



Audio visual effectiveness for teaching writing skill in Medan of north Sumatra

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Abstract

Writing skill needs the effective teaching strategy. This paper reported the effectiveness of the audio visual media, in the form of movies, for writing daily activities. This study was conducted on the fourth semester students of Academic Year 2016/2017 English Studies Universitas Harapan Medan with the 40 sampled students. This research used a survey method, so that the sample taken by random purposive. The two classes had Writing Diary with Audio Visual media in the form of movies. Result of research with examination showed significant improvement of writing skill by using audio visual media in model of Writing Diary; 2) significant improvement of critical thinking by using audio visual media in model of Writing Diary achieved; 3) Movies improved the writing skill of students and good thinking ability.

Keywords: effectiveness, audio visual, writing, diary

Introduction

Teaching English as a major foreign language for Indonesia pupils and students need the suitable media and strategies. The more advance media makes the English language that has been widely used by the community will be much better. Thus, even the English language has been dominated by teaching in early childhood to adult society, and the English language used when doing oral communication or speaking with foreigners in Indonesia. It is often found people communicating English by not using existing rules, such as grammar or inappropriate pronunciation, whereas it is important to remember that English is an International language that requires rules to be understood. English is also used not only for speaking but also other skills such as in writing or reading. In other words, English should be complied with no longer a complicated and elaborate course.

However, my initial survey in University of Harapan Medan, it gave the realities of the field in the classroom students have difficulty in writing. The ability to write something in a productive way is an indicator of success during the learning process (Geiser in Javed *et al.*, 2013) [2]. Students are not ready to pour in an English script, what happens in a story. In fact, students are not confident and less able to pour by using grammar rules, topics or concluding a story or fairy tale in a writing. Lack of skill in writing makes some students feel bored and difficult; a survey revealed that from the results of study, it was found around 70% of students are not satisfactory with their English achievement. Thus, students have received courses that support them in the process of writing well and correctly.

From the problems above, lecturers should improve their self-confidence, motivation and writing ability by using appropriate, interesting and challenging learning models in using critical thinking because students should be motivate in teaching and learning process, and then the students who join in learning process will be able to develop their

comprehension especially in English (Ningrum and Matondang, 2017) [5]. One of them is by using the 'Think Talk Write' model (Writing Diary), a learning model that is very suitable to be used in the writing process, in accordance with the meaning of the students are required to be able to write by thinking in advance what is the topic, then communicated the results of thought in writing or spoken, so it can be rewritten. Thus this learning model is able to stimulate students in pouring the result of thinking well in English is good and true. Kinder, S. James (in Shabiralyani *et al.*, 2015) [7] described audiovisual aids as any devices which can be used to make the learning experience more real, more accurate and more active. Audio Visual Media has a lot of potential and if tapped correctly creates wonders (Sowntharya *et al.*, 2014) [8]. The Audio-Visual Aids (AVA) and Computerize materials (CM) can be defined as the computerdelivered combination of a large range of communications elements—text, sound, graphics, pictures, photographs, animation and moving video (Al-Khayyat, 2016) [1]. To help the learning model Writing Diary with the maximum and follow the current technology, it will be used in the form of media Audio Visual Aids form of short movies. Short movies help the students in the process of thinking and seeing, so based on what they see, the students are re-guided to write back in English. Movies are in accordance with the narrative essay, movies to be displayed in the form of folklore from England, i.e. Brave Heart movie. From the movie of Brave Heart, students are required to determine the topic, core and conclusion of the story, even with this movie students are expected to think critically to rewrite and improve students' writing skills.

The purposes of this study are:

- To know the significant increase of writing ability by using media audio visual in the model of Writing Diary in English Department.
- To know the significant improvement of critical thinking by using audio visual media in model of Writing Diary on

student narrative essay in English Department.

- c. To find out how much improvement writing ability and critical thinking by using audio visual media in model of Writing Diary on student narrative essay of English Department.

Literature Review

The strategy of Writing Diary is part of cooperative learning. Cooperative learning consists of five basic elements: positive interdependence, promotive interaction, individual accountability, teaching of interpersonal and social skills, and quality of group processing (Tran, 2014)^[10]. Slavin (2014: 37) said that the cooperative learning will support the idea with interaction among peers, so as to help no conservers children become conservers (able to see eternity) and can help build and maintain the concepts that have been be delivered. It is also supported by Piaget that social-language knowledge, values, rules, morality and symbol systems can be learned by interacting with others. The Writing Diary strategy is introduced by Huinkler and Laughlin, this strategy uses a lot to enable all students to convey ideas in processing with thinking. Writing diary needs to be better implemented by skilful writing class (Taqi *et al.*, 2015)^[9]. Writing Diary facilitates practice in finding language and writing, a learning process capable of interpreting learning through social action and learning that practiced in the process of writing to communicate the writing. In the activities of writing a diary, it will enable all students in conveying ideas according to the mind; it starts with thinking, speaking and writing, involving students.

Learning writing strategy can be done with learning model:

The followings are the activity to help learners in writing;

Understand the movie

- Student accepts the task that is in the form of audio visual media motion (movies)
- The student takes individual notes and delineates objects, events, wisdom or otherwise in accordance with the movies shown

Interpret the movie

- The student can already infer what is in the movies
- Creating group learning and interacting with peers
- Tell what each individual records through and compiles the narrative framework
- Create, reflect and fill ideas according to the movies shown

Rewrite the parts of movie

- Create a further explanation by reducing the results of the think tank individually
- Develop a narrative text
- Make all the images in the movies
- Repeat and itemize errors in writing
- Interact with lecturers, if there are difficulties
- Present presentations in front of the class

The integration of audiovisual content in the classroom played a positive role in creating learner-oriented classrooms (Parvin and Salam, 2015)^[6]. Based on the opinion above, it is known

that with Writing Diary strategy will assist students in interpreting all the ideas that exist, so students will think more critical in finding topics, figures or wisdom, with the help of audio visual media motion in the form of movies, through movies will help students in concluding a story or event presented in movies, not only that, students will learn in interacting with peers and students will be able to write out the results that have been found and shared. It is the responsibility of the teacher to use audio-visual aids to make the teaching-learning process effective (Mathew and Alidmat, 2013)^[4]. In the process of writing this, students can write with the rules in English with complete, correct and good. English conversations both in audio and video and so on serves as the important inputs in the context of teaching/learning English as a second language (Jyothirmayee *et al.* 2014)^[3]. Writing should be as real and dramatic as it appears without reducing and adding to events in movies, so writing can also communicate stories according to the movies.

The media can be in a form of the streamline learning by using appropriate learning strategies. In the learning process would be very good if the learning is done with media collaboration with the strategy, it is obtained with an average of 90% success in learning. This is exactly what the Associations for Education and Communication Technology (AECT) says that the media is a form of channel used to process information. Using movies in the Writing Diary strategy helps the student in seeing more and more dramatic even more from the stories presented. Movie to be shown for this strategy is one of North Sumatera folklore of Brave Heart. Movies displayed in Indonesian form and will rewrite the results of thoughts and sightings with English, in other words, students will be challenged to be able to write in accordance with English language and critical thinking to suit the movies, based on ideas, topic ideas, core and the end of a story that looks clear, so the essay is right and true.

The narrative means an essay that presents a series of events, delivered a series of events in chronological order with the intention give meaning to an event or a series of events so that the reader can get the lessons and stories. The purpose of the narrative will describe an event or series of interrelated events so that its meaning appears or develops within it, in writing the narrative is more severe than writing a story. There are several elements in writing narrative papers, namely spelling, vocabulary, and style of language, sentences and paragraphs.

There are several ways to develop diary writing, as follows:

- a. The determination of the situation and the message delivered
- b. Before writing set place and moment
- c. Determining caption of life into the beginning, development and ending of the story so that events are precise and true
- d. Details of key events into details of events as story proponents
- e. Environment description or background and point of view

In developing writing skill students create a dynamic condition for.

- a. Observe conditions as the materials
- b. Pay attention to how to use instructional media
- c. Students are guided to link themes with movies

- d. Based on movies students are asked to reveal topics and trustees
- e. Prepare essays correctly and clearly

It is known that writing requires ability, writing ability means the student can be experiential and informative; tell a story, as if the readers will join the story, either sad or happy. With the ability to write also requires students in the process of adjustment in writing both in determining the topic to the end of the story. Students who are able to write in other words, students who are able to write in accordance with the rules of writing, such as with grammar, vocabulary and in accordance with the plot delivered either the groove backward or groove forward.

Thus, critical thinking will be required in writing, to assist the student in completing an essay, thoroughly identifying all that is needed, so that the writing of the article produced systematically, can solve the desired problem, find out what is going on in a writing, so that the writing can be presented in global to be detailed and in accordance with the correct grammar and spelling in writing with critical and precise.

Research Methods

This research used survey method in the fourth semester students, so that the sample is taken by random purposive, so it can taken two classes in IV semester where used WRITING DIARY strategy with Audio Visual media in the form of movies and one class become experiment class II by using W strategy, each taken as many as 40 students as independent variable Strategy W and two variable of *dependent variable*.

Results and Discussion

The data obtained in the research note that with the help of audio visual media motion with the right strategy that is W able to improve students' critical thinking ability.

The experimental class I has a good improvement compared to experiment II. The most improved indicator is the learning indicator of the narrative essay concept or through a discussion explaining that the narrative topic is easy to obtain the idea of resolving, motivated to analyze and evaluate the topics in the discourse given by collecting creative ideas and feeling happy when the learning takes place are given breaks to show the group discussion result of 82.30%. As well as the ability to write, with the ability to recollect in a narrative essay, the experimental class I also increased inclusion in writing in the narrative with an average of 75.25.

This is then followed by testing the classical assumption of normality test with a writing sig of 0.061 and critical thinking ability of 0.150 thus it can be explained that the data is normally distributed. For homogeneity, it is known that the significant value of writing ability of 0.121 and critical thinking ability of 0.146, it means that the data is declared homogeneous with the acceptance of the above classical test, and then the test can be done.

For hypothesis I it is known that H_a is accepted with sig value of 0.000 ($0,000 < 0,05$) that there is a significant improvement of writing skill by using audio visual media in model of W on narrative essay of English Department of Education student. For hypothesis II it is known that the significance of 0.000 thus H_a accepted that there is a significant improvement of

critical thinking ability by using audio visual media in the model of W on the narrative essay of English Department of Education students.

It revealed that the average of writing achievement by using Audio Visual media in daily activity writing strategy is 75.25 with deviation standard 4.109 describes the effectiveness of learning process, it is easier for students to write all articles with good detail from figures to ease of finding storyline, without media only has an average of 55.50, the difficulty that students get is when finding the flow even the students easily bored in reading and then write back, but keep in mind the students are still having in writing with the right structure in English.

Conclusion

From the results and discussion above, it can be concluded as follows:

- a. There is a significant improvement in writing skills by using audio visual media in fourth semester students' achievement of English Department. Writing Diary with the Audio visual helped students in increased their confident.
- b. Average achievement in writing with Audio Visual media in the strategy of *Writing Diary* was increasing because it explained that the effectiveness of the learning process improved, and students found it easier to write the diary book with details.

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