

**THE EFFECTIVENESS OF USING AUDIO-VISUALIZED MEDIA IN
INCREASING STUDENTS' DESCRIPTIVE WRITING SKILLS: AN
EXPERIMENTAL STUDY AT THE FIRST GRADE OF SMKN 7 MATARAN
IN ACADEMIC YEAR 2015/2016**



ARTICLE

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APPROVAL

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The Effectiveness of Audio-visualized Media in Increasing Students' Descriptive Writing Skills: An Experimental Study at the First Grade of SMKN 7 Mataram

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ABSTRAK

Tujuan dari penelitian ini adalah untuk mencari tahu kegunaan dari media audiovisual dalam meningkatkan keterampilan menulis deskriptif siswa. Penelitian dilakukan pada tingkat pertama SMKN 7 Mataram tahun ajaran 2015/2016. Selama melaksanakan penelitian, penulis menggunakan metode kuantitatif untuk mengetahui apakah media audiovisual efektif atau tidak. 2 kelas dipilih secara acak sebagai sampel, yaitu kelas X TKJ A (kelas eksperimen), dan X TKJ B (kelas kontrol). Media audiovisual diaplikasikan pada kelas eksperimen selama melakukan penelitian, sementara kelas yang lainnya tidak. Guna mendapatkan data yang dibutuhkan, peneliti akan memberikan pre-test dan post-test pada setiap kelas, yang kemudian menganalisa secara mendalam data yang didapatkan. Berdasarkan hasil analisis data, nilai t-test adalah 2,96 yang mana lebih besar dari nilai t-tabel dengan derajat kebebasan (df) dari 42 pada tingkat kepercayaan 0,05 (95%) adalah 2,01 atau 0,01 (99%) adalah 2,69. Ini berarti bahwa penggunaan media audiovisual yaitu video efektif dalam meningkatkan keterampilan menulis deskriptif siswa.

Kata Kunci: *Media Audiovisual, video, descriptive text, dan writing skills.*

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ABSTRACT

The aim of this research was to find out the use of audiovisual media in increasing students' descriptive writing skills. The research was conducted at the first grade of SMKN 7 Mataram in academic year 2015/2016. During the research, the writer used Quantitative Method to find out whether audiovisual media is effective in increasing students' writing descriptive text or not. Two classes of the first grade were taken randomly as sample, and they were X TKJ A (Experimental Group) and X TKJ B (Control Group). The audiovisual media was applied in the Experimental Group during the experiment, while in the other class was not. In order to gain the data needed, the researcher delivered pre-test and post-test to both classes, and did throughout analysis. Based on the result of data analysis, the t-test value was 2.96 and it was higher than t-table value with degree of freedom (df) of 42 at the confidence level of .05 (95%) was 2.01 or .01 (99%) was 2.69. It means that the use of audiovisual media that is video effective in increasing students' descriptive writing skills.

Key words: Audiovisual media, video, descriptive text, and writing skills.

A. INTRODUCTION

Writing is one of the four skills which is very important in learning English. Commonly it is also the last skill that is learned by students at school. In addition to reading, speaking, and listening, writing is the most difficult skill to be mastered because it requires basic knowledge of grammar and sufficient vocabulary. Besides, writing needs specialized skills that include the ability to express the writer's opinion and thought clearly. Moreover, students also have to master some language components in writing such as spelling, grammar, vocabulary, and punctuation.

There are many methods in order to learn all of those skills including vocabulary. Every skills has different ways to learn English easily, fun, and interactive. It is a good things for students who study English as a second language. It will help students easier to understand and get more interest in learning English because most students find it difficult in learning English whether in vocabulary, reading, listening, speaking or writing skills.

In addition, there are many teaching media to help students get the concept of the materials easily. As Harmer (2001:134) states that Media or teaching aid is used by language teachers to explain language meaning and construction, engage students in topic, or as the basis of a whole activity.

Based on the reason above, the researcher is interested in doing research on the use of using audiovisual media in increasing students' descriptive writing skills.

B. RESEARCH METHODOLOGY

Writing skill is one of the productive skills that should be mastered in using language. It is because writing has significances in improving a communicative competence of learning language. The definitions of writing are variously stated by some experts. According to Rivers (1981: 294), writing is conveying information or expression of original ideas in a consecutive way in the new language. Writing is the process of using symbols (letters of the alphabet, punctuation and spaces) to

communicate thoughts and ideas in a readable form. Brown, (2001: 336) also claimed that writing is a thinking process. Furthermore, he states that writing can be planned and given with an unlimited number of revisions before its release. In addition, according to Harmer (2001:79) writing is a form of communication to deliver through or to express feeling through written form.

Descriptive text is a text which is intended to describe a particular person, place or thing. The schematic structure of Descriptive text is divided into two: Identification and Description. Identification, identifies the phenomenon to be described. Description, describes features in order of importance parts/ things, it is about physical appearance. Qualities, it can be the degree of beauty, excellence, value or worth, and Characteristic, it can be prominent aspects that are unique.

Audiovisual is the technology that used in supplementing the teacher presentation both in the audio or visual form. According to Arsyad (1997: 30), audiovisual media or technology are things that are used to produce or transmit materials using mechanics and electronics to present audio messages and visual messages. Besides, Newby, Stepich, Lehman, and Russell (2000: 100) state that audiovisual media present moving images that can be recorded on videotape, videodisc, DVD and computer disk. All these formats offer ways to store and display moving images accompanied by sound. There are the strength and the weakness of the audiovisual media.

The strengths of audiovisual aids are:

1. To add, maintain, and stimulate interest
2. To save time
3. To clarify and clear up problems of ambiguity
4. To aid in memorization
5. To reinforce the concepts you are trying to communicate in words.

In other hand, there are also the weaknesses of the audiovisual aids, as follows:

1. Production cost for the video material can be expensive
2. It may require special equipment and space for viewing and listening

3. Materials goes out-of-date quickly.

Video is one of technology's products which presents constant movement of sophisticated images, moving pictures, animated pictures, or moving texts accompanied by audio or sound effects. According to Ingels (1992), " In fact, roughly 80 percent of science and social studies teachers in a recent study reported using 'video, film, or filmstrips' once or twice a month or more (As cited in Falupi, S. N and friends. 2012). It means that video becomes widely used in educational field.

C. METHODOLOGY

Research Design

This experimental research is aimed to provide the information about the use of audiovisual media to improve students' descriptive writing skills. The writer used a group as the sample of students who get no effect from the independent variable, as well as a sample which is being experimented. The design of experimental used is pre-test and post-test design. The pre-test was given to the sample group before they were given the treatment, and post-test was given after they were given it. The two results of the test then would be used as starting point in doing this research.

Population

Deciding the population that is going to be the sample is a crucial thing in doing this research. In this research, the writer took all of the tenth graders in 7 classes with the total number of population is 172 respondents.

Sample

In this research, the sample is two classes in the tenth grade, the experimental group and the control group. The researcher used Cluster random sampling as the technique. A lottery was used to choose them randomly from the seven classes of the first grade in SMKN 7 MATARAM. In addition, the lottery would also decide which experimental group is and which control group is. The reason why the researcher chose this sampling technique is to increase the reliability of this research by preventing any assumption in the future about including personal feeling in choosing the classes.

Variables of The Study

A variable is a concept which has value. In this research, there are two variables: independent variable and dependent variable. The independent variable of this research is the video used in the teaching of descriptive writing text and the dependent variable is the students' ability describing the object given by the researcher through the video.

Method of Data Collection

Data collection is gained by giving the students a test about describing signs and symbols. The focus of the questions themselves is whether the students can describe the pictures in a good structured sentence or not.

In conducting the research to find out the researcher' desires about this study, there are three steps taken.

Three steps were applied and respectively presented as follows:

- **Pre-test**

The Pre-test was given in the first meeting by providing test to determine their knowledge of writing descriptive text. The pre-test consists of 9 pictures about signs and symbols which focusing on 3 categories, they were vocabulary, grammar and the idea of writing descriptive text.

- **Treatment**

The treatment was held twice a week for two weeks, twice in control group and also twice in experimental group. It was based on the PPP (Presentation, Practice and Production) technique. The treatments given can be seen in lesson plans in appendices and the procedure of PPP (presentation, practice, production) technique.

- **Post-test**

Post test was given in the last meeting of this research. The aim of giving post-test was that to find out the result of class taught using audiovisual media that is video and class taught without such technique. Basically, the test given was the same test as the pre-test; however, difference was made by jumbling the sequence of the number.

Doing the three steps mentioned above has resulted in the scores of the students, followed by analysis of the data statistically. The result of the data has given information

needed about the differences of the groups' performances before treatment and after treatment.

Method of Data Analysis

After gaining the scores of the data, T- Test formula was applied. First, in scoring the students test, there are five points adopted the model of assessment criteria by Heaton (1989), but in this study the researcher only focused and chose three points of those five points which were already tested.

Subject	Score	Category	Criteria
Vocabulary (substance vocabulary, word choice, and registers)	30- 27	Excellent to very good	- The use and the choice of words/idioms/phrases is appropriate and effective.
	26- 21	Good to average	- Sometimes mistake the form of the word/phrase/idiom, choice of words and the meaning its use but does not affect essentially.
	20- 11	Low	- There are errors the form of words/phrases/idioms and word choice.
	10-5	Very low	- In principle tends to be translated and word choice and use less precise.

Subject	Score	Category	Criteria
Grammar (variation and type of	35- 31	Excellent to very good	- The use of correct and effective sentence.

sentence, efficiency and effect)	30-21	Good to average	- Effective in use but simple
		Low	- A lot of problems in the construction of sentences.
	20-11		- The use of sentence construction is really not appropriate.
	10-5	Very low	

Subject	Score	Category	Criteria
Organization (coherent, rhetorical structure, the physical structure, chronological order, coherence, conclusion)	35-31	Excellent to very good	- Disclosure ideas clearly and fluently written.
		Good to average	- Less organized but the main ideas remains the focus.
	30-21	Low	- Not smooth or sometimes confusing ideas and tend to be disconnected.
	20-11	Very low	- The idea is not communicated and not organize.
	10-5		

Second, the researcher was tried to find out the mean scores of the pre-test and post-test and then compared them. The formula is:

$$X_1 = \frac{\sum X1}{N}$$

$$X_2 = \frac{\sum X2}{N}$$

Where :

X_1 = Pre- test

X_2 = Post-test

N = number of sample

$\sum x1/x2$ = total number of score of pre-test or post-test

Mean deviation of pre-test and post-test was calculated. It is needed to do the next calculation. Third, the researcher was tried to find out the mean deviation of Experimental group and Control group, as follows:

Experimental Group

$$X = \frac{\sum X}{N_x}$$

Where :

X = mean deviation score of the experimental group

$\sum x$ = the sum of deviation score of pre-test and post-test

N_x = Number of samples

Control Group

$$Y = \frac{\sum y}{N_y}$$

Where :

Y = mean deviation score of the control group

$\sum y$ = the sum of deviation score of pre-test and post-test

N_y = Number of samples

Fourth, the researcher was tried to find out the square deviation of the experimental group and control group by using the following formula:

Experimental Group

$$(\sum x^2) = \sum x^2 - \frac{(\sum x)^2}{N_x}$$

Where :

$\sum X^2$ = square deviation of experimental group
 $\sum x$ = the sum of mean deviation score of the experimental group
 N = Number of samples

Control Group

$$(\sum y^2) = \sum y^2 - \frac{(\sum y)^2}{N_y}$$

Where :

$\sum Y^2$ = square deviation of Control group
 $\sum y$ = the sum of mean deviation score of the Control group
 N = Number of samples

Next step, the data analysis was finding the significance of two mean scores by using the following formula:

$$t = \frac{X - Y}{\sqrt{\left[\frac{\sum x^2 + \sum y^2}{Nx + Ny - 2} \right] \left[\frac{1}{Nx} + \frac{1}{Ny} \right]}}$$

Where:

X = the mean deviation score of the experimental group
 Y = the mean deviation score of the control group
 x^2 = the square deviation score of the experimental group
 y^2 = the square deviation score of the control group
 Nx = number of samples of the experimental group
 Ny = number of samples of the control group
 \sum = the sum of ...

(Yusra, 2009)

After calculating scores, the last step was taking conclusion. The conclusion could be drawn as the following:

- a. If the t-test value is higher than the t-table value at the significance level of 0.01 and 0.05 it means that the audiovisual media gives positive effects.
- b. If the t-test value is lower than the t-table value at the significance level of 0.01 and 0.05 it means that the audiovisual media gives negative effects.

D. FINDINGS AND DISCUSSION

The data were gained during research conducted in both control group and experimental group of X graders, SMKN 7 Mataram in the academic year of 2015/2016. The research had been conducted for 2 weeks, or about 8 meetings of 90 minutes each. In details, 4 meetings were used to deliver the lessons while the other four were used to conduct the pre-test and post-test. In the experimental group, the treatment was applied. The use of attractive video was conducted during teaching process. In contrast, the control group was not given any treatment with using attractive video, in order to provide the data needed in this research.

During the research, describing about signs and symbols was chosen as the topic. The pretest and post-test consisted of 9 pictures that focusing on 3 categories; vocabulary, grammar accuracy, and the idea of writng descriptive text.

The experiment had been conducted on March-April 2016 for both the experimental group (Class X TKJ A) and the control group (Class X TKJ B). The first meeting was on March 23rd 2016 on both control and experimental groups. The students were given pre-test that consisted of 9 pictures about signs and symbols. The second meeting, the researcher gave a treatment to the students in the form of teaching by using audiovisual media; interactive video which was combined with the interesting picture and the voice of native speaker. The researcher shows the video about signs and symbols of transportation. Let them describe the picture by using their own words and guess about the pictures on the video that combined with the text and sound, the control group was only given the usual explanation about describing signs and symbols while the experimental group was given the interactive video. Next meeting, both of groups also learned about describing signs and symbols which also began with watching video. Besides, as usual, the control group was only given the usual explanation about describing signs and symbols while the experimental group was given the video. The last meeting, both of them were finally given a post-test.

Table 1:Pre- test and post- test of the Experimental and the Control Group

No.	Experimental Group	Pre-test	Post-test	No.	Control Group	Pre-test	Post-test
1.	AJW	56	73	1.	KF	50	60
2.	AA	57	70	2.	LB	52	60
3.	AH	60	72	3.	MYMP	55	62
4.	AKTK	67	84	4.	MA	53	56
5.	AR	53	70	5.	MZS	56	65
6.	AZP	67	83	6.	MC	50	60
7.	AZR	55	73	7.	RO	58	63
8.	A	55	65	8.	R	50	60
9.	AJ	53	66	9.	RP	50	61
10.	AS	56	70	10.	SS	56	63
11.	DK	55	68	11.	SA	52	63
12.	DF	63	73	12.	SAR	47	50
13.	ESR	69	65	13.	SM	50	60
14.	F	46	65	14.	SM	46	58
15.	F	67	83	15.	SA	57	60
16.	GAP	70	66	16.	SI	50	53
17.	HN	58	65	17.	TH	58	63

18.	HW	58	60	18.	TRS	53	63
19.	IALA	59	67	19.	TN	46	58
20.	IA	61	70	20.	WA	50	60
21.	IW	58	76				
22.	IRP	53	60				
23.	JSN	60	67				
24.	B	63	78				
Lowest score		46	60	Lowest score		46	50
Highest score		70	84	Highest score		58	65
Average score		59.125	70.375	Average score		51.95	59.9

From the two tables above, it is found that both of the groups gained almost equally average score in the pre- test, which means that the difference between the control and experimental group's descriptive writing text is not really far different. However, the result of the post- test showed that average score of the experimental group increased more significantly as compared to the control groups. Therefore, further analysis and calculation are needed in this research to find out value of the t-test, which then will be compared with the t- table

Table 2: The comparison between the t-test and t-table

Value of t-test	Value of t-table		
	Degree of freedom	.05 (Confidence level of 95%)	.01 (Confidence level of 99%)
2.963888	42	2.0154	2.6923

The table above showed the correlation between number of participants (44) and degree of freedom 42, t-test result (2.963888) that was higher than 2.0154 in the t-table that corresponded to the confidence level of 95% and 2.6923 in the confidence level of 99%. So, the null hypothesis (Ho) formulated, “if the t-test value is lower than the t-table which reads, “There is no effect of using audiovisual media in increasing students’ descriptive writing skills”, is rejected. While the alternative hypothesis (Ha) formulated, “if the t-test value is higher than the t-table which reads, “There is effect of using audiovisual media in increasing students’ descriptive writing skills”, is accepted.

In addition, the different scores of pre-test and post-test can be seen from the average of both experimental and control groups. The average improvement of using video in experimental group was 70.375 and the control group was 59.9. That meant using video scored higher by 10.475 compared to not using it. It was another way of seeing the difference between using and not using audio visual media (video) to improve students’ descriptive writing skills.

E. CONCLUSION AND SUGGESTION

Conclusion

The result of this study is that the audiovisual media using attractive video is effective to increase students’ writing skills in descriptive text. This is derived from the mean score of the experimental group which is higher than the mean score of the control group. The mean score of the experimental group is 11.25 and that of the control group is 7.95. Besides that the t-test value is higher than the t-table value with the degree of

freedom (df) of 42 at the confidence level of .05 (95%) or .01 (99%). In this case, the t-test value was 2,96, while the t-table at confidence level of .05 (95%) was 2.01 or .01 (99%) was 2.69.

It also can be seen from the result of post-test of both experimental and control group that was increased from the result of pre-test. By using video as the audiovisual media, most of students had many vocabularies especially about signs and symbols of transportation. Not only vocabulary but also they can increase their grammar in order to make a good sentence in right structure. Then, by learning vocabulary and grammar, students could increase their ability to develop content in writing skills. They know what they want to write, they have a lot of ideas in describing the pictures, so they could increase their knowledge in descriptive writing skills.

Suggestion

Based on the conclusion above, the researcher would like to share some suggestions for teacher, students, and next researcher.

1. For teachers

- The teacher at SMKN 7 Mataram can apply audiovisual media that is video as one of the media that can be used in teaching and learning process especially in descriptive text.
- The teacher at SMKN 7 Mataram should be active to create the teaching learning process run easily by using interesting method and media.

2. For students

- The students at SMKN 7 Mataram especially for class X TKJA and X TKJ B should be more active in classroom participation during the teaching learning process to get good achievement.
- The students of class X TKJA and X TKJB have to study hard and should practice more in order to help themselves to be more creative in writing.
- The students at SMKN 7 Mataram should read a lot and open dictionary to increase their knowledge and vocabulary.

3. For the next researchers

- Before conducting a research especially in gathering data, the researcher should have good preparation to anticipate mistake and other problem like electricity which this research is need the electricity and other media.
- It is expected that the next researcher will concern more on the practice of teaching and learning process and enrich the information of the audiovisual media to increase students' writing skills.

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