

Using Audio Visual Media to Increase the Writing Skill of Students

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ABSTRACT

The present classroom action study is about using audio-visual media to increase the writing skill of SMAN 1 Soa's students in academic year 2015/2016. The purpose of this action study was to find out whether using audiovisual media can increase the students writing skill. The subject of this study was the 11th-grade language program of SMAN 1 Soa students. This study was a classroom action research design conducted in two cycles. In collecting the data, this study used Pretest, Posttest, observation, and interview. The result of observation sheet and students test result proved that using audiovisual media could increase students' achievement. It was found, from the mean score of observation sheet and students test result start from pre-test up to post-test increase significantly.

KEYWORDS

Audio Visual Media, writing skill, SMAN 1 Soa, Eleventh Grade Students, Indonesia

INTRODUCTION

English has four basic language skills: listening, speaking, reading, and writing. Listening and reading are the part of receptive skills, while writing and speaking are the part of productive skills. According to Harmer (2001:199), receptive skills are the ways in which the people extract meaning from the discourse they see or hear. It is also called receptive skill because students passively receive (listen and read) information and

process it. Productive skills are more complex and difficult to learn because the students are not only passive to get input from others but they need to produce something from themselves.

Those four languages are integrated each other, as Tans (2014: 1) in a book writing an introduction stated that “despite their differences, the skills are closely interrelated. Those who are good at speaking must also be good at listening vice versa. Those who are good at reading could also be good at writing vice versa”. By mastering the four language skills, students will be able to communicate in English well. Among those four language skills, writing skill has important benefits. Writing is media for communication. Writing is important in our daily life, which can we see from the product of writing such as, newspaper, and magazine, novel, thesis, diary, even shopping list, et cetera.

Writing is the process of transforming ideas, expressing feeling (the way a writer speaks with a paper or computer screen) in the written form. As Meyers (2005:2) stated that, “writing is a way to produce language you do naturally when you speak.” In formal education, writing is taught, from elementary up to university level. In senior high school, writing is taught integrated with listening, speaking, and reading skills to achieve the goal of communicative competence. This statement is supported by, MGMP Sukoharjo, (2006: 14) in Pramusinta (2010: 1) who asserted that “writing is intended to be taught at senior high schools for the purpose of giving students discourse competencies to participate in creating text for accessing knowledge.” At senior high school, writing skills are taught to help students comprehend creating texts by their words. Furthermore, students are expected to be able to make differences in the types of genre text, such as report text, narrative text, descriptive text et cetera.

Based on standard competence in the syllabus of the eleventh-grade senior high school, students are expected to be able in simple write paragraphs of the report, narration, exposition, and spoof. Students have to be able to write various types of genres text includes report text. In this research, the researcher focuses on how to increase the students’ ability in writing report text. The report is a text which presents information about something.

In writing a text, is not easy for students, they still have crucial difficulty. Oshima and Hogue (1991:3) stated that writing, particularly academic writing is not easy. It takes study and practice to develop this skill. To produce good writing skill, it is obvious that students need more attention in the process of writing. While, Kern (2000:72) declared that, writing as one of four language skills is considered as a difficult skill because the writer should depict some aspects of writing such as content, organization, purpose, vocabulary, punctuation, and spelling.

The researcher concludes that students, in writing a text encounter many difficulties. There are some reasons which make writing difficult. First, students lack vocabulary, second, spelling and punctuation mistakes, third, less reading interest, fourth, difficult in choosing appropriate words, and the last finding the ideas.

Students need a solution to solve their problems. Teaching writing using media can be the goal to solve student's problems in writing skill because students need something concrete to elicit ideas before they start to write. Students will get inspiring after seeing the picture or videos, and then they try connecting what they see or hear with ideas in their mind. There are several goals using instructional media, such as: facilitate the teaching-learning process, improve the efficiency of the teaching-learning, maintaining relevance to the learning objectives, help students concentrate.

English teacher has a big role in guiding students to write. As John (1997) in Carolina, (2006:1) claimed that "teacher's role is to help students developing viable strategies for getting started (finding topics, generating ideas and information, focusing and planning, structure and procedure), for drafting, (encouraging multiple drafts of reading), for revising (adding, deleting, modifying and rearranging ideas), and for editing (attending to vocabulary, sentence, structure, grammar, and mechanics)" Teacher need to be creative to gain students attention, because students in learning English easy to get bored.

Teaching using media can help both teacher and students. Using media in teaching learning process may create a dynamic, relevant, and attractive class. Many media can be used in teaching learning process, such as audiovisual media. Audiovisual is the media to support teaching learning process especially in improving students writing. Because, the teacher can use video, flash card, picture, power point slide, in teaching learning process. Using audiovisual media, a teacher can stimulate students in the learning process, keeping students' concentration, gaining students' attention, and help students recall what they learned in the ending class, also more memorable. According to Walter (2004), providing visuals or realia helps contextualize instruction in the classroom. Context greatly enhances understanding and student engagement which in turn will help them develop their ideas to enrich their writing.

The explanation above indicates that writing should be well taught and needed to be practiced continuously because writing is the important aspect of communication in our social lives. Based on this reason, the researcher is highly motivated in increasing students' writing skill by using audiovisual media of the eleventh-grade students of SMAN 1 Soa in academic year 2015/2016. The result of this study is expected to contribute information feedback which can be considered and used in the effective planning writing in teaching learning process.

FRAMEWORK

1. Definition of Writing

Writing is an element of communication. By writing, people can share or express their feeling and ideas, also build up the connection between people. There are several definitions about writing. According to Fulwiler (2002:16), writing is a complex activity, variable, multi-faceted process that refuses fool proof formulations to write

it. Boardman(2002: 11)stated that writing is a continuous process of thinking and organizing, rethinking, and reorganizing. On the other hand, Kane, (2000:17) described that writing is a complex activity too when we think about a topic we are already beginning to select words and construct sentences or in other words to draft. Miles (2009:3) come with the new perspective of writing he stated that purpose of writing is making of text and one way to learn how to make anything is to have a model, either for duplication or for triggering one's ideas. Furthermore, Taylor (2009:96) states that the usual function of an introduction in academic writing is to tell the reader what issue is being raised and what justifies the writer in raising it. In another word, writing is part of media to give information that happened to the reader.

Based on the explanation above, the researcher concludes that writing is complex activity process of thinking and organizing ideas and feelings, giving information, into the written form to the readers.

To produce a well-written text the writer should consider several points, such as paragraph to paragraph should relate each other. One paragraph consists of a topic sentence, supporting sentence and concluding the sentence. Oshima and Hogue (2006:16) explained that a paragraph is a basic unit of organization in writing in which a group of related sentences develops one main idea.

2. Writing Process

Good writing is more than just sitting down and “talking” on a piece of paper. Good writing involves thinking, planning, writing, and revising, Hogue (2008:8). The writer can conclude that, as productive skill, writing is not about the product, but writing is a process to produce a good product.

Planning

Planning or Prewriting is the first step process of writing. As Murray (1985) in Urquhart and McIver (2005:12) assumed that, “prewriting or planning, often is a neglected and underestimate step in the writing process.” In this stage, students decide what they are going to write, in other word students determining what the topic they will choose. Hogue (2008:28) uttered, “in the prewriting step, you get ideas to write about. Choose a topic and write it at the top of a piece of paper. Then write whatever sentence comes into your mind about the topic. Don't worry about grammar, spelling, or punctuation and don't worry about putting your ideas into any order”. Gathering information, organizing ideas, identifying audience and purpose and selecting genre are included in this stage.

Drafting

In the second step, you write your paragraph in rough form without worrying too much about errors, Hogue (2008:30). Drafting is about getting ideas down on paper. Drafting represents the challenging transition from planning, or prewriting, to

formulating the words and putting them on the paper, Urquhart, and McIver (2005:17). After selected best ideas in the first stage then try to expand into a reasonable paragraph. No worry, making the perfect paragraph but try to write what we want to say to the readers.

Revising

Revising is an important stage in the process of writing. As Urquhart and silver (2005:18) said that, "clearly, revision is an indispensable step in the writing process, but it is also one of the most difficult to master." This stage, writers improving what we have already written, review the work, rearranging ideas, developing ideas, cut out any ideas that not support with the topic, checking the clarity of message is included in this stage.

Editing

When the planning, drafting and revising are done the final is editing. In this stage, the writers need to focus on grammar, word choice, and spelling. Like Urquhart and mclver (2005:21) declared, "when writers revise, they are attending to language quality and message cohesion. But when writers edit they often concentrate on mechanics. Make sure that sentences have appropriate punctuation, correct grammar, and proper spelling".

3. The Teaching of Writing

Teaching is processed transfer knowledge to the learners; develop the learner's skills and building strong knowledge. Like Hoyle (2006) in Moosab (2013:7), defined "teaching is engaging students, engineering an environment in which they learn."

Browne (1999:33) defined that children need to learn about writing as well as learning how to write. Furthermore, Caswel and Mabler (2004:7) stated that as students work through the stages of the writing process, they must understand its recursive nature. Guiding students in the process of their writing is the duty of the teacher, especially for students in learning L2, they need more attention. Teacher in teaching writing L2 needs more concern. Besides the important elements such as grammar rules, vocabulary, and punctuation that should consider for a good writing product, the content or message of the writing should be clear for the reader. As Heaton (1974:138) in Tristy (2010:8) stated that, "the writing skill is complex and difficult to teach, requiring mastery not only of grammatical and rhetorical devices but also conceptual and judgment elements."

Developing creative strategy in teaching writing is necessary, as a process to gain students attention and motivation in writing a subject. As Urquhart and McIver (2005:58) declared two major responsibilities of the teacher role, involves:

- First, creating an environment conducive to effective writing and
- Second recognizing how teacher own writing practices affect the writing in the classroom.

4. *General Concept of Report Text*

Report text is a part of several genres text. As Gerot and Wignell (1994:190), stated that, there are thirteen types of the genre; spoof, recounts, reports, analytical, exposition, news item, anecdote, narrative, procedure, description, hortatory, exposition, explanation, discussion, and reviews. Each type of the genre has each definition, function and generic structure.

Several experts explained the definition of report text. According to Gerot and Wignell (1994: 196) report text is a text which functions to describe the way things are, concerning a range of natural, human-made and social phenomena in our environment. Furthermore, Barker (2000:23) defined report text is a piece of writing which aims to describe something in a general way. While Hyland (2004:29) defined, social purpose of the report is to present factual information, usually by classifying things and then describing their characteristic.

Based on the previous explanation, the researcher concludes that report text is a text which presents information about something in general, commonly giving factual information about the place, person, animal, or things. Report text and descriptive text have a little bit same, if descriptive text describes a subject in detail and specifically, while report text describes subject in general and more focus on the function of that subject.

Gerot and Wignell (1994:194) declared the generic structure of report text involves:

- a. General classification: states the general classification or identification of a subject includes the main topic will discuss.
- b. Description: Describing the thing which will be discussed in detail.

Language features of report text are according to Gerot and Wignell (1994:196)

1. Introducing group or general aspect
2. Using of relational process
3. Using conditional logical connection
4. Using simple present tense
5. No temporal sequence

5. *Teaching English Using Media*

Learning media occupies an important position as one of the components in teaching English process. Learning media, in general, is everything that can be used (tools, method, and technique) to stimulate thoughts, feelings, attention, and skill of the students to support the teaching-learning process.

Kemp and Dayton (1985) cited in Nengsih (2014:3) mentioned several advantages of learning media:

1. Delivery of learning materials can be made uniform.
2. Teachers may have diverse interpretations about something.
3. The learning process becomes more attractive.
4. Media can deliver information that can be heard, seen, so as to describe the principles, concepts, processes and procedures that are abstract and incomplete to be complete.
5. Become more interactive learning.
6. If selected and designed correctly, can help teachers and students to communicate two-way active.
7. The amount of learning time can be reduced
8. If used well, the time spent does not need that much.
9. The quality of student learning can be enhanced,
10. Use of media makes the material more deeply and fully
11. The process of learning can happen anywhere and anytime
12. Students' positive attitude towards the process can be improved
13. Teacher's role may change to a more positive and productive,
14. With media, teachers do not need to repeat the explanation.

By the explanation above, the researcher can conclude teaching media has many advantages, has positive attitudes, save time, help both teacher and students. Students in learning English as L2 obviously difficult, they easy to get bored, even they hate the subject. Teacher as initiator must be active and creative in teaching process to gain students motivation and attention toward English. One of the solutions is teaching toward learning media or learning aids.

6. The Use of Audio-Visual Media in Teaching English

Using audio-visual as media in support learning activities can improve student's motivation and concentration, in the process of learning will go better than just teaching theory without combine with interesting media such as audiovisual.

Several definitions of Audio-visual from the experts: according to Brown, Lewis, Harclerod (1985) in Akram et.al (2012:1), "use of audio-visual aids provides students with opportunities to think to speak and interact without fear and hesitation with the teacher and peers resulting in students' personality development. Furthermore, Saimarasul (2011:1) stated that "Audiovisual aids are those devices which are used in classrooms to encourage teaching-learning process and make it easier and interesting. Audio -visual aids are the best tool for making teaching effective and the best dissemination of knowledge". Good&Kappa, (1973) in Mossab (2013:8), assert three definitions of audio-visual aids:

1. Audio-visual aids, which help in completing the triangular process of learning, i.e. Motivation, classification, and stimulation.

2. Audio – visual aids are any device, which can be used to make the learning experience more concentrate, more realistic and more dynamic.
3. Audio-visual aids are anything using which learning process may be encouraged or carried out through the sense of hearing or sense of sight.

Based on the previous explanation, the researcher can conclude that audiovisual media is a media that include of visualizing that combine with audio perhaps to building two ways communication between teacher and students in learning process. Teaching English by Audio-visuals increase retention of information and actively engages the learner by combining what they hear and see. Videos, pictures, and power point slide are the parts of audio-visual aids/ media.

7. Types of Audio-Visual Aids

Audio visual aids are used in classroom activity to encourage teaching-learning process: make students easier to acquire the material with interesting atmosphere class. According to Moossab (2013:11-15), types of audiovisual media involve charts, pictures, diagrams, graphs, maps, posters, cartoons, comic strips, flashcards, films, filmstrips, language laboratory, television, powerpoint, the internet (Mossab, 2013).

8. Teaching Report Text Using Audio Visual Media

Teaching report text using audiovisual media is very important. There are several types of audiovisual media, as researcher explained above, but not all audiovisual types above can implemented in teaching learning process. As, Gerlach and Elly (1980:260) in Tristy (2010:14) asserted that, "the effectiveness of any mediums depends on the creativity of the teacher in using it. Media are teaching and learning tools; they have the potential assuming many teaching functions". In this research study, the researcher only uses video and power point slide as the media of audio-visual aids in teaching report text to students in SMA 1 Soa. As one of the schools in ruler area, teaching by video and power point slide will create a new atmosphere for the students in learning process.

Report Text is a text describes the way things are, concerning a range of natural, social phenomena in our environment. One characteristic of report text is giving factual information. By giving the real pictures, or videos related to the material, it will stimulate students easy to get ideas.

Teaching report text using video and power point slide as audiovisual media will describe as the following step:

1. First, the teacher will explain briefly about the report text and the characteristic of report text.
2. Give interesting power point slide or video contain the example of report text.
3. Ask some question related to the material that given

4. Explained the language feature, and main points related to the video or power point slide
5. Give a chance to students writing report text by their word.

METHODOLOGY

The research design is the overall plan or structure of the research. In conducting this research, the researcher used Classroom Action Research design (CAR). According to Arikunto (2008:104), Action research is one of the type investigation that has characteristic reflective participative, collaborative, and spiral that have a purpose to repair and to increase the system, method, process, substance, competence and situation. Elliot (1998:50) added, "The central characteristics of action research are the join reflection about the relationship in particular circumstances between process and product." Stringer (2007:8) said that action research is a collaborative approach to inquiry or investigation that provides people with the means to take systematic action to resolve specific problems. Based on the explanation above the researcher concluded that classroom action research is an inquiry scientific to repair system, method, and process in the classroom to increasing quality of learning. In conduct, this research, the researcher collaborate with the teacher to solve the problem in the learning process.

This classroom action study was divided into some cycle. Each cycle consist of four stages included Planning (P), Action (A), Observation (O), and Reflection (R). Those stages will be explained briefly on subchapter, research procedures. The type of investigation in this research intends to know the effectiveness of Audio-Visual Media in increasing writing skill of SMAN 1 Soa students. This classroom action research, concerned with some instruments in collecting the data: those are: test, observation, and interview. There are two kinds of test in this study namely: pre-test which intends to evaluate the pre-existing writing skill, and posttest which administer at the end of each session.

RESULTS AND DISCUSSION

This classroom action study was conducted in two cycles. The first cycle consists of four meeting, and the second cycle consists of two meetings. Before the researcher teaches the students using audiovisual media, the researcher gave the pre-test first. This pretest identified the weakness of students in writing ability before the treatments. After done the cycle one then the researcher decided to continue to cycle two. It was considered the result of cycle one that had not reached the KKM. The KKM for English subject in SMAN 1 Soa was 67. Cycle two had given based on the reflection in cycle one. On this research, the researcher found that teaching English using audiovisual media was the first time applied in eleventh grade of language program in SMAN 1 Soa. Students enthusiastic and enjoy the picture or video that given even though after seeing the video

or picture, some students will easy in write a text while some students slow and need more attention of the researcher.

The descriptions of each action start from pre-test, the implementation of cycle one, cycle two up to post-test will be discussing in the following sections:

Pre-Test

The pre-test was followed by 26 of 28 students of eleventh-grade language program; two students were absent on that day. The pre-test contained a request to write a simple report text of Komodo dragon based on the several words that given. They need to write the paragraph consist of 50 – 100 words with the time allotment 2 X 45 minutes.

Before the researcher gave the pretest sheet, the researcher introduced herself first and asked the each student to stand up and introduces her/his self. This is a very important act in the first meeting because it can build up a good relationship between the researcher and students.

The researcher asked them about the kinds of text that they know. Only some students can distinguish the kinds of text (narrative, descriptive, expository, report text. etcetera). Then, the researcher explains the meaning of report text, the generic structure of report text without any media. By explained the differences of each kind of text in the beginning help students to understand and can differentiate it. So they can do their pre-test based on what the researcher need, (a report text of Komodo dragon not a narrative text of Komodo dragon or Descriptive text of Komodo dragon). The result of pretest would compare to the result of the students after gave the treatment (teaching using audiovisual media) to know the improvement of students ability in writing a report text.

The Classification of the Pre-Test Result

Test score	Frequency	Qualification
86-100	0	A (Excellent)
71-85	0	B (Good)
56-70	10	C (Enough)
41-55	15	D (Low)
40	1	E (Very Low)

Cycle 1

After identifying the result of the pretest, the researcher engaged in action research. This action research was planned to solve student's problem in five components of writing skill. The researcher started teaching report text using Audio Visual Media to the eleventh-grade students of SMAN 1 Soa. The researcher chooses animals as the topic in teaching writing report text because the topic was appropriate to the eleventh grade. The cycle one consists of four meetings, and each meeting has four stages: planning,

action, observing, and reflecting. The more description of each stage can be seen in the following section.

The Classification of the cycle 1 Result

Test score	Frequency	Percentage	Qualification
86-100	0	0%	A (Excellent)
71-85	7	25%	B (Good)
56-70	9	32.14%	C (Enough)
41-55	8	28.57%	D (Low)
40	0	0%	E (Very Low)

Cycle 2

Based on reflection in the cycle one, the researcher and collaborator decided to continue to the next cycle. It was purposed to improve five components of students writing skill. This cycle consists of two meetings. Each meeting has planning stage, action stage, observing stage and reflection stage. The process of cycle two provided in the table below:

Cycle two consist of two meetings. All the process in this cycle was same with cycle one. But in this cycle, the researcher adds videos to the presentation. This was strategy purpose of improving students comprehended in expressing ideas in their writing skill and developed the five components of writing skill. Same as the process in cycle one, on this cycle also has four stages in each meeting: planning, action, observing, and reflecting. The more description of each stage can be seen in the following section.

The Classification of the cycle 2 Result

Test score	Frequency	Percentage	Qualification
86-100	0	0%	A (Excellent)
71-85	18	64.28%	B (Good)
56-70	9	32.14%	C (Enough)
41-55	0	0%	D (Low)
40	0	0%	E (Very Low)

DISCUSSION

The mean of the pre-test scores was 48.92. This means the score clearly showed that writing skill of the students was lower that the criteria standard score (KKM) at school. The result of the data analysis of the evaluation scores in cycle 1 showed the increasing mean scores; it was of 53.9. The mean score obviously much higher than the mean score of the pre-test. The mean score obtained by the students under the study in cycle II was 70.96. This significant difference of mean scores suggest that the using audiovisual

media in increasing students writing skill than cycle I. This was due to the fact that cycle II was revised version of cycle I, in that teaching scenarios or the lesson plans in cycle II were accordingly revised by taking into account the weakness found out in cycle I. The result of the data analysis of posttest was 75.39. This means score shown using Audio Visual Media had increased the writing skill of the eleventh-grade students of SMAN 1 Soa. It can be known by compared the result of pre-test was 48.92 and post-test were 75.39.

CONCLUSIONS

Using audiovisual media has increased the writing skill of the eleventh grade SMAN 1 Soa's students in academic year 2015/2016.

The mean score of pre-test clearly pointed out that the writing skill of the students was considered low in which it was only 48.92. After learning behavior has been changed by using audiovisual media, the means of test scores for the cycle I and cycle two showed the succeeding mean figure of 53.9 and 70.96. It meant the increase from cycle one to cycle two was 17.06. The mean score of cycle two increased significantly.

The finding of the present classroom action study convincingly revealed the using audiovisual media in increasing students writing skill could effectively improve and increase the low ability in writing skill. The mean figure shows that the students' scores higher than the criteria standard score (KKM) at school.

Attitudes and the learning motivation of the students changed and heightened positively. These findings clearly suggested that using audiovisual media make the students active in learning to improve their writing skill, which could be seen in the student's good respond of the interview. The result of the interview can be seen in the interview script in the appendix.

The findings of the present action study convincingly proved using audiovisual media in increasing writing skill of eleventh grade SMAN 1 students in academic year 2015/2016 was an effective technique.

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