

Improving Students' Learning Activities and News Listening Competence Thru The Implementation of Method Drilling Using Media Audio Visual In Junior High School

Umami A'yuni Perbaungan

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ABSTRACT

The objectives of this research are (1) to determine the increase in learning activities while listening to news by applying the drill method using audio-visual media in class VII students of Umami A'yuni Perbaungan IT Private Middle School for the 2024-2025 Academic Year; and (2) to determine the increase in skills listening to the news by applying the practice method (drill) using audio-visual media for class VII students of Umami A'yuni Perbaungan IT Private Middle School for the 2024-2025 Academic Year. The form of this study was Classroom Action research. The subjects of this research were 25 class VII students of the Umami A'yuni IT Private Middle School in Perbaungan in the 2024-2025 academic year. The implementation of this Class Action was carried out from the start and the initial survey; cycle I and cycle II were carried out by the researcher as facilitators and the class teacher as participants. Data collection techniques include observation, tests/assignments, and document analysis. Each cycle consisted of three stages: (1) observation, (2) analysis of research results, and (3) reflection. The results of the research show that there is a 60% increase in learning activities and news listening skills in class VII students of Umami A'yuni Perbaungan IT Private Middle School for the 2024-2025 academic year using the drill method with audio-visual media. The average value in cycle I was 65.2 and in cycle II, the average value was 70.8, indicating an increase of 5.6 or 44%. Furthermore, in cycle III, the average student score increased by 14.5 or 16% compared to the previous results. Changes in the attitudes and behavior of class VII students at Umami A'yuni Perbaungan IT Private Middle School for the 2024-2025 academic year show positive changes, and students are more interested and enthusiastic about learning to listen to the news. Teacher activities in preparation, presentation, learning methods, and characteristics also showed very good changes.

Keywords: listening, news, training method (drill) audio visual media

I. INTRODUCTION

Learning can determine success in creating quality human resources because there are two supporting factors that can create an effective learning process: internal factors that come from within a person, and external factors that come from outside a person, including motivation, parental encouragement, teacher ability in teaching, and student readiness in the learning process. Effective learning can be seen especially from the readiness of students in the learning process: the more students are ready in the learning process, the more effective classroom conditions and atmosphere will be created. Therefore, student readiness in the learning process must be considered because it can automatically create success in the learning process. Indonesian language learning should use various methods to optimize student' potential. Teachers' efforts to organize and empower various learning variables are an important part of students' success in achieving their planned goals. Therefore, the selection of learning methods to achieve a meaningful active learning climate is a demand that must be met by teachers.

Based on the archives of Indonesian language subject teachers, of the 30 students who took part in news listening lessons, only 10 students were able to meet the Minimum Completion Criteria (KKM) with a score of 70.

The rest of the students still had to take remedial courses with scores below KKM. The low learning outcomes of students in the material on listening to news are due to the implementation of the teacher's teaching and learning process, which does not provide opportunities for students to develop independently through discovery and thought processes.

This is in accordance with the conclusion of Barus (2013:9) There are several efforts to improve the quality of Indonesian listening learning in schools, namely using relevant and varied learning techniques, using relevant listening learning media, using varied learning media, managing learning spaces well, carrying out evaluations well, having correct assumptions, and providing training in planning listening learning materials (Barus, 2013). Based on this conclusion, the following suggestions can also be made: Indonesian teachers should be aware of the various causes of the ineffectiveness of listening learning in the schools where they carry out their duties; with good cooperation, Indonesian teachers, school principals, and other competent parties should be able to improve the quality of listening learning in schools through the efforts that have been put forward.

Based on the suggestions above, the researcher realized the need to improve the quality of Indonesian language learning, especially in class VII of SMP Swasta IT Umami A'yuni Perbaungan in the 2024-2025 Academic Year. Indonesian language learning should use a variety of methods to optimize students' potential. Teachers' efforts to organize and empower various learning variables are an important part of students' success in achieving their planned goals. Therefore, the selection of learning methods to achieve an active learning climate in the activity of listening to news from television.

Based on observations at the initial stage in class VII of SMP Swasta IT Umami A'yuni Perbaungan in the 2024-2025 Academic Year, the application of methods in each learning has not been able to vary and still refers to the old paradigm, such as teaching with the lecture method. In addition, the methods presented to students are still dominated by various activities that refer only to teacher activities in teaching, and students only receive lesson materials without making many other alternatives in learning. The existence of these things makes students feel bored and tired in every learning activity, especially in the subject of listening to news.

One reason for this is the conventional learning method. In line with this, Indonesian language teachers are required to be able to work around and observe the situation by applying the right learning method according to the material presented. In accordance with Roestiyah's opinion in Djamarah (2006:74), teachers have a strategy so that students can learn effectively and efficiently, hitting their expected goals. One of the steps in the teaching and learning process, teachers must have professional teaching skills and be skilled in using appropriate methods and media in the teaching and learning process (Djamarah, 2006).

According to Hamalik (2004:102), the use of teaching media in the teaching and learning process can result in new desires and interests, raise motivation, stimulate learning activities, and even bring psychological influences on students. The use of teaching media at the teaching orientation stage will greatly improve the effectiveness of the learning process and the delivery of messages and lesson content at that time. In addition to arousing student motivation and interest, teaching media can also help students improve their understanding, present data in an interesting and reliable way, facilitate data interpretation, and condense information (Hamalik, 2004).

Therefore, researchers feel that audio-visual media is very effective for junior high school students because the use of audio-visual media can generate interest and stimulate students or listeners. Achieving this goal will affect attitudes, values, and emotions, and increase students' interest in learning Indonesian, especially when listening to news from television. It is undeniable that television is an affordable media and one of the most appropriate media for conveying news because we can see and hear television directly so that the information is accurate.

To address these problems, it is necessary to develop a learning method by taking actions that can involve students to be more active in the learning process. Learning that is appropriate to these conditions is learning with the practice method (drill) through audio-visual media because the drill method through audio-visual media is an intermediary for delivering messages to be developed and utilized optimally. The method with media is a container that can channel messages that the message source or message giver wants to forward or convey to the recipient. In delivering learning messages, teachers certainly want the messages to be received clearly, easily understood by students, concrete, and long-lasting in students' memories. Therefore, by using learning methods and media, students can gain direct learning experience, so that they are able to understand theories and concepts, and learning will be more interesting so that they are motivated to learn.

The drill method is a way of presenting learning materials by means of training students to master learning and be skilled in carrying out the given training tasks (Yusuf, Tayar dan Anwar, 2002). This method is only used for dexterity learning materials that are both routine and automatic. Therefore, this drill method is suitable for learning to listen to news from television, because in learning to listen to news, speed is needed, which is routine and automatic in answering questions. The research plan that will be conducted is classroom action research with the application of drill methods. Because the intended action is to improve student learning outcomes, it is related to learning. In other words, classroom action research must involve teacher efforts in the form of a learning process. However, there are several things that need to be understood: classroom action research is not just teaching as usual, but must contain one understanding that the actions taken are based on efforts to improve results, namely better than before. Therefore, based on the description above, it can be seen that this classroom action research will emphasize the learning process with a qualitative approach in the application of drill methods through audio-visual media and determine student learning outcomes using a quantitative approach.

II. METHODS

A. Subjects and Objects of Research

The subjects of this study were all students in Class VII of Umami A'yuni IT Private Middle School in Perbaungan. The study population comprised 106 students. The research sample comprised of 24% of the population of 106 people.

is 25 people, namely one class selected randomly, and then class VII-A was selected, which has 25 students.

The object of this research is the skills of listening to news and students' learning activities using the drill method through audio visual media.

B. Research Design

This research uses Classroom Action Research. In English, it is called Classroom Action Research (CAR), which is a research activity carried out in class. Broadly speaking, four stages are usually passed: (1) planning, (2) action, (3) observation, and (4) reflection. These four stages are elements that form a cycle, namely, a series of activities than return to the original step. Classroom action research never has a single activity but must always be a series of activities that will return to the origin, namely the form of the (Arikunto, 2006).

C. Research Instrument

To obtain the data for this study, the author used a data collection tool called an instrument. In this case, the author used a data collection tool in the form of a test. This test was used to obtain data on the studied variables. The test in this study involved listening to news on television.

Observation is a technique that is performed by conducting careful observations and systematic recording. Observations were made during the learning activities from the beginning to the end of the study. Researchers will be assisted by an observer whose job is to observe students during teaching and learning activities using student activity sheets, observers will observe student behavior, in order to see student activities during the teaching and learning process.

Data Collection Techniques

Data collection is a decisive stage in this research. Mistakes in collecting data will cause inaccurate research data, which will lead to incorrect conclusions. Therefore, data collection requires careful and thorough planning.

III. RESULTS AND DISCUSSION

A. Research Results.

The results of the research were in the form of a classroom action learning process through the exercise method (drill). This research was conducted in the first semester of the 2015/2016 Academic Year on listening to news. The research was conducted in three cycles, where each cycle consisted of two meetings and 1 meeting was 2 teaching hours. This research was carried out in collaboration with an observer (a class VII Indonesian language teacher) who assisted during the research.

Table 1. Observation of Student Activities in Cycle I

No	Observed Aspects	Number of Active Students	Average Active Students	% Active students
1	Interested in the lesson	5	0.2	20%
2	Ability to ask questions	8	0.32	32%
3	Have a strong desire for the test results	20	0.8	80%
4	The desire to find out	10	0.4	40%
5	Happy in learning	10	0.4	40%
6	Not bored in studying	5	0.2	20%

Based on observations made by observers (collaborators) during teaching and learning activities, it appears that researchers are not managing the class well enough, and observers are not agile enough to use media, so students are not well controlled when observers prepare media. Researchers still seem overwhelmed by the management of students in class. During the learning process, data was obtained that 8 people were able to answer teacher questions, 5 students were interested in the lesson, 20 students had a strong desire for the test results. ten people had a desire to find out, and 10 enjoyed following lessons listening to news from audio-visual media.

Table 2. Teacher Observation Sheet Cycle I

NO	Aspects observed	Score value (average)		Information
1	Preparation	1.83	2	Not good
2	Presentation/ Presentation	2.22	2	Not good
3	Learning Methods/Learning Implementation	2.27	2	Not good
4	Personal characteristics of teachers	2	2	Not good

Teachers are lacking in preparation, namely, lack of teachers preparing learning plans (RPP) carefully, lack of disclosure of learning objectives, lack of connection between the learning provided and previous material, lack of teachers preparing learning media, lack of teachers preparing classroom settings for learning, and lack of teachers preparing students physically and mentally.

Teachers are lacking in presentation/delivery of learning, namely, lack of teachers conveying the learning objectives to be achieved, lack of teachers motivating students, attracting attention so that they follow the learning process well, teachers lacking in explaining learning material using certain techniques so that it is clear and easy for students to understand, lack of learning carried out in logical steps and sequences, teachers lacking in providing an understanding of short, clear, and easy to understand learning instructions, teachers lacking in learning both in depth and breadth, which is adjusted to the level of student development, lack of teachers providing opportunities to provide answers when students ask questions, and lack of teachers inviting students to conclude learning at the end of the activity or end of the session.

Teachers are lacking in learning methods/implementation of learning, namely; lack of variation in learning during the available allocation, not monotonous and boring, teachers lack action in making the best decisions so that learning continues, teachers lack adjustment of learning materials with learning objectives that have been set, teachers lack dynamic movement in their classes, teachers lack knowledge and recognition of students' names, lack of teachers providing reinforcement to their students in a positive way, teachers are less careful in choosing examples and illustrations, lack of use of learning media in implementing learning, lack of

providing effective exercises, lack of teachers not considering negatively if their students make mistakes during the learning process.

The characteristics of teachers who are lacking are as follows: teachers are less patient, especially in provoking student responses; teachers are less willing to try to encourage students to be actively involved in learning; teachers are less assertive and clear; teachers' appearance is less attractive and boring; teachers are less able to use good and acceptable language; and teachers are less able to show that they are someone who always has initiative, are creative, and take initiative.

Table 3. Improving Student Learning Outcome Based on Completeness in Cycle II

Test Category	Number of Students Who Completed	Percentage
Learning outcome test I	8	32%
Learning outcome test II	19	76%

It can be seen that there is an increase in the number of students who have completed the learning of listening to news with the application of the drill method using audio-visual media. It can be seen in the cycle I test that 8 students (32%) completed the test, and in the cycle II test, 19 students (76%) completed the test. Thus, it can be concluded that there was an increase of 11 students (44%) in cycle II.

Table 4. Observation of Student Activities in Cycle II

No	Observed Aspects	Number of Active Students	Average Active Students	% Active students
1	Interested in the lesson	12	0.48	48%
	Ability to ask questions			
2	Have a strong desire for the test results	11	0.44	44 %
3	The desire to find out	23	0.92	92%
	Happy in learning			
	Not bored in studying			
4		15	0.6	60%
5		18	0.72	72%
6		15	0.6	60%

Based on observations that took place during the Teaching and Learning Activities (KBM) when listening to the news, the students' condition began to be orderly and many students had asked questions. As many as 11 people were interested in the listening lesson, increasing to 12 people, having a strong desire for the test results, almost all students, namely 23 people, because the teacher motivated students to have good grades in learning, 15 students had the desire to find out about the news they listened to, 18 students enjoyed learning, and 15 students were not bored because of the presentation of media in the news listening lesson. Teacher better in preparing audio-visual media.

Table 5. Teacher Observation Sheet in Cycle II

NO	Aspects observed	Score value (average)		Information
1	Preparation	2.83	3	Enough
2	Presentation/ Presentation	3.55	4	Good

3	Learning Methods/Learning Implementation	4.09	4	Good
4	Personal characteristics of teachers	3.66	4	Good

Teachers are adequate in preparation, namely, sufficient teachers prepare learning plans (RPP) carefully, sufficient to express learning objectives, lack of teachers in linking the learning provided with previous material, teachers are good at preparing learning media, teachers are not good at preparing classroom settings for learning, and teachers are sufficient in preparing students physically and mentally. The teacher is good at presentation/delivery of learning; that is the teacher is sufficient in conveying the learning objectives to be achieved, the teacher seems good at motivating students, attracting attention so that they follow the learning process well, the teacher is good at explaining learning materials with certain techniques so that they are clear and easy for students to understand, the teacher is lacking in learning that is carried out in logical steps and sequences, the teacher is good at providing an understanding of short, clear, and easy-to-understand learning instructions; the teacher is very lacking in learning both in depth and breadth that are adjusted to the level of student development; the teacher is good at providing opportunities to provide answers when students ask questions; the teacher is good at inviting students to conclude learning at the end of the activity or the end of a particular session. The teacher is good at learning methods/implementation of learning; that is the teacher is good at varying learning during the available allocation, not monotonous and boring, the teacher's actions are good at making the best decisions so that learning continues, the teacher is not adjusting the learning material to the learning objectives that have been set, the teacher is good at moving dynamically in his class, the teacher is not good at knowing and recognizing the names of students, the teacher is good at providing reinforcement to his students in a positive way, the teacher is good at being careful in choosing examples and illustrations, the teacher is good at using learning media in implementing learning, the teacher is good at providing effective exercises, and the teacher is good at not considering negatively whether his students make mistakes during the learning process. The personal characteristics of The teacher is good, as seen in the following: the teacher is patient enough, especially in provoking student responses; the teacher does not make enough effort to encourage students to be actively involved in learning; the teacher is good at being firm and clear; the teacher's appearance is good, attractive, and not boring; the teacher uses good and acceptable language; and the teacher is good at showing that he/she is someone who always has initiative, is creative, and takes initiative.

B. Discussion

Through the drill-learning method with Tests I and II, students' learning outcomes in Indonesian, especially listening to news, can be improved. Based on the results of the study, after being given action in cycle I listening to news with the application of the drill method using audio-visual media, the average student score was 65.2 with the number of students who obtained a score of > 70 as many as 8 students (32%). After being given action in cycle II, with the application of the drill method using audio-visual media, an average of 70.8 was obtained, with the number of students who obtained a score of > 70 as many as 19 students (76%). Furthermore, after being given class action in cycle III with the application of the drill method using audio-visual media, an average of 85.4 was obtained with the number of students who completed as many as 23 students (92%).

Table 6. Improving Student Learning Outcomes Based on Completeness

No	Aspect	Cycle I	Cycle II	Cycle III
1	Number of students who completed	8	19	23
2	Percentage of Completion	32%	76%	92%
3	Class average value	65.2	70.8	85.4

From cycle I to cycle II, the average student score increased by 5.6, and the number of students who obtained a score > 70 increased by 11 students (44%); from cycle II to cycle III, the average student score increased by 14.6 and the number of students who obtained a score > 70 increased by four students (16%).

Based on the description of the opinion, it can be grouped as follows: Speaking activities include the ability to ask questions and the desire to find out. Emotional activities in the form of being interested in lessons, having a strong desire for test results, enjoying learning, not getting bored with learning. The results of observations

or observations in cycles I, II, and III during teaching and learning activities (KBM) are shown in the table below.

Table 7. Observation of Student Activities During Learning Process

No	Observed Aspects	Cycle I	Cycle II	Cycle III
1	Interested in the lesson	20%	48%	80%
	Ability to ask questions			
2	Have a strong desire for the test results	32%	44 %	72%
3	The desire to find out	80%	92%	100%
	Happy in learning			
	Not bored in studying			
4		40%	60%	72%
5		40%	72%	92%
6		20%	60%	80%

It can be seen that there was an increase in student activity in cycles I, II and III during the teaching and learning process. Students' interest in listening to news increased by 28% in Cycle II and 32% in Cycle III. Students' questioning ability also increased by 12% in Cycle I and by 28% in Cycle II. The attitude of having a strong desire for the test results also increased by 12% in Cycle II and 8% in Cycle III. The attitude of wanting to find out also increased by 20% in Cycle II and 12% in Cycle III. The attitude of enjoying learning also increased by 32% in Cycle I and 20% in Cycle II. The attitude of not being bored in learning also increased by 40% in Cycle II and 20% in Cycle III. The percentage of student activity in learning continued to increase in each cycle. This shows a change in student activities and progress in teacher activities in teaching.

Table 8. Teacher Observation Sheet

NO	Aspects observed	Cycle I	Cycle II	Cycle III
1	Preparation	Not good	Enough	Good
2	Presentation/ Presentation	Not good	Good	Very good
3	Learning Methods/Learning Implementation	Not good	Good	Very good
4	Personal characteristics of teachers	Not good	Good	Very good

From table above (teacher observations) in cycle I, cycle II, and cycle III, it can be seen that there was an increase in teacher teaching activities in class in learning to listen to news using audiovisual media for class students. VII Private Junior High School IT Umami A'yuni Perbaungan Academic Year 2024-2025.

The details of these tables illustrate the seriousness of teachers in managing learning, with the increase in teacher activity from cycle I to cycle III causing the low condition of student activity in cycle I to increase to be higher in cycle III.

Based on the state of student activity, which apparently increased from cycle I to cycle III, it can be concluded that student activity in applying the practice method (drill) using audio visual media can be improved. This shows the success of teachers who influence student activities in implementing new listening learning.

Based on observations made by the teacher, it can be concluded that students have difficulty listening to news. This many students still tell and ask their friends about the material to listen to the news. The conditions in Cycle I are problems that must be solved. To overcome this problem, the researcher created a better Cycle II learning plan. In cycles II and III, there were changes in student behavior and activities in learning to listen to the news.

Students looked enthusiastic about the activities of cycles II and III because the teacher had found weaknesses and strengths in teaching listening to the news. Students ask more questions, are interested in learning, have a

strong desire for learning outcomes, have the desire to find out, enjoy learning, and are not bored in the following lessons, all of which are improving towards the better.

In this study, obstacles were also found that hampered the classroom action research process, such as students' low news listening skills due to their lack of interest in the news. However, these obstacles can be overcome by creating better learning implementation plans. This is proven by the increase in from cycle I to cycle III.

IV. CONCLUSIONS

From the results of data analysis and observations, it can be concluded that classroom student learning and news listening activities VII Private Junior High School IT Umami A'yuni Perbaungan Academic Year 2024-2025 before treatment using the drill method was not satisfactory or did not meet the established criteria. The results of the study showed that there was an influence of increasing the activity of listening to news among class students VII Private Junior High School IT Umami A'yuni Perbaungan Academic Year 2024-2025. This is proven by the results of the news-listening activities from cycle I to cycle III. The results of the implementation in cycle I, where eight students (32%) answered completely and 17 students (68%) did not, indicated that the value obtained was not satisfactory. After the provision of action in cycle II, 19 students (76%) answered completely and six students (24%) did not complete, indicating that the value obtained was not satisfactory. Furthermore, after the provision of class action in cycle III, 23 students (92%) answered completely, while two students (8%) did not, so that the student learning outcomes reached the classical completion criteria. From the results of the study, it can be seen that there is an increase in teacher activity in terms of teaching preparation, presentation/delivery of learning, and learning methods/implementation of learning/teacher characteristics. And there is an increase in student activity during the teaching and learning process in the form of more and more students who are interested in the lesson, students' questioning skills increase, students have a strong desire for the test results, students have a desire to find out, students enjoy learning, and students are not bored in learning.

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