the experiment (posttest). The score is 12 achieved by two students or with a percentage of 5.3 percent. Score 13 achieved by five students or with a percentage of 13.2 percent. Score of 14 was achieved by eleven students or with a percentage of 28.9 percent. Score 15 was achieved by ten students or with a percentage of 26.3 percent. Score of 16 was achieved by five students or with a percentage of 13.2 percent. Finally, a score of 17 was achieved by five students or by a percentage of 13.2 percent.

Based on the mastery learning standards that have been stated previously, the data from the test results after the experiment revealed the frequency and percentage of completeness, namely seven students or 18.7 percent were still declared incomplete. Meanwhile, 31 others or 81.3 percent were declared complete. Comparison between students who are declared complete and incomplete in working on the ability to write poetry after the treatment (posttest) as follows;

Table 4 Comparison of the Completeness of Test Results After Experiments

Score	Completeness	Frequency	Percentage
70	Complete	31	81.3
<70	Not complete	7	18.7
total		38	100

Source: from posttest data on SD Negeri 24 Macanang, 2018/2019 TA

Furthermore, the test data of learning outcomes after the experiment (pretest) is displayed in the form of the following histogram;
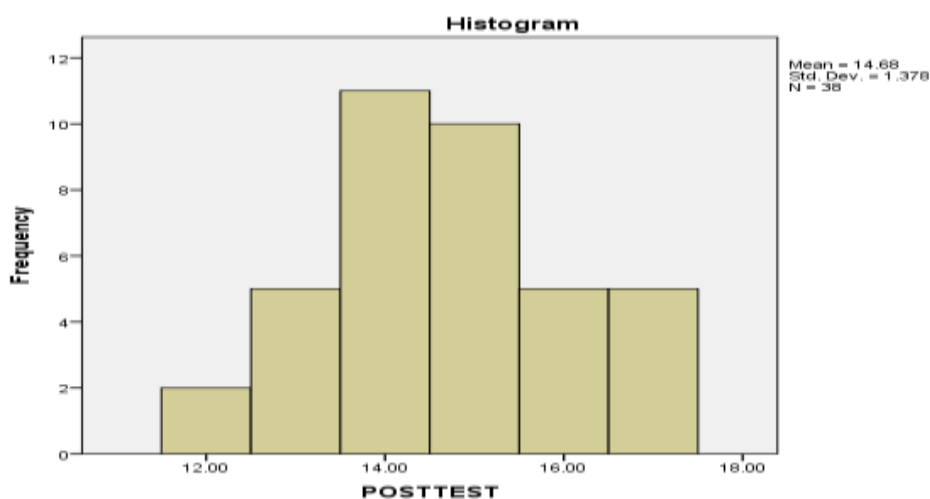

Figure 4.2 Histogram Frequency of Test Results After Experimentation (Posttest)

1. Analysis of Test Requirements

Test requirements analysis or also commonly called the classic assumption test is intended as a condition that must be done before the data is used to answer a hypothesis and draw a conclusion. In this research, there are two requirements analysis used, normality test and linearity test. The results of the two requirements analysis tests are as follows;

    a. Normality test of the test result data before the experiment (pretest)

        Data normality is measured by comparing the value of the chi squared calculation with the value of the chi squared table with the conditions that the data is said to be normal if the value of the chi squared calculation is smaller than the value of the chi squared table. Based on these provisions, the chi square table with dk = 3 and a

significance level of 0.95, namely 7,815, while the calculated X2 value = -160.51. Thus X count = -160 , 51 <X2 table = 7,815. So it can be sid to be normally distributed.

b. Normality test of the test results data after the experiment (posttest)
Data normality is measured by comparing the value of the chi squared calculation with the value of the chi squared table with the conditions that the data is said to be normal if the value of the chi squared calculation is smaller than the value of the chi square table. From the results of the analysis note the value of chi squared (X2) of -426.8. Furthermore, seen in the chi square table with dk = 1 and the significance level of 0.95 is 3.84. Thus X count = -426.8 <X2 table = 3.84. So the data is stated to be normally distributed

c. Data linearity test

Table 5. lists ANOVA for linear regression

urce of Variation		K	
tal	54		
efficient (a)	94	84	
	84	84	= 0.191
egression ( )	15	6,5	
mainder			
na Match	61,51	7	= 2.42
or	51	4	

Test the Significance by the formula:

$$F_{arithmetic} = \frac{RJK_{Re\,g(b|a)}}{RJK_{Re\,s}} = \frac{8584}{-236,5} = -36,3$$

Rule of significance testers:
If $F_{arithmetic} \geq F_{table}$, then reject Ho means significant and
$F_{arithmetic} \leq F_{table}$, accept Ho meaning is not significant
With a significant level (α) = 0.05
Look up $_{table}$ F values using Table F with the formula:

$$F_{tabel} = F_{\{1-\alpha\}\,(dk\,Reg\,[b|a],\,(dk\,Res)\}}$$
$$= F_{\{(1-0,05)(dk\,Reg\,[b|a]=1,\,(dk\,Res=38-2=36)\}}$$
$$= F_{\{(0,95)(1,6)\}}$$

How to find a $_{table}$ F : Number 1 = numerator
Number 36 = denominator.
$F_{table} = 4.11$

It turns out that Fcount <Ftable, it can be stated that audiovisual learning media significantly influences the ability to write poetry for fifth grade students at SD Negeri 24 Macanang, Bone Regency.
Linearity Test:
H0: Linear Regression
Ha: Non Linear Regression

Statistics F= $\frac{s_{TC}^2}{s_G^2}$ (F$_{count}$) compared with F $_{table}$ with Dk numerator

(k-2) dk denominator (n - k). To test the null hypothesis, reject the linear regression hypothesis, if the Fcount statistic for matched tuna obtained is greater than the F table value using the selected level of exhaustion and the corresponding dk.

For the 5% level of error.

F $_{table}$ (10 , 2 6) = 2. 42

F $\frac{s_{TC}^2}{s_G^2}$ (F $_{arithmetic}$) = 0.462

For the error level of 5% F $_{table}$ (1 0 , 3 6) = 2. 22, So F $_{count}$ = 0.462 < F $_{table}$ = 2. 22, meaning that the regression model is linear.

1. Hypothesis Testing

To prove the hypothesis, it is previously proposed that audiovisual media influences the ability to write poetry for fifth grade students at SD Negeri 24 Macanang, Bone Regency, the following t test formula is used;

$$t = \frac{r\sqrt{n-2}}{\sqrt{1-r^2}}$$

For it , especially first look for the value r with the formula as follows ;

$$r = \frac{n\sum X_i - (\sum X_i)(\sum Y_i)}{\sqrt{((n\sum X_i^2 - (\sum X_i)^2)(n\sum Y_i^2 - (\sum Y_i)^2))}}$$

$$r = \frac{38 \times 391 - (391)(558)}{\sqrt{((164958 - 152881)(314032 - 311364))}}$$

$$= \frac{14858 - 218178}{\sqrt{12077 - 2668}}$$

$$= \frac{-203,320}{\sqrt{9409}}$$

$$= 22 , 91$$

So, the correlation coefficient between the use of audiovisual media and the ability to write poetry for students is 22.91. Furthermore, to find out the value of the coefficient of determination or the contribution of the use of audiovisual media to the ability to write poetry of students, the correlation coefficient value above (0.462) was squared so that R2 is known to be 46.20 percent, which means the contribution of audiovisual media to the ability to write poetry students is 46.20 percent. Based on these values, it can be said that the contribution of audiovisual media to the ability to write poetry of students is quite big in the category. Next, to answer the hypothesis, use the t test as follows;

$$t = \frac{r\sqrt{n-2}}{\sqrt{1-r^2}}$$

$$t = \frac{22,91\sqrt{38-2}}{\sqrt{1-0,0058}}$$

$$t = \frac{137{,}46}{\sqrt{0{,}9942}}$$

$$t = \frac{137{,}46}{0{,}997}$$

$$t = 137{,}87$$

Based on the results of these calculations, t-count137.87. Furthermore, compared with the table with an error level of 0.05 (5%) by using a two-party test with dk = n - 2 = 36, then obtained the table 2.042. So t = 137.87> table = 2,042. Thus, the null hypothesis (H0) which states that there is no influence of the use of audiovisual media on the ability to write poetry of students at SD Negeri 24 Macanang , Bone District is rejected.

B. Discussion

Audiovisual media is a tool in learning activities that is used to convey messages or information that have sound elements and picture elements. This type of media has better capabilities, because it includes both types of auditive (listening) and visual (viewing) media. Sadiman (2009: 4) states that the media are all things that can be used to channel messages from the sender to the recipient so that they can stimulate the thoughts, feelings, concerns and interests of students in such a way that the learning process occurs.

Limited availability of poetry writing learning media including audiovisual media which are satisfying and interesting because of the lack of teacher knowledge to develop audiovisual media. Related to that, Opara and Oguzor (2011) prove in their research that, ideal teaching materials / media created by teachers can help educators in establishing the relationship between theory and practice and influencing students' interest and motivation to learn.

Although the natural environment is considered more effective in finding ideas in writing poetry, monitoring and controlling students are difficult. Another obstacle is that student's work in writing poetry is still fixed with standard dictionaries and the stanzas tend to be similar to rhymes. In addition, the rhymes used are less able to support the intent and atmosphere of poetry, typography is not appropriate, the appearance of poetry is less attractive, and students' lack of understanding adjusts the contents of poetry with themes that they choose to be an indicator of expected learning activities not yet achieved.

The difficulty faced by students is an obstacle in learning to write poetry in school. The lack of competence in writing poetry of students is because students are less interested and confused in learning. Students tend to be bored, and less inspired.

Based on the results of the study, it can be explained that audiovisual learning media are very well used in learning to write poetry in elementary schools to improve poetry writing skills. This is evidenced by the results of research where prior to the experiment (before the application of audiovisual media), the ability to write poetry tests proved that the number of students who were complete in carrying out the test before the experiment were five students or 13.2 percent, while another 86.8 percent was declared incomplete. However, after the experiment, there was a significant increase in test results. However, there are still seven students or 18.7% declared to be incomplete. Meanwhile, 31 other people or 81.3% declared to be complete.

Based on the results, it can be explained that there is a significant influence on the application of audiovisual media to the ability to write poetry for fifth grade students at SD Negeri 24 Macanang, Bone Regency. This is evidenced by the testing of significance, determination, and hypothesis testing where the significance value is 0.462 which means there is a significant influence. While the contribution value of audiovisual media to the ability to

write poetry for students is 46.20 percent, while the other 53.80 percent is influenced by other variables. Hypothesis test results were tcount = 137.87> t table 2.042. Thus, the null hypothesis (H0) which states that there is no effect of the application of audiovisual media to students' poetry writing abilities is rejected. These findings are in line with the findings (Prastowo, 2012) in his research concluded that "the presentation using audio and visual media provides more knowledge than if only using one of these two senses." In line with that Rukayah, et al. (2017) also found in the results of her research that audiovisual media was effective in improving the poetry writing abilities of Class V students at Number 10 Manurunge, Tanete Riattang District, Bone Regency.

Based on these findings, the authors can state that it is true what Wasliman expressed (Susanto, 2013: 12) that the success or failure of learning is influenced by two factors, namely internal factors and external factors. The presence of the media in this study is an external factor. The teacher has a big role in designing and implementing learning that is appropriate to the characteristics of the material, students, and the teacher. But no less important is, choosing learning media must be in accordance with learners' needs as well as appropriate to the learning environment.

2. CONCLUSIONS AND RECOMMENDATIONS

A. Conclusion

Based on the formulation of the problem, the data found, and the results of the analysis, it is concluded as follows.

The application of audiovisual media is effective in improving the ability to write poetry for grade 24 students at SD Negeri 24 Macanang, Bone Regency. Before the experiment or before the audiovisual media was applied in learning to write poetry, student learning outcomes were very low. The test results showed that only five students or 13.2 percent were declared complete according to the learning mastery standard score of 70. While another 86.8 percent was declared incomplete. However, after the experiment, the ability to write poetry of students increased significantly. If previously only five students had been declared complete, then after the experiment, the number increased to 31 students or 81, 3 percent were declared complete. There are seven people who haven't finished.

Hypothesis test results indicate that the application of audiovisual media significantly influences the ability to write poetry of students. Where, tcount = 137.87> ttable 2,042. The amount of contribution of the application of audiovisual media to the ability to write poetry of students can be seen from the coefficient of determination (R2) of 0.462. From this value it can be seen that the contribution of 46.20 percent with the category is quite high, the rest is influenced by other variables.

B. Suggestion

Based on the results of this study, researchers suggest the following:
1. For students, it is expected that they will be able to contribute to the success of learning carried out by the teacher, because all the actions taken by the teacher should be based on the students' interest and needs.
2. For teachers, it is expected to further develop their knowledge and skills in developing learning that is oriented to the needs of students and the development of science and technology. Furthermore, the results of this study as evidence that

audiovisual media is highly recommended to be implemented in learning to write poetry.

3. For schools, it is expected to provide support and facilitate teachers and students with teaching and learning facilities and infrastructure in order to facilitate the achievement of the expected goals.

4. For other researchers, there are still many types of media that can be tested to support the progress of education in Indonesia in general and education in elementary schools, especially in SD Negeri 24 Macanang, Bone Regency.

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