

THE USE OF AUDIO VISUAL MEDIA IN IMPROVING STUDENTS' NEWS LEARNING CLASS XI SMA NEGERI 7 WAJO

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Abstract

This research is to improve students' news listening learning, the use of audio visual media in learning can improve the expected thinking abilities of class XI students at SMA Negeri 7 Wajo. This type of research is Classroom Action Research (PTK). Classroom action research seeks to improve the quality of research objects and problem solving by observing the success and results of actions and adding additional information that can encourage better behavior or change conditions and situations with more desirable results. In the pre-cycle the average student score was 61 and 4 people reached the KKTP or 14%. In cycle 1 the average student score was 71 and 15 people achieved the KKTP or 52%. The average score of students in cycle 2 increased by 82 and 27 students reaching the KKTP or 93%. Based on the results of the research and discussion above, it can be concluded that the use of audio visual media can improve learning to listen to the news in class XI IPS 2 students at SMA Negeri 7 Wajo. Research conducted during the pre-cycle stage to cycle 2 showed different results. Where every cycle there is an increase in students' learning to listen to the news.

Keywords: *Listening to News, Media, Audio Visual.*

INTRODUCTION

Based on the results of observations made by researchers at SMA Negeri 7 Wajo in class There are two factors in students' listening learning, the first factor is caused by the method used by the teacher himself. lack of teachers in appropriate learning and the media used is not suitable for the learning process. The second factor is for students, students' listening learning is relatively low so that students have difficulty in vocabulary and sentence patterns, which cannot be separated from listening disturbances from within the class. These distractions are when students do not focus on the speaker and are not interested.

The use of audio-visual media can increase students' interest in learning, because it is able to present two elements at once in one process. The audio visual media used must be adapted to the level of development of students, especially high school students so that what is presented can be understood and understood clearly by students. The audio visual media used can be accessed via social media YouTube. Based on the conditions above, efforts are needed to improve the teaching and learning process in schools. According to researchers, the most appropriate action is the use of audio-visual

media in the learning process to improve students' listening learning at school. Researchers were encouraged to conduct research entitled "Use of Audio Visual Media in Improving Learning to Listen to News in Class XI Students of SMA Negeri 7 Wajo".

Effectiveness does not mean high results, but a good process. An effective process will produce good results, while an ineffective process will produce bad results (Hidayah, 2020). According to (Herawati, et al., 2020). It is important not only to convey messages in the form of educational materials, but also to convey attitudes and values to students (Magdalena, et al., 2023). In determining learning materials and materials, it cannot be separated from the educational philosophy and theories developed (Sukmawati, 2021). Learning evaluation is a continuous process of collecting and interpreting information where decisions to design a learning system are evaluated (assessment) (Febriana, 2019). According to (Ariyadi, et al., 2020) Reading the news is a method commonly used by most people to assess the validity of the reality they encounter, whatever the form of event or event.

According to (Suri, et al., 2023) Listening is the process of hearing, recognizing and interpreting verbal symbols, while hearing is the process of receiving sounds that come from outside without paying too much attention to their meaning. Listening skills are an important element in learning to read effectively. According to (Hasriani, 2023). These sounds can disappear quickly after being spoken, so a high level of concentration is required to understand and remember the information (Putri, et al., 2022).

The role of media in learning is to use appropriate media to explain central conceptual ideas so that students can understand them and draw conclusions from their observations (Muryaningsih, 2021). a constructivist approach is used. Likewise, it is impossible for a teacher to teach without his students. However, if a teacher is not available, students can still use learning resources independently to learn (Hasanuddin, 2020). According to (Rahmat, et al., 2023) learning media functions as teaching material, but its use also has an impact on the teacher's approach in organizing and designing the learning environment. To use your chosen medium effectively, you need to consider several steps.

According to (Barnabas, 2020) audiovisual media is any form of media that can

be used to convey information. The term audiovisual refers to any material that can be used as a physical aid to convey messages and stimulate students' interest in effective learning. Based on the Independent Curriculum and covers subjects, including Indonesian. Basic competencies are developed based on three areas of material that are interrelated and mutually support the development of linguistic knowledge skills and language skills (listening, speaking, reading, writing). However, in this study, researchers investigated the ability to listen to news in class XI students at SMA Negeri 7 Wajo using audio-visual media and focusing on improvement.

Therefore, teaching using audiovisual media is more suitable using modules that are not entirely based on uniform images of words and symbols and are able to capture the listener's thoughts, vision and senses.

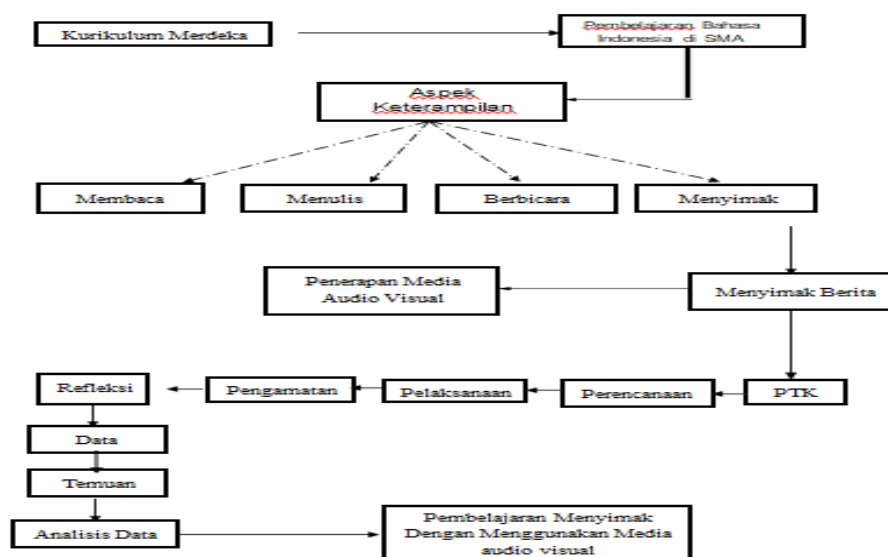


Figure 1. Thinking Framework Chart

RESEARCH METHODS

This type of research is Classroom Action Research or PTK (Classroom Action Research) which, if carried out properly and correctly, has a very important and strategic role in improving the quality of learning. (Stiadi, et al., 2023).

Classroom action research is research carried out jointly by teachers who are also researchers and collaborate with other people. Which aims to improve the quality

of learning in the classroom by carrying out actions that have been planned in one cycle. And each cycle contains planning, implementation, observation and reflection. The four contents of the cycle are interconnected and determine the success or failure of a research. The following is the implementation plan for each cycle that will be carried out in this research

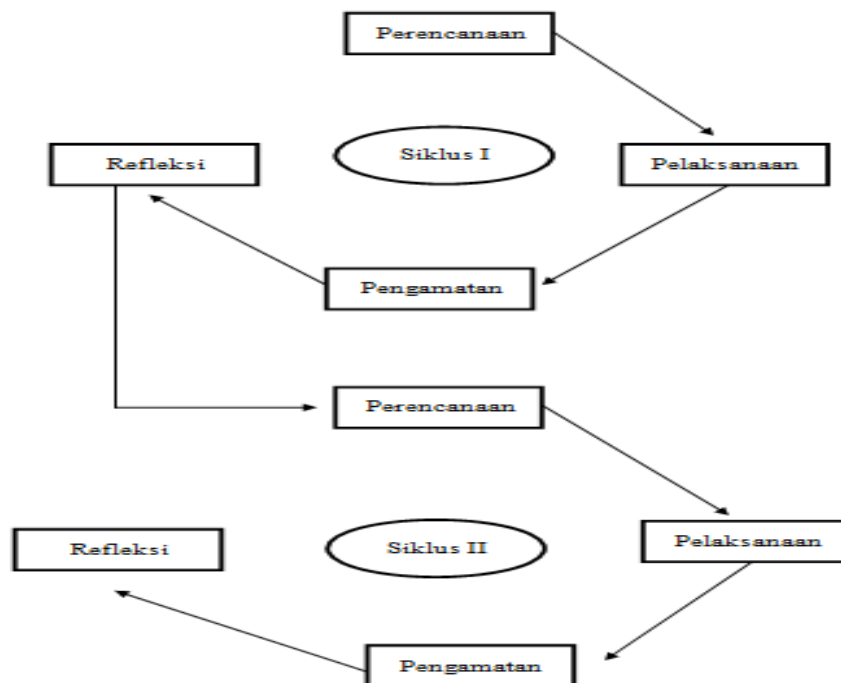


Figure 2. Implementation Plan Chart

This research was carried out at SMA Negeri 7 Wajo, Lampongkoda Village, Tempe District, Wajo Regency, South Sulawesi. The students who were the subjects of this research were class XI students at SMA Negeri 7 Wajo. With a total of 29 students. Data collection techniques are activities to search for field data to obtain information to answer research problems. This is because the right technique will produce accurate data. Data collection needs to be done to collect data or information and test the truth of the hypothesis to answer the problem formulation.

The research data collection techniques used in this research are:

- a. Observation, namely making direct observations to collect information or data needed by researchers. Observations carried out by researchers show to observe the

- process of implementing teaching and learning activities.
- b. Interviews were conducted by researchers with students, these interviews were conducted outside student hours. In order not to disrupt the learning process, this interview was conducted to measure students' abilities and so that researchers know what deficiencies exist in the research process.
 - c. Test, that is How to get research results using cycle I and cycle II. In this research, tests are used to measure student learning outcomes using the audio-visual learning model.
 - d. Documentation is carried out to serve as an archive and assessment of the results of ongoing research and as proof that the research has been carried out on students class XI SMA Negeri 7 Wajo.

Research instruments are the method used by researchers to produce assessments in the research process, the research instruments used in the research proposal entitled "Use of Audio Visual Media in Improving News Listening Learning in Class XI Students of SMA Negeri 7 Wajo" include observation sheets, test sheets, interview guide, and documentation. Research data analysis uses qualitative descriptive techniques which are carried out jointly between researchers and Indonesian language teachers based on the reflection data collected. Data analysis is divided into two areas, namely process data analysis and product data analysis. Process data analysis is carried out qualitatively and product analysis is carried out quantitatively.

RESULTS AND DISCUSSION

Research result

Table 1. Activity Schedule

No	Date and time	Activity
1	Monday, March 18, 2024	Precycle
2	Tuesday, March 19, 2024	Cycle 1 (Meeting 1)
3	Monday, March 25, 2024	Cycle 1 (Meeting 2)
4	Tuesday, March 26 2024	Cycle 2 (Meeting 1)
5	Monday, April 1, 2024	Cycle 2 (Meeting 2)

Pre-Cycle Data Analysis

After the learning activities are completed. The results of the students' work are then processed and the results are as follows.

Table 2. Average Pre-Cycle Learning Outcomes

The number of students	Accumulative Value
29	1759
Average score	60.65

Based on the table above, it shows that the results obtained by class precycle stage.

Table 3. Pre-cycle Student Learning Outcome Scores

No	Score	Category	Amount	Percentage
1.	85-100	Very good	-	-
2.	77-84	Good	4	14%
3.	61-76	Enough	11	38%
4.	≤ 60	Not enough	14	48%
Amount			29	100%

Based on the table above, the score of the news listening test results for class XI IPS 2 SMA Negeri 7 Wajo in the pre-cycle, there were no students in the very good category. There are 4 students in class Based on the data above, it can be concluded that some students got adequate and poor grades because students' interest in learning listening skills was still very low, especially in learning to listen to the news.

Student learning outcomes based on Learning Goal Achievement Criteria (KKTP) are clearly described in the following table.

Table 4. Scores Based on Pre-Cycle Learning Goal Achievement Criteria (KKTP).

Score Range	Category	Amount	Presentation
≥ 75	Complete	4	14%
< 75	Not Completed	25	86%
Amount		29	100%

From Table 6 above, it shows that in the pre-cycle the percentage of students completing was 4 students or 14% of the 29 students included in the complete category. Meanwhile, 86% or 25 of 29 students were included in the incomplete category.

Student Learning Activity Process Using Audio Visual First Meeting Cycle I

The results of observations made during research in class were students' responses to the implementation of learning in cycle 1 of the first meeting. Students paid less attention to the learning process. Students did not pay attention to the responses, and did not respond when the researcher asked questions. This observation focuses on student behavior during the learning process of listening to the news. This implementation was carried out to determine student behavior towards the use of audio-visual media during the learning process.

Student Learning Activity Process Using Audio Visual Second Meeting Cycle I

In cycle 1 of the second meeting, students showed a more positive attitude than in the first meeting. Many students responded to the researchers asking about learning, the students did what was instructed by the panel. However, there were some students who still did not heed and pay attention to what was conveyed by the researcher and there were some students who still remembered the steps to listen to the news given in cycle I of the first meeting.

The results of the news listening skills test using audio-visual media for cycle I were held on March 25 2024, the second meeting of cycle I. It can be seen from the test results that there were still many students who got scores below the KKTP. To find out the data analysis results in cycle I can be seen in Table 7 below.

Table 5 Cycle I Student Learning Outcome Scores

No	Score	Character	Amount	Percentage
1	85-100	Very good	4	14%
2	77-84	Good	11	38%
3	61-76	Enough	9	31%
4	≤ 60	Not enough	5	17%
Amount			29	100%

In table 5 above, the score of the news listening test results for class XI IPS 2 students at SMA Negeri 7 Wajo in cycle I, class students or 38%, 9 students in the sufficient category or 31%, 5 students in the insufficient category or 17%.

Student learning outcomes based on minimum graduation criteria (KKTP) are explained clearly in Table 8 below.

Table 6 Values Based on Learning Goal Achievement Criteria (KKTP) Cycle I

Score Range	Category	Amount	Presentation
≥ 75	Complete	15	52%
< 75	Not Completed	14	48%
Amount		29	100%

From Table 6 above, it shows that in cycle 1 the percentage of students completing was 15 students or 52% of the 29 students included in the complete category. Meanwhile, 48% or 14 out of 29 students were included in the incomplete category. Some students who received the incomplete category were due to lack of focus in the learning process, including when watching learning videos so they could not understand clearly. Efforts will be made to increase this in learning cycle II.

Table 7 Average Cycle I Student Learning Outcomes

The number of students	Accumulative Value
29	2062
Average score	71.10

Based on the table above, it shows that the average score obtained by students in the first cycle stage was 71.10% with the highest score being 85 and the lowest score being 55. Only a few students were able to achieve the completion mark in the first cycle stage.

Cycle 1 Reflection

Based on the data submitted in cycle I, it was recorded that of the 29 students in class XI IPS 2, 15 students or 52% had achieved the KKTP and 14 students or 48% had not achieved the KKTP. The average student score in cycle I was low because many students did not focus on listening to the learning videos shown by the teacher. This is because students carry out other activities outside the learning process which creates a

noisy (not conducive) classroom situation. The learning videos shown are less interesting because they are not related to the experiences experienced by students.

Student Learning Activity Process Using Audio Visual Media First Meeting Cycle II

It can be seen that student learning activities can be described as follows: 1) Students answer greetings and listen to attendance, 62% of whom are active or 38% who are inactive; 2) Students pray before studying as many as 44% are active or 56% are inactive; 3) Students pay attention to the learning objectives presented by the teacher as much as 62% are active or 38% are inactive; 4) Students attended to news material as much as 48% were active or 52% were inactive. 5) Students discussed news content as much as 55% were active or 45% were inactive; 6) Students recorded the teacher's explanation as much as 51% were active or 49% were inactive; 7) Students observe news video broadcasts, 55% of which are active or 45% of which are inactive; 8) Students responded to news videos as much as 48% were active or 52% were inactive; 9) Students compose questions based on news video views, 55% of which are active or 45% of which are inactive; 10) Students who understand the steps in learning audio-visual media are involved in news learning as many as 48% are active or 52% are inactive; 11) Students conclude that 55% of the material they have studied is active or 45% is inactive; 12) Students listened to the next learning plan delivered by the teacher, 51% of whom were active or 49% who were inactive; 13) Students closed with prayer as many as 68% were active or 32% were inactive.

Process of Student Learning Activities with Audio Visual Media Second Meeting Cycle II

Observations made during the Indonesian language learning process which took place in cycle 2 of the second meeting showed that there were changes in attitudes and positive attitudes shown by the students. Learning carried out using audio-visual media seems to be well received by students. The use of learning media in the learning process makes students who were initially passive become active. They then showed significant changes in learning attitudes. The results of observations of student activities show that students have been able to understand news material well. This is because students have

understood the researcher's explanation using audio-visual media. When the researcher showed a learning video while explaining the material, there were no more students who were paying less attention so that the classroom atmosphere became conducive during the learning process. During learning activities, it can be seen that all students are working. When listening to the news, students need a long time to complete the task. Students have also been able to listen to the news well with good structure, as well as content and clarity of the story.

Cycle II Learning Results

The results show that of the 29 students in class There is no student whose learning outcomes are in the poor category in cycle II. The research carried out in cycle II experienced an increase for class Students who received the complete category had a good level of listening, supported by the screening of a news video about the environment "Teenage Violence that Leads to Crime". Playing the video can increase students' attention and focus in learning. The data shows that the total score obtained by students in cycle I was 81.79% with the highest score being 95 and the lowest score being 65. This shows a significant increase compared to cycle I. This indicates that the learning process activities have been successful. Student learning outcomes have reached the specified indicator standards, namely 75% of students get a score of 80.

Cycle II Reflection

The results of observations and news listening test results in cycle II showed that cycle II was in accordance with the research instruments. The deficiencies that occurred in cycle I no longer exist in cycle II, the teacher has shown news videos while explaining the concept of news listening material so that students can understand it. Reflection is also viewed from a process perspective, students experience improvement in the teaching and learning process, student enthusiasm and activeness increase. This influences the value of the learning outcomes of listening to the news.

Discussion

Process of Student Learning Activities with Audio Visual Media in Learning to Listen to the News

Based on the data results described by the researchers above, it can be concluded

that audiovisual media is effective in improving students' listening abilities. In line with the opinion of (Habie, et al., 2023) the use of learning media must be based on identified and implemented learning patterns. Learning media cannot be separated from the learning process because it acts as an intermediary between teachers and students in the transfer of knowledge. As technology develops, teachers must be able to innovate in the application of learning media so that they can adapt to current developments.

The results of the research are to improve news listening skills using audio-visual media in class XI IPS 2 SMA Negeri 7 Wajo. Before being given action using audio-visual media, an initial test was first held to determine student learning outcomes in listening to the news.

The scores obtained in the learning outcomes of listening to news using audio-visual media for class XI IPS 2 students at SMA Negeri 7 Wajo from pre-cycle, cycle I and cycle II experienced a significant increase. The KKTP determined was 75. In the pre-cycle activities, 4 students achieved the KKTP. In the first cycle of activities, 15 students achieved KKTP. In cycle II activities, 27 students achieved KKTP.

There was an increase in each cycle in this research because the learning process improved well through the use of audio-visual media which helped students to be more active in teaching and learning activities in the classroom. Apart from that, it helps teachers work to provide learning material efficiently. The media used are videos with the theme of the school environment, in this research they are learning videos that are usually accessed every day so that they give the impression of active learning to students.

Learning outcomes

Based on the data from learning to listen to the news, a comparison of pre-cycle, cycle I and cycle II is described through the following diagram.

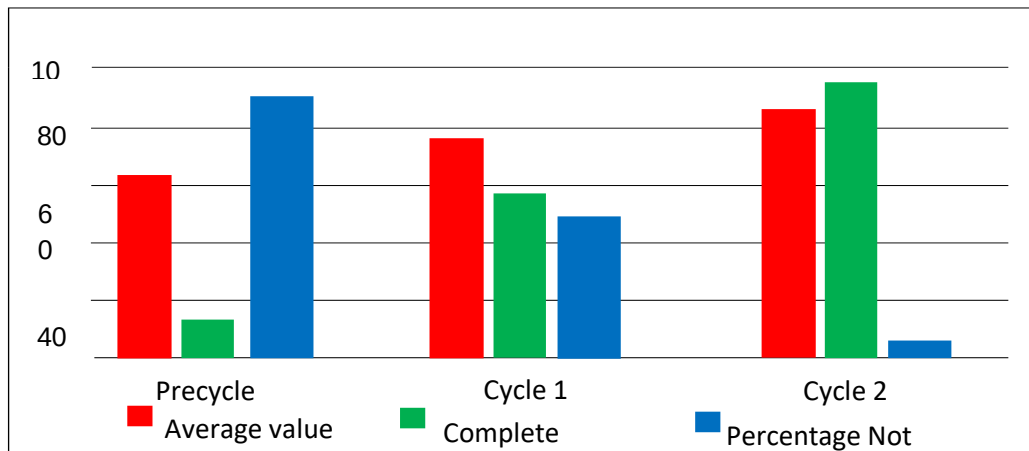


Figure 3. Comparison diagram of student scores that achieve the KKTP

Figure 2 above shows the increase in learning outcomes for class The learning process that has been carried out and the learning outcomes in cycles I and II show an increase in the grades obtained by students. This shows that the use of audio visual media can improve students' news listening skills in class XI IPS 2 SMA Negeri 7 Wajo. Based on the maximum results obtained by students, the researcher no longer needs to continue to the next cycle.

The following is a comparative table of student learning outcomes from pre-cycle to pre-cycle II.

Table 8. Comparison of Student Scores Who Reached the KKTP

No	Action	Amount Student	Average Score	Reaching KKTP		Not Yet Reached KKTP	
				Amount	Percentage	Amount	Percentage
1	Pre Cycle	29	61	4	14%	25	86%
2	Cycle I	29	71	15	52%	14	48%
3	Cycle II	29	82	27	93%	2	7%

The table above shows the average score and KKTP obtained by students in learning to listen to the news from pre-cycle to cycle I and cycle II. In the pre-cycle, the average score obtained by students was 61 and those who achieved the KKTP were 4 students or 14%, while those who had not achieved the KKTP were 25 students or 86%. This shows that the value obtained is included in the poor category. Furthermore, in cycle 1 the average student score was 71 and those who achieved the

KKTP score were 15 students or 52% and those who had not achieved the KKTP were 14 students or 48%. This shows that the value obtained can be categorized as sufficient.

This value shows an increase in students' interest in learning using audio-visual media in listening to the news compared to the value obtained by students in the pre-cycle. In cycle II there was an increase in students' interest in learning with audio-visual media in learning to listen to the news. This is shown by the average score obtained by students of 82, of which 27 students achieved the KKTP score or 93%, while 2 students did not achieve the KKTP score or 7% and were included in the good category and achieved completeness.

CONCLUSION

Based on the results of the research and discussion above, it can be concluded that the use of audiovisual media can improve learning outcomes in listening to news in class XI IPS 2 students at SMA Negeri 7 Wajo. Research data conducted during the pre-cycle stage to cycle II showed different results. Each cycle shows an increase in learning activities among students. At the pre-cycle stage there was no application of audio-visual media, the student learning activity process was in the inactive category with a percentage of only 38% in the first meeting of cycle I, then increased to 54% in the second meeting of cycle I. Furthermore, in cycle II the first meeting of students showed a positive attitude so that the student learning activity process was in the active category at 66% and the increase in student learning activity again increased significantly at the second meeting of cycle II, namely 76% from the previous cycle.

The average result at the pre-cycle stage is 61. At the end of cycle I the average percentage increased to 71. After improvements were made to deficiencies at the end of cycle II, the average percentage increased to 82. In the pre-cycle the percentage of students who had achieved the KKTP was 14% or 4 students. In the first cycle, the percentage of students who had achieved KKTP increased to 52% or 15 students. In cycle II, the percentage of students who had achieved KKTP increased significantly to 93% or 27 students. At the end of cycle II, students who had achieved completion had

reached $\geq 75\%$. This has shown that the research conducted by researchers has achieved a level of success.

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