

THE EFFECTIVENESS OF USING AUDIO-VISUAL MEDIA IN TEACHING WRITING TO THE SEVENTH GRADE STUDENTS AT SMP AL-IKHLAS LUBUKLINGGAU

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ABSTRACT

This research aims to prove whether there is significantly effective or not to use Audio-Visual Media in teaching Writing for the seventh grade students at SMP Al-Ikhlal Lubuklinggau. In this research, the researcher used pre-experimental method with one group pre-test and post-test. The population of this research was all of the seventh grade students at SMP Al-Ikhlal Lubuklinggau. Then the sample of this research was class VII B and total number of sample was 20 students. The sample of this research was taken through simple random sampling. In collecting data, the researcher used the written test that was given twice to the students, pre-test and post-test. The researcher analyzed the data through individual score and normality testing. The results showed that were 8 students passed the pre-test and 12 students failed in pre-test. While in the post-test, the students' score increased, there were 12 students mastered the post-test and 2 students failed the post-test. In pre-test mean score was 55.25 and mean score in post-test was 73.25. The result of paired t-test, tobtained was 7.5 and ttable was 1.7291. it meant that the null hypothesis (Ho) was rejected and alternative hypothesis (Ha) was accepted. Therefore it was significantly effective to teach Writing skill by using Audi-Visual media to the seventh grade students at SMP Al-Ikhlal Lubuklinggau.

Keywords: Writing Skill, Teaching, Audio-Visual media

INTRODUCTION

English is one of the most important parts of human life (Fauzi, 2021). In Indonesia, English is used as a foreign language. Indonesians need to master English both outside and inside school (Hariani, Rositasari, & Saraswati, 2018). Indonesians need to learn a lot about speaking and writing English. Learning English is a method of communicating ideas, feelings, and desires through sound, not only as a communication tool but also as a medium for seeking knowledge and technology. This is in the line with Andayani, 2019, that in schools aims, among others, to communicate with English both orally and in writing. Writing is conveying ideas, thoughts, and feelings in written form. According to Putri & Saun (2018), it is the result of writing which is the result of thinking, drafting, and revision procedures that require skills such as how to develop ideas, how to organize them regularly, how to use markers and make them in written form, how to revise texts for specific meanings. clearer, how to edit the text for appropriate grammar, and how to produce the final product.

Conducted a research by Maiza and Nurcahyoko (2020) entitled The Effectiveness of Audio-visual Media to Improve Students' Writing Ability of Procedure Text. This study

examines the effectiveness of using audio-visual media to write procedural texts. This study was a quasi-experimental study. The population of this study was ninth grade students of MTs Negeri 1 Landak and the sample was students of grades IX-A and IX-B. The data collection method used tests and field notes, while the t-test was used to analyze the data. The results showed that the average of the experimental group students was higher than the control group and the results of the t-test showed that $t_{count} > t_{table} = 7.05 > 1.99$. In addition, the use of media can also improve students' writing skills. Finally, this media is effective to use in writing procedural texts and the use of media will be useful for teachers and students.

The use and selection of appropriate media is important in the process of improving education, because the use of media can make students more interested in the teaching and learning process. Teachers are also required to be more creative in providing explanations about the subject matter of the lesson by using appropriate media. One way to make students interested in teaching English is by using media. Media can help students understand the material given by the teacher easily in teaching English.

According to Hasibuan, Manalu, & Tarigan (2022), the use of audio-visual media at the beginning of learning has the following advantages: it can convey and receive learning or information more easily, avoid misunderstandings, foster the curiosity of students who learn audiovisually, and ensure students' understanding and memory in the lessons learned acquired during audio-visual learning. With these problems, the researcher was completely interested in conducting a research "The Effectiveness of Using Audio-Visual in Learning English to the Seventh Grade Students at SMP Al-Ikhlas Lubuklinggau"

METHOD

The method in this research, the researcher would use a quantitative method, specifically a pre-experimental research. Quantitative research aims to measure the data collected and use some type of statistical analysis on a few representative samples (Hardani, et.al., 2020:398). Pre-experimental design uses a one-group pretest and posttest design. According to Fraenkel, Wallen, & Hyun (2012:269), in the one-group pre-test and post-test design, a single group is measured or observed before and after any treatment.

Chart 3.1

Design of the Research

Group	Pre-test	Treatment	Post-Test
Experimental	O ₁	X	O ₂

In which:

O1 : Pre-test

X :Treatment (Teaching writing by using Audio-Visual)

O2 :Post-test

FINDINGS AND DISCUSSION

A. Findings

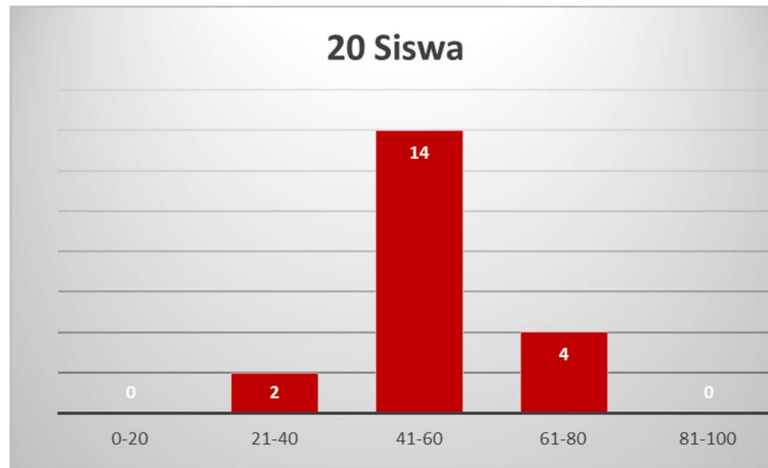
Based on the data analysis results displayed in the chart below, this study revealed several important findings related to the application of audio-visual media in writing learning for seventh-grade students at Al-Ikhlâs Junior High School¹, Lubuklinggau. First, the pre-test scores indicated students' initial writing abilities before being taught using audio-visual media. These results reflect students' level of vocabulary mastery, sentence structure, and paragraph coherence at baseline. Second, the post-test scores showed a change in achievement after students participated in the learning process with the help of audio-visual media. The visible improvement in these scores is an early indicator of the positive influence of the use of these media on students' writing skills. Third, through a normality test, the distribution of the pre-test and post-test scores met the assumption of normality. This allowed the researcher to continue the analysis using parametric statistical techniques. Fourth, the results of the paired sample t-test between the pre-test and post-test scores showed a statistically significant difference. These findings indicate that the use of audio-visual media can effectively improve the writing skills of seventh-grade students at Al-Ikhlâs Junior High School, Lubuklinggau.

1) The Students' Score in Pre-Test

The pre-test was conducted to determine students' baseline knowledge of natural and social phenomena before receiving treatment. The pre-test serves to determine students' baseline knowledge of a topic or material. The instrument used was a audio-visual media and students were asked to describe the people in the video. The researcher allocated approximately 40 minutes to complete the test.

The pre-test was administered before students received treatment. Twenty students took the pre-test. After the scores were obtained, the researcher found that the highest score was 70 and the lowest score was 40.

Based on the pre-test calculations, the average score ($\bar{x}$) of the 20 students was 55,25. The pre-test results can be seen in the following graph:

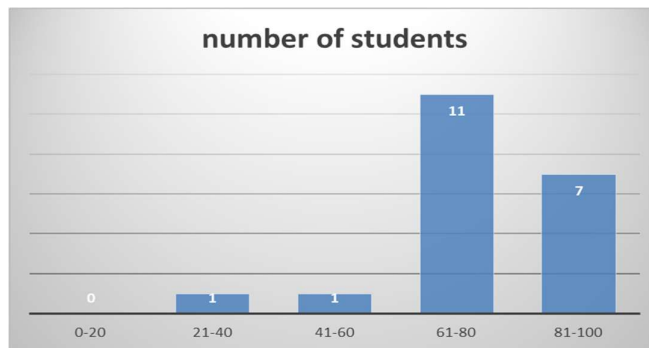


Based on the results of the pre-test data analysis, it was found that only 8 students (40%) met the "pass" qualification, while 12 students (60%) were still in the "fail" category. This proportion indicates that the majority of students have not achieved the predetermined competency standards

2) The Students' Score in Post-Test

The post-test was conducted to determine students' knowledge of natural and social phenomena after receiving treatment. The post-test serves to determine students' final knowledge of a topic or material. The instrument used was to show a audio-visual media and ask students to describe the people in the audio-visual media. The researcher allocated approximately 40 minutes to complete the test.

The post-test was administered after the students received the treatment. Twenty students took the post-test. After the scores were obtained, the researcher found that the highest score was 95 and the lowest score was 40. Based on the post-test calculations, the average score ($\bar{x}$) for the 20 students was 73. The post-test results can be seen in the following graph:



Based on the calculations, the percentage of students who passed the post-test was 20 students (90%) with a "pass" qualification and 2 students (10%) with a "fail" qualification

3) The Result of Normality Testing

Before conducting statistical analysis, the research data must first be tested with a normality test. The normality test aims to determine whether the data obtained is normally distributed or not, so that it can determine the appropriate type of statistical analysis to use. Based on statistical calculations (Appendix B) with a significance level of $\alpha = 0.05$, the test criteria are if the calculated χ^2 value $< \chi^2$ table, then the data is declared normally distributed. The results of the normality test on the pre-test and post-test data are presented in the following table as a basis for considering the feasibility of further analysis.

Table 4.2
Table of Pre-Test and Post-Test Normality

Kolmogorov-Smirnov		
	Pre-Test	Post-Test
A	0,05	0,05
χ^2_{obtained}	0,200	0,143
χ^2_{table}	0,294	0,294
Conclusion	Normally Distributed	Normally Distributed

B. DISCUSSIONS

The results of the t-test analysis showed that the use of Audio-Visual media had a positive impact on improving students' Writing skills. This can be seen from the comparison of pre-test and post-test scores. At the time of the pre-test, the average student score only reached 55, with the highest score range of 70 and the lowest 40. After being given learning treatment using Audio-Visual media, there was a significant increase, where the average student score in the post-test rose to 73. In addition, the highest student score also increased to 95, although the lowest score was still at 40. This difference shows that the majority of students experienced an increase in learning outcomes, so it can be concluded that video media is effective in supporting the learning of Writing skills.

Based on the description above, it is clear that the post-test results of most students were able to achieve higher achievement compared to their pre-test results. This finding aligns with the opinion of Subekti & Siswandari (2024), who stated that students' post-test performance tends to be better than their pre-test performance due to the treatment provided during the learning process. This finding is also supported by Sholikhah (2023), who found that students' post-test scores increased significantly after participating in learning using Audio-Visual media.

Based on the pre-test calculations, the average score ($\bar{x}$) of 20 students was 55,25. The highest pre-test score was 70 and the lowest was 40. The percentage of students in the pre-test showed that 8 students (40%) received a "pass" score and 12 students (60%) received a "fail" score. This percentage indicates that the number of students who did not understand listening to report texts was still high.

In the post-test, the average score ($\bar{x}$) of 20 students was 73. The highest post-test score was 95 and the lowest was 40. Eighteen students (90%) passed the test, and two students (10%) failed the post-test. These results indicate that video media is effective in improving students' listening skills. These findings are further supported by research by Ariawan & Sulistyani (2020) on the significant effect of video use on students' Writing skills, as evidenced by post-test results. Audio-Visual media significantly improved Writing skills in the classroom (Arjulayana, 2020).

The pre-test results showed that students' Writing skills were still relatively low. This low achievement was caused by several factors. Most students had difficulty understanding the narrator's message due to limited understanding and a lack of listening strategies. Furthermore, students did not yet understand the important indicators that serve as

benchmarks for Writing skills. Indicators listed in the test specifications include the ability to recognize the title or main topic, identify detailed information such as who, how, where, what, and why, and the ability to grasp general information from audio material. However, in reality, students were still unable to connect this information effectively. As a result, they had difficulty answering questions, summarizing the content of oral readings, and understanding the overall meaning of comprehensive audio.

Furthermore, during the pre-test, the researcher noticed that some students did not seem to be listening or focusing on the audio being played. This means that they also had some problems interpreting their meaning when listening. It turned out that when the researcher gave the pre-test, they seemed anxious to answer the questions. Based on the problems and facts above, the researcher expected that many students would improve their listening scores after being given the treatment. Meanwhile, the students' post-test listening scores improved. Students continued to be trained regularly in listening skills using videos by describing the topics or materials in the videos. Students were more interested when they watched different Audio-Visual each meeting. When students were happy and more interested during the treatment, it made them more focused on listening and getting information from the Visual-media. They used their visual and Writing skills when they watched; they saw, heard, asked questions, and discussed, making the learning activity more active.

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