

## THE EFFECTIVENESS OF USING AUDIO VISUAL MEDIA ON STUDENTS WRITING ABILITY IN DESCRIPTIVE TEXT

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### ABSTRACT

The objectives of this research was to know the effectiveness of using audio visual media on students writing ability in descriptive text to eighth grade at SMP Negeri 1 Runjung Agung. The type of study was quasi-experimental. There were two classes namely VIII.1 as experimental group the total number students 27 and VIII.2 as control group the total number students 27. The sample was choosen by using purposive sampling. The result of students' pre- test in experiment class showed that the minimum score was 22.50 and maximum score was 72.50, and then mean score was 56,57. The result of students' pre-test control class showed that the minimum score score was 20.00 and maximum score was 92.50, and then mean score was 52.96. The result of students' post-test in experiment class showed that the minimum score was 65.50 and maximum score was 95.00, and then mean score 84.44. The result of student' post-test in control class showed that the minimum score 52.50 and maximum score was 72.50, and then mean score was 64.44. The result of t-test found the calculated value of t-obtained was 10.766, in two tailed testing with  $df = 26$ , the critical of t-table was 2.045. Since the value of t-obained was higher than the critical value of t-table, it means that there was a significant difference in achievement before and after the treatment. Therefore t-obtained was higher than t-table. This indicated that Null Hypothesis ( $H_0$ ) was rejected and Alternative Hypothesis ( $H_a$ ) was accepted. It means that there is the effectiveness of using audio visual media on students writing ability in descriptive text to eighth grade at SMP Negeri 1 Runjung Agung.

**Keywords:** *audio visual media, writing ability, quasi experimental*

### INTRODUCTION

Language plays an important role in human life because language is a means of communication in everyday life. The point is that language has a very important role in human life, one of the supporting factors for the establishment of communication. According to Brumfit (2012) English is an international language that it is the most widespread medium of international communication. In Indonesia English has been taught from elementary school until university. In learning English, there are four basic language skills that must be well mastered by the students, namely listening, speaking, reading, and writing. One of these four skills which is very important and most required in academic field is writing. According to Saddhono and Slamet (2012, p.96) suggests that writing is an activity of delivering messages (communication) using written language as a medium.

The point is that writing is one of the activities to communicate with other people and writing is also one of the media in communicating.

According to Ismayanti & Kholiq (2020) writing is also considered an indicator of student success in learning English, Writing requires a process. Widiastuti & Endahati (2020) state that some important aspects that should be considered in writing skills are content, organization, purpose, vocabulary, punctuation, and spelling. Moreover, Sari, Sumarmi, Utomo & Astina (2021) stated that writing skill shows the quality of student learning. Therefore, writing ability can be obtained through tasks and requires much time.

The results of the 2015 Program for International Students Assessment (PISA) survey in the category of Indonesian literacy skills are classified as low because they are ranked 66th out of 72 countries. Indonesia experienced a slight increase from 2012. This survey placed Singapore in first position and China in the second best position in the world. In 2018 the results of a survey by the Program for International Students Assessment (PISA) in the Indonesian literacy category ranked 74th out of 79 countries, placing China and Singapore in the top 2 countries for reading comprehension scores with various difficulties. Singapore's Ministry of Education revealed that at the elementary school level, they ensure students master English and mother tongues such as Malay, Mandarin, and Tamil. At the secondary student level, the curriculum is expanded with science, literature, art, design, technology, and economics. Their education system also provides opportunities for children to learn according to their talents. Whereas for students in China, the government only focuses on teaching Mandarin and mathematics in elementary schools, students will only spend 60% of their time at school, and the rest will study music, art, morals, and social interactions between humans and nature.

From the problems above, the researcher uses media as an intermediary to be able to improve writing skills, especially in writing descriptive texts. According to Gumilang (2013), one of the ways to solve the problem is by proposing a teaching media that is interesting, easy, effective, suitable, fun, and helpful to the students. According to Arsyad (2013, p.3) the word "media" comes from the Latin *medius* which literally means „middle“, „intermediary“ or „introduction“. Media is a tool in the learning process that can serve as an introduction to messages from teachers to students. The kind of media is visual media, audio media, and audiovisual media. In here researcher focuses on audiovisual media.

According to Harmankaya (2013) that audio visual media is important to helped students use correct, reliable, creative and effective communication tools and messages for the students who can easily access information through the developing communication technologies. It cannot be denied that media particularly audiovisual media cannot be separated from our life, so does in education. In learning English, media is an interesting thing to improve the student's communicative ability. Defines audiovisual media as a unit of tools which designs or presents moving pictures and audio concretely. Video is suitable for learning, such as in class, group, and even a student. It is based on the culture of students that at least they watch a program in television every day. Furthermore, states that video has some beneficial features if it is used in teaching and learning process. One of them is slow motion where the movement of object or events can be accelerated or slowed in order to make the lesson is easy to be learned.

In fact, not all students was able to write descriptive text properly and in accordance with the existing elements in the descriptive text. Based on the data taken during the observation with the English teacher at SMP Negeri 1 Runjung Agung, there are

some problems faced by students in teaching English and writing is the most difficult one for the students. Many students cannot write a good text especially in writing descriptive text. Therefore audio visual media is proposed to be one interesting media, which might be able to solve the writing problem. For this purpose, the nearest media of students' learning is by using audio visual media. The audio visual media presentation makes use of the students' sense. What the ears hear are strengthened by what the eyes see, so that the words, which the ears hear, are associated with the visual aids. Hearing and sight are the primary means of human learning. Audio visual media is one of the media used to teach writing descriptive text. Based on the facts and theory stated above, the researcher is interested in conducting research with the title "**The Effectiveness of Using Audio Visual Media on Students Writing Ability in Descriptive Text to Eighth Grade at SMP Negeri 1 RunjungAgung**".

**FINDING AND DISCUSSION**

**A. Research Finding**

**1. The Result of Students' Writing Test of Descriptive Text in Control Class**

**a. The Students Score of the Pre-test**

The main purpose of pre-test was to know the students basic ability in writing before giving the treatment. The pre-test was taken in class VIII. 2 on 20<sup>th</sup> February 2023, with 27 students.

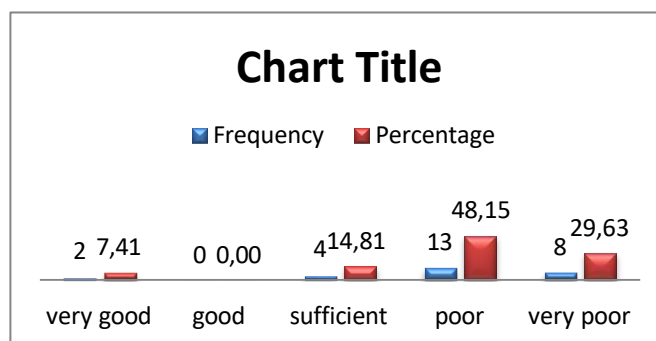
**Table 1**

**Descriptive Statistics**

	N	Minimum	Maximum	Mean	Std. Deviation
Pretest	27	20.00	92.50	52.9630	25.82334
Valid N (listwise)	27				

Based on the result of descriptive statistics it was found that the students minimum score was 20, the students' maximum score was 92,50, and then the students' mean score was 52.96. The distribution of the students' scores was presented on chart 1:

**Chart 1**  
**Frequency of the Pre-Test**



**b. Students Score of the Post-test**

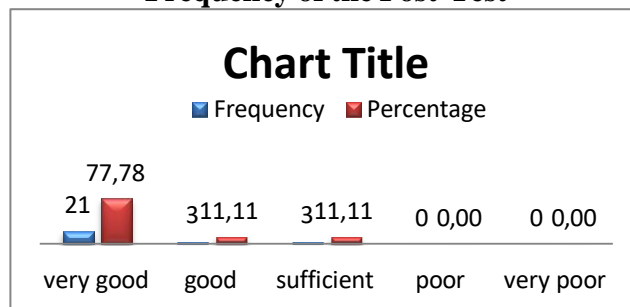
Post-test was administered on 7th March 2023. The purpose of the post-test was to know the significant effectiveness of Audio Visual Media in teaching writing.

**Table 2**  
**Descriptive Statistics**

	N	Minimum	Maximum	Mean	Std. Deviation
Posttest	27	52.50	72.50	64.4444	4.82050
Valid N (listwise)	27				

Based on the result of descriptive statistics it was found that the students' minimum score was 52,50, the students' maximum score was 72,50, and then the students' mean score was 64,44.

**Chart 2**  
**Frequency of the Post-Test**



**2. The Results of Students Writing Test of Descriptive Text in Experiment Class**

**a. The Students Score of the Pre-test Experiment**

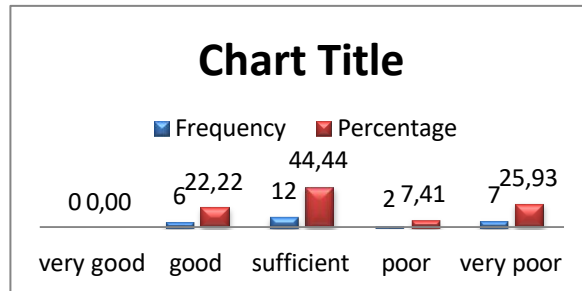
The main purpose of pre-test was to know the students basic ability in writing before giving the treatment. The pre-test was taken in class VIII. 1 on 15th February 2023, with 27 students.

**Table 3**  
**Descriptive Statistics**

	N	Minimum	Maximum	Mean	Std. Deviation
Pretest	27	22.50	72.50	56.5741	15.41335
Valid N (listwise)	27				

Based on the result of descriptive statistics it was found that the students' minimum score was 20,50, the students' maximum score was 72,50, and then the students' mean score was 56.57. The distribution of the students' scores was presented on chart 3:

**Chart 3**  
**Frequency of the Pre-Test**



**b. The Students Score of the Post-test Experiment**

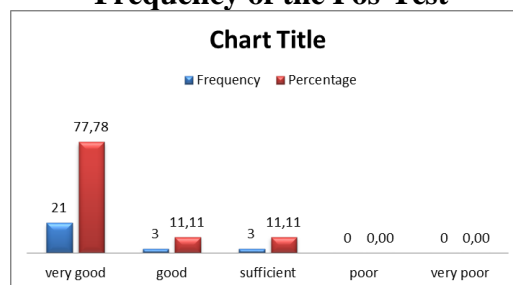
Post-test was administered on 7th March 2023. The purpose of the post-test was to know the significant effectiveness of Audio Visual Media in teaching writing. It was given after the researcher gave the treatment.

**Table 4**  
**Descriptive Statistics**

	N	Minimum	Maximum	Mean	Std. Deviation
Posttest	27	65.00	95.00	84.4444	8.75229
Valid N (listwise)	27				

Based on the result of descriptive statistics it was found that the students' minimum score was 65, the students' maximum score was 95, and then the students' mean score was 84,44. The distribution of the students' scores was presented on chart 4:

**Chart 4**  
**Frequency of the Pos-Test**



## **DISCUSSION**

Based on the results of the post-test descriptive statistics for the control class and the post-test descriptive statistical results for the experimental class, it is known that the scores of students in the experimental class are better than those in the control class, so that there is a significant difference between the post-test results of students in the control class and the experimental class. Based on the findings of the researcher, the researcher found that the average post test in the control class was lower than the post test in the experimental class, and the t value obtained was higher than the critical value of the t table, meaning that there was a significant difference in achievement before and after treatment. It can be interpreted that Audio Visual Media in teaching writing descriptive text for class VIII students at SMP Negeri 1 RunjungAgung allows them to get better writing skills, percentage writing ability descriptive text were 21 students (77,78%) very good category, there where 3 students (11,11%) good category, and there 3 students (11,11%) sufficient category. This means that Audio Visual Media is significantly effective. From the results of the pre-test and post-test it is known that the average student post-test score is higher than the pre-test score. In other words, the alternative hypothesis ( $H_a$ ) is accepted and the null hypothesis ( $H_o$ ) is rejected.

The result of this research was supported Harmankaya (2013) that audio visual media is important to helped students use correct, reliable, creative end effective communication tools and messages for the students who can easily access information through the developing communication technologies. Audio Visual learning media are one of the media that enable two senses of the students, namely sensory and auditory so they can improve students learning and achievement. Furthermore, the audiovisual media are used to make the students more the interested, especially when the students were offered with several film which were short duration, have good stories and contained the simple langange to be understood, so the media are able to attract students interest in understanding the subject matter. According to Syaiful Bahri Djamarah (2013) this media divided into two categories, audio visual silent, and audio visual motion. It cannot be denied that media particularly audiovisual media cannot be separated from our life, so does in education. In learning English, media is an interesting thing to improve the student's communicative ability.

Based on the explanation , the researcher concluded that there was significantly effective to improve students writing skill before and after treatment. So it could be relize that audio visual media was significantly effective to imprpove students writing skill especially in writing an descriptive text.

## **CONCLUSSION**

Based on the result of the finding, the writer could conclude that Audio Visual Media could increase students writing ability in descriptive text to eighth grade at SMP Negeri 1 RunjungAgung. The writer found that the students' mean score in the post-test was higher than the students' mean score in pre test. In addition based on the calculation of paired sample statistic, it was shown that the value of sig (2-tailed)was more than  $\alpha = 0.05$ , so ( $H_a$ ) was acceptable and alternative hypothesis ( $H_o$ ) was unacceptable, it meant that there was a significant difference in achievement before and after the treatment. This indicated that Null Hypothesis ( $H_o$ ) was rejected and Alternative Hypothesis ( $H_a$ ) was accepted. It meant that it was significantly effective to use Audio Visual Media to increase students writing ability in descriptive text to Eighth Grade at SMP N 1 Runjung Agung.

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