

Using Audiovisual Media to Improve Student Writing Skills

at SMP Negeri 4 Ambon

Marcy Saartje Ferdinandus^{1,#}



English Department Teaching Lab.

¹English Education Study Program - Pattimura University

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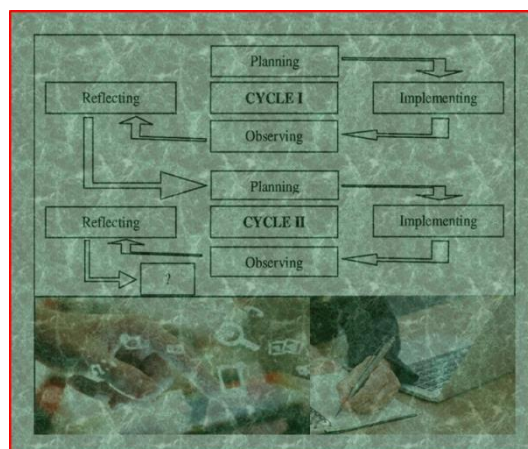
Corresponding author: #Email: ferdinandusmarcy@gmail.com

Abstract

Writing includes the ability to express students' opinions or be taught clearly and effectively in written form. Using audiovisual media can improve students writing skills. The purpose of this study is to find out the process and results of improving writing skills by using audiovisual media. The method used Class Action Research (CAR) with a qualitative approach. In collecting the data using observation and documentation. To analyze the success rate or percentage of student success after the teaching and learning process each cycle is done by providing the same evaluation in the form of written test questions at the end of each cycle. After the data is collected, data analysis is calculated using simple statistics that are to assess formative tests and learning completion. The result of the reduction of the data is presented in the form of a data display and then last concluded. The research procedures are planning, implementation, observation, and reflection. The results have shown the average student learning outcome was 72.33% and the number of students who had completed there was 25 children was 83.33%, and the unfinished 5 children (16.67%). This research was said to be successful if the average test score of students writing above KKM scores, which is 70, and students who score above KKM is at least 80%. At the end of Cycle 2 obtained data: the average student learning outcome was 72.33% and the number of students who had completed there was 25 children was 83.33%, and the unfinished 5 children (16.67%). So, based on data on cycle 2 of Class Action Research is said to have been successful. The findings showed that using audiovisual media could better give a positive effect on the motivation and attention of less active students. The result of this study is that audiovisual media in the form of animated videos can improve students' writing skills in English. Learning by using audiovisual media in the form of animated videos will awaken the spirit of student learning amid the saturation of online learning.

Keywords: Audiovisual media, writing skills, Junior high school (SMP).

The significant finding: It has been obtained that ~83.3% of junior high school (SMP) students in Class Action Research has achieved a great improvement in their writing skills in English by using learning system with audiovisual media in the form of animated videos



ARTICLES

1. Introduction

English is a subject that develops good verbal communication skills as well as in writing, understanding and expressing information.

Language skills in the curriculum consist of four aspects: listening skills, speaking skills, reading skills, and writing skills. All four components become the main factors in teaching English as a foreign language. These components will develop students' communication skills both orally and in writing. **Harmer (2004: 6)** states that writing

belongs to productive skills besides speaking, in which the language users require the ability to produce language both spoken and written.

Meyers, Alan (2005: 2) also says that writing is also an action, a process of discovering and organizing your idea, putting them on paper, and reshaping and revising them. While **Harmer (2001: 79)** states that writing is a form of communication to deliver thoughts or to express feelings in written form.

In mastering English skills, writing is one of the skills that students learn in this process. A very important activity that can be used to pour ideas into writing. It is used to measure

language competence and is also a major concern of English language teaching. According to **Henry Guntur Tarigan (2008: 3)**, "writing skills are one of the productive and expressive language skills used to communicate indirectly and not face-to-face with others."

Writing is a person's activity that is displayed in written form to provide information. It contains certain topics that you want to convey to the reader. A writer must carry out several stages which generally consist of planning (planning/ pre-writing), making drafting, and improvement (revising). For that, some techniques or strategies can be applied by teachers in the classroom to learn writing skills attractive and quality.

Writing includes the ability to express students' opinions or be taught clearly and effectively in written form. One aspect in the scope of English subjects is writing skills. Students are required not only to be able but at a level above that students are expected to be skilled in writing. One of the basic competencies taught in class IX semester 1 is writing descriptive text in English.

Based on the description above, it can be understood that writing is an important activity but in fact, many students are not interested in learning to write because teachers do monotonous activities in their learning, such as giving material in plain text or through lectures.

In education, students' English skills cannot be separated from the process of learning provided by the teacher. The teacher as a facilitator tries to provide the best teaching and learning process for his students. One of the approaches given by the teacher is to use learning Media.

Learning Media is a component of learning which plays an important role in the process of teaching and learning activities. Every teacher must use the media in every activity of

learning. Therefore, students need to learn how to define the media appropriately to make the goals effective learning.

Learning media has various types that can be used such as, visual media, audio media, audiovisual media, print media, and others. Of various kinds types of learning media, audiovisual media is a medium that can be received by the senses sight, and hearing.

In the delivery of language material in English, audiovisual media is the right media to use. Activity process the of teaching and learning will become more effective, interactive, and interesting.

The teacher becomes more optimal in conveying the content of the material and students become easier to understand. By using audiovisual media, students can directly see and imitate the pronunciation of vocabulary or expressions in English.

Learning media has various types that can be selected and used in the classroom such as visual media, audio media, audiovisual media, print media, and others. Of the various types of learning media, audio-visual media is a medium that can be accepted by sight and hearing. Audiovisual media is essentially an intermediary media or the use of material where absorption is through visual and visual sensing which aims to demonstrate educational experiences to students. This method is considered more appropriate, faster, and easier than through talks, thoughts, and stories about educational experiences.

Zhamarah and Zain (2006:120) explained that "learning media" is any tool that can serve as a transmitter of learning information or messenger to achieve the goal of teaching. The media can represent what less able lecturers or teachers say through certain

words or sentences. The recipient can carry out the learning process efficiently and effectively. From the statements described above, it can be concluded that media Learning consists of two important elements, namely the device and the element of the message it carries. Devices are facilities or equipment used to present teaching materials or messages. The message element is information or teaching materials that will be conveyed to students.

Writing learning strategies can use audiovisual media. This media is very good to encourage students' abilities to write. Teachers can play songs with lyrics that speak English and guide students to imagine and write what they have heard, such as themes, messages, and the story of the song. This strategy is implemented for learning to write freely.

It can be concluded that audiovisual media is a combination of media that can be seen and heard by students between audio and visual. Audiovisual media can establish creativity and increase students' motivation and also will make teachers be prompted to work more effectively.

In addition, audiovisual media can be a motivator for students as stated by **Patel and Jain (2008: 66)**. Audiovisual media work as motivators in the teaching and learning process. Without using these tools, teaching becomes less lively. While teachers use teaching aids to clean up their content then students are more interested in the teaching. They prepare mentally for further teaching. They are motivated to work more effectively. Motivation, in other words, is the preparatory phase for all learning actions. Audiovisual media are very helpful in building motivation. It can be concluded that audiovisual media is a combination of audio and visual media that can be seen and heard by students. Both eyes and

ears become active when they use audiovisual media in language teaching. Audiovisual media can develop creativity and increase student motivation and will make teachers also motivated to work more effectively.

There have been various efforts by teachers to improve students' writing skills in English. Among the efforts that have been made by teachers are as follows: use the lecture method in the learning process, use media and learning resources from package books, and teachers provide exercises and assignments to students.

After these efforts are made the ability of students to write in English is still relatively low, they still get a score below the average of 70 or have not been able to achieve the KKM that has been set. From these symptoms, it is seen that the low ability of students in writing in English. The above circumstances, likely influenced by the media used so far, are only sourced from package books. For that researchers try to apply one of the other learning media in online learning so that it is not boring for learners and can attract the interest of learning learners. To solve the problem of students writing with English students, one of the learning media that can be applied is the application of audiovisual media in the form of animated videos. Audiovisual media is a type of media used in learning activities involving hearing and vision at once in one process or activity. The purpose of this study is to find out the process and results of improving writing skills by using audiovisual media.

2. Methodology

Research methodology is a systematic effort to solve problems made by researchers to be

able to answer problems or phenomena that occur. This study uses a classroom action research design (Classroom action research) which is research conducted by teachers in their classroom by planning, implementing, and reflecting on actions taken in two cycles. 2. According to **Hopkins (1993)**, class action research begins with action planning, implementation of actions, and observing and evaluating the process and results of actions (Observation and evaluation). While the working procedure in classroom action research consists of four components, namely planning (planning), implementation (acting), observation (observing), reflection (reflecting), and so on until the expected improvement or improvement is achieved (success criteria). The images and explanations of the class action research steps are as depicted in **Fig. 1**.

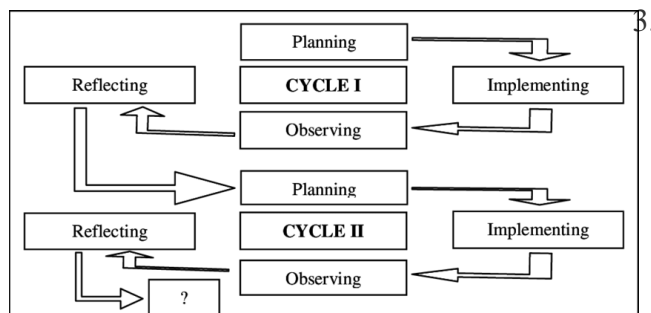


Figure 1. Flowchart of the class action research steps.

3. Results and Discussions

A. Planning

• Cycle 1

Planning

The planning stage is the initial stage in the form of activities to determine the steps that will be taken by researchers to solve the problems that will be faced. At this stage, researchers prepare a plan for the implementation of learning, draw up

observation guidelines, draw up evaluation designs, determine objects in learning to write transactional interaction texts and prepare documentation tools.

2. Implementation

The act of research is the implementation of a plan that has been made before. The implementation of actions in cycle 1 is carried out in a time allocation of 2 x 40 minutes. The action stage is carried out by the teacher using audiovisual media in the form of animated videos. The learning process is carried out by the schedule of English lessons class IX SMP Negeri 4 Ambon. The material to be provided is the text of transactional interactions of the act of giving and requesting information related to identity.

3. Observation

In this stage, researchers conduct observations and interpret the activities of utilizing audiovisual media learning media in the form of animated videos. Observations are made by analyzing test and non-test data. The test data were analyzed in the form of writing test results and student attitudes at the time of discussion.

4. Reflection

Reflection is carried out at the end of each cycle on the results obtained in the study. This reflection is done by analyzing the results of observations and interpretations so that conclusions are obtained that need to be improved or perfected in achieving the target. The analysis is done by reviewing the results of observations and interpretations of actions that have been done. Furthermore, reflection is done to find out the shortcomings and advantages in the implementation of actions. Furthermore,

researchers discuss with colleagues to make improvements to the shortcomings made while discussing the next steps for improvement.

• Cycle 2

Reflection on cycle 1 is improved in cycle II, starting from planning followed by the implementation of class actions.

1. Planning

Identifying problems and setting alternatives to problem-solving that occur in cycle I actions.

2. Implementation

The steps in cycle 2 action are the same as the action of the cycle I and coupled with improvements in the improvements obtained from cycle I.

3. Observation

Observation of the action of cycle II is equal to the action of cycle I.

4. Reflection

Data obtained during action activities in, cycle 1 and cycle 2, whether there is an increase or decrease. So that the results of the study can be known throughout. In cycle II, researchers expect to have succeeded and achieved indicators of success.

3. Results

Based on the results of research efforts to improve writing skills in English by using audiovisual media students in class IX SMP Negeri 4 Ambon are as follows:

1. Cycle 1

In Cycle I obtained quantitative data that is the value of student learning outcomes. The value of students' learning results is obtained through written tests, and test instruments used in the form of evaluation sheets. Based on the data obtained it is known that the number of students there is 30 children, the number of

grades 1945 averages students 64.83%, with the highest score 85 and the lowest score 40.

Level Completed	$18/30 \times 100\% = 60.00\%$
The Averaged	$1945/30 \times 100\% = 64.83\%$

The number of students who scored above 70 was 18 students. So, the number of students who have completed learning is 18 students (60%) while the number of unfinished there are 12 students (40%).

1. Cycle 2

The steps taken in cycle 2 are almost the same as the steps in cycle 1. The thing that distinguishes cycle 1 from cycle 2 is its planning. In cycle 2, planning is based on the results of reflection of cycle 1, so that deficiencies and weaknesses in cycle 1 do not occur in cycle 2. The improvements that will be made in cycle 2 are:

1. Teachers give special motivation and attention to less active students.
2. The teacher provides a learning video in the form of an animated video with a more complete explanation of the material from cycle 1 so that students can better understand the material.
3. Teachers and students discuss with additional media in the form of PPT so that understanding of the material is clearer.

Students are motivated to dare to ask if there is material that is not yet understood.

The teacher pays attention to the time so that all activities can be carried out smoothly and at the right time.

Based on data obtained in cycle II that the number of students there is 30 children, the



number of grades 2170 averages student grades 72.33%, with the highest score 90 and the lowest score 50.

The number of students who scored above 70 was 25 students. So, the number of students who have completed learning is 25 students (83.33%) while unfinished there are 5 students (16.67%).

The results of the 2nd cycle test showed that of the 30 students who took the evaluation test, the complete learning was 25 children. Thus, there was an increase of 23.33%, from 60% to 83.33%. The grade point average also increased from 64.83% to 72.33%. This shows an increase in students' understanding and writing skills by using audiovisual media in the form of animated videos.

Level of complete	$25/30 \times 100\% = 83,33\%$
The Average	$2170/30 \times 100\% = 72.33\%$

This research was said to be successful if the average test score of students writing above KKM scores, which is 70, and students who score above KKM is at least 80%. At the end of Cycle 2 obtained data: the average student learning outcome was 72.33% and the number of students who had completed there was 25 children was 83.33%, and the unfinished 5 children (16.67%). So, based on data on cycle 2 of Class Action Research is said to have been successful.

4. Conclusion

Based on the results of data analysis and discussion as outlined in the previous chapter, in this chapter researchers can conclude that learning using audiovisual learning media is

proven to improve the ability of students of class IX SMP Negeri 4 Ambon lesson in writing transactional interaction texts in English.

Learning by using audiovisual media in the form of animated videos will awaken the spirit of student learning. The online learning process will be more creative and innovative because students do not feel bored with the media used by teachers. Using audiovisual media in the form of animated videos the learning process will be more fun, active, creative, and not boring so that students' learning outcomes can improve.

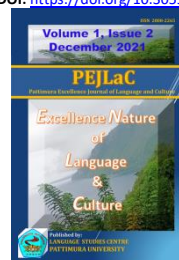
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Marcy Saartje Ferdinandus^{1,#}



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