

THE IMPLEMENTATION OF AUDIO VISUAL MEDIA TO IMPROVE STUDENTS' SKILL IN WRITING RECOUNT TEXTS TO THE NINTH GRADE STUDENTS OF SMP SWASTA PABA BINJAI IN THE ACADEMIC YEAR OF 2020/2021

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ABSTRACT

The objectives of this Classroom Action Research (henceforth, CAR) are to prove that the audio visual media can improve students' skill in writing recount texts and to describe the students' responses after being taught with audio visual media. Audio visual media were applied to improve the writing skill of the ninth grade students of SMP Swasta PABA Binjai. After six meetings it could be seen that there is a significant improvement of the students' audio visual media in writing recount texts. The result of the test showed that the students' mean score in pre-test is 40,23 with 18 % of students got score ≥ 75 , in formative test is 59,09 with 36% of students got score ≥ 75 , and in the post test is 72,73 with 73 % of students got score ≥ 75 . The percentage students who strongly agree is 60 (66,6%), agree is 30 (33,3%), there is no students choose strongly disagree and disagree. It is suggested that English teachers use audio visual media as an alternative in teaching recount texts to their students.

Keywords: *Writing, Audio Visual Media, Recount Texts*

INTRODUCTION

In the process of teaching and learning English, writing is one of the English skills that must be learnt in formal schools. The students find it difficult to understand writing subject because it is really different from Indonesian. Indonesian learners cannot write English correctly because there are so many aspects that must be understood such as the organization, content, and mechanics. It makes them lazy and bored when they are asked to write in English.

Based on this, the writer is interested in conducting a research entitled The Implementation of Audio Visual Media to Improve Students' Skill in Writing Recount Texts to the Ninth Grade Students of SMP Swasta PABA Binjai in the Academic Year of 2020/2021. The writer hopes that the students participate more actively in teaching learning processes of recount texts through the implementation of audio visual media.

REVIEW OF LITERATURE

Writing

Writing is one of communicative act, that is used to share information, thoughts, experience, or ideas between ourselves and others. Ur (1996:163) states, "Writing is the expression of ideas, the conveying of message to the readers. Thus, the ideas themselves should arguably be seen as the best aspects of writing". The ideas and thoughts are informed into paragraphs and have a meaning, so that readers

can understand the meaning of the content. Byrne (1979:1) states, “writing involves the encoding of a message of some kind: that is, we translate our thoughts into language”. The production of the written word that results in the text must be read and comprehended so that the reader can understand the message intended by the writer easily. Thus, the writer is demanded to pay attention to some aspects of the production of written text which involves the content, organization, vocabularies use, grammatical use, discourse and mechanical considerations such as spelling and punctuation.

The students regard that writing is the most difficult language skill to master. The difficulty in writing also happens among Indonesia students, especially at a junior High School. According to Byrne (1979: 3-5) there some aspect which make writing difficult. The first is the psychological problem. Writing is a solitary activity. The teacher cannot get direct feedback like in speaking activity. The second is linguistics problem.

Teaching Writing

Teaching is the process of facilitating learning, enabling students to learned set the conditions for learning (Brown, 2001:7). He also states that teaching is showing or helping learners how to do something, giving instructions, guiding in the study of something, providing learners with knowledge, and causing learners to know or understand. The effective learning of a foreign language depends on how teachers can help their learners to successfully memorize and retain the language material. Because writing is one of the skills that is needed to be taught in Junior High Schools and one of the difficult skills for language learners to master, teachers should apply the appropriate approaches in teaching writing so that the students are able to produce a written text successfully. In addition, Harmer (2004:31) states, “The reason for teaching writing to student of English as a foreign language include reinforcement, language development, language style, and most importantly writing as a skill in its own right”. Reinforcement students acquire languages in a purely oral way, but most of us benefit greatly from seeing the language written down. Language development, it seem that the actual process of writing (rather like the process of speaking) help us to learn as we go along. Learning style is some students are fantastically quick at picking up language just by looking and listening. The last is writing skill, by far the most important as speaking, listening, and reading. Students need to know how to write letters, how to put written reports together, how to replay to advertisement and increasingly, how to write using electronic media.

The essence of teaching writing is guiding and facilitating students to work. According to Brown (2007:8) teaching is guiding and facilitating learning, enabling the learner to learn, and setting the conditions for learning it implies that teaching cannot be separated from learning. When teachers teach writing to students, they do not only teach how to develop ideas in writing, but they also need to put serious attention of how to write.

Audio Visual Media

Audio visual media aids and material are divided into: project, non project, and activity aids. When aids are projected on screen or even against white washed walls to give enlarged image of the material are called projected aids. Projected aids include slides, film strips which bring about better result and more effective. The

darkened room reduces distractions and the bright image on the screen secures the attentions of learners. By the use of different colors, the aids become more attractive and impressive.

Learning language involves some factors such as: teacher, media, and material are utilized in the classroom and learning experiences. According to Mohanty (2005:11) “Any device which can be used to make learning experiences more realistic, most dynamic can be considered audio visual”.

The writer used the video to teach the students in their writing. It was done to improve the students’ interest in writing recount texts.

RESEARCH METHOD

Research Design

This is Classroom Action Research (henceforth, CAR). CAR directs toward an action or cycle of action that a writer wants to take to address situation. According to Burns (2010:5) action research is research carried out in the classroom by the teacher of the course mainly with the purpose of solving a problem or improving the teaching process. It means that the teacher must be have the solution to solve the problem and give the improvement in the teaching process in the classroom.

Kember (2000:25) states that action research is portrayed as a cyclical or spiral process involving of planning, acting, observing and reflecting. Action research methodology offers a systematic approach to introduce innovations in teaching and learning. It is normal for a project to go through two or more cycles. Improvement is brought about by a series of cycles, each incorporating lesson from the previous one.

Based on the definitions above, the writer can conclude that classroom action research is form of research that applying an idea in a social or educational situation in order to improving or changing something to be better, or to get real effect on the situations. In this study, the data are qualitative data. In doing this research, the writer will be helped by a collaborator to help defining and exploring certain problems and needs in the classroom. The writer acts a real teacher who taught writing to the students by applying audio visual media. The collaborator acts as an observer who observed the writer who applied audio visual media in improving students’ achievement in writing recount texts.

The Location and Time of the Study

The Research was conducted at SMP Swasta PABA Binjai which is located at Jl. Padang Sidempuan No.8. This Study was conducted on August in eight meetings included the pre-test and post-test. The reason for choosing this school because based on the writer interviewed Sir Nazri the teacher of English the ninth grade students of SMP Swasta PABA Binjai in the Academic Year of 2020/2021 said that the students can’t to write recount text, so it was needed to improve the writing skill of the Ninth grade students of SMP Swasta PABA Binjai in the Academic Year of 2020/2021 by using audio visual media.

The Subjects of the Study

The subjects of the research were the ninth grade students of SMP Swasta PABA Binjai in the Academic Year of 2020/2021. There are two classes in the

school, A, B The writer chooses class A as the subject of the study. The class consist of 22 students, consisting of 13 male and 9 female students.

The Instruments of Collecting Data

The data of this research are qualitative and quantitative data. Qualitative data are obtained from the observation teacher and students. Quantitative data are obtained from students' writing test before, during and after the learning teaching process. In this data collection, the writer needs a collaborator. A collaborator in classroom action research in person who helps the writer to collect the data. The collaborator in this research is the teacher of English at the ninth grade students of SMP Swasta PABA Binjai in the Academic Year of 2020/2021.

Test

The writer used pre-test, formative test and post-test to see whether there is improvement on the students' writing skill or not. The tests were used as an indicator to see the result of teaching writing in recount text after they are taught with audio visual media. The kind of the test is essay test. The writer gave the pre-test to the students to write an example of recount text before the treatment. The teacher need 40 minutes when did the research. The test was created by some resources such as a students' book exercise and internet. The post-test was given in the last meeting, in this test the writer asks the students to write a recount text by using audio visual media.

Field Notes

The writer used field notes to record activities during the teaching and learning process. The writer made notes of all activities during the lesson, the students' reaction and responses to the learning. She also noted down how the students be have during the learning process from day to day.

DATA ANALYSIS AND DISCUSSION

The Data Analysis

There are two types of data which were analyzed to find out of the research findings. They are quantitative and qualitative data. The analysis of both data were elaborated as follows :

The Quantitative data

The Quantitative data was taken from the test result of students, namely pre-test, formative test and post-test. The complete result of the students' scores in every test can be seen from the following table and the histogram of score interval and frequency.

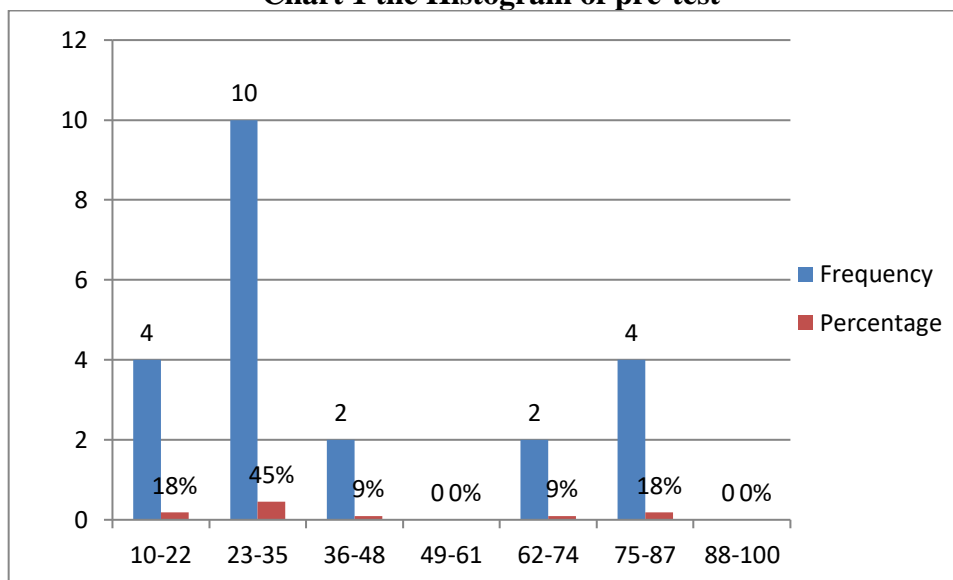
Table 1. Pre-Test Score Interval

Score Interval	Frequency	Percentage
10-22	4	18%
23-35	10	45%
36-48	2	9%
49-61	0	0%
62-74	2	9%

75-87	4	18%
88-100	0	0%
Total	22	100%

From the table of pre-test score interval and frequency, the writer presented the data of pre-test in chart.

Chart 1 the Histogram of pre-test



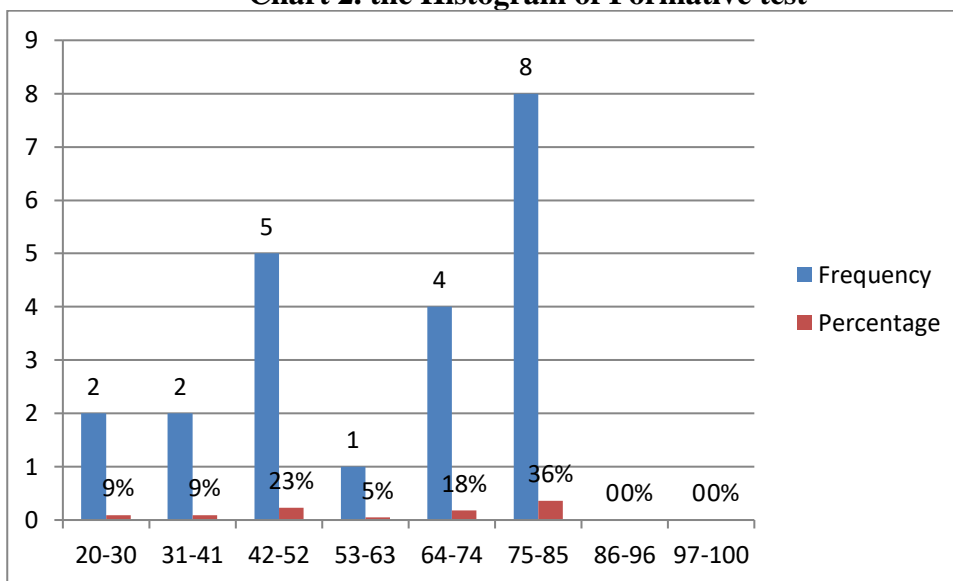
From the histogram of pre-test. The highest frequency interval is 23 to 35 (45%). It means that there are 10 students got the highest frequency in interval 23 to 35. The lowest frequency intervals are 49 to 61 and 88 to 100, there is no student who got pre-test score in this interval. In addition, there are 2 (9 %) student who got score in each interval 36 to 48 and 62 to 74. Then there are 4(18%) student who got score in interval 10 to 22 and 75 to 87.

Table 2. Formative Test Score Interval

Score Interval	Frequency	Percentage
20-30	2	9%
31-41	2	9%
42-52	5	23%
53-63	1	5%
64-74	4	18%
75-85	8	36%
86-96	0	0%
97-100	0	0%
Total	22	100%

From the table of formative test score interval and frequency, the writer presented the data of formative test in the following chart.

Chart 2. the Histogram of Formative test



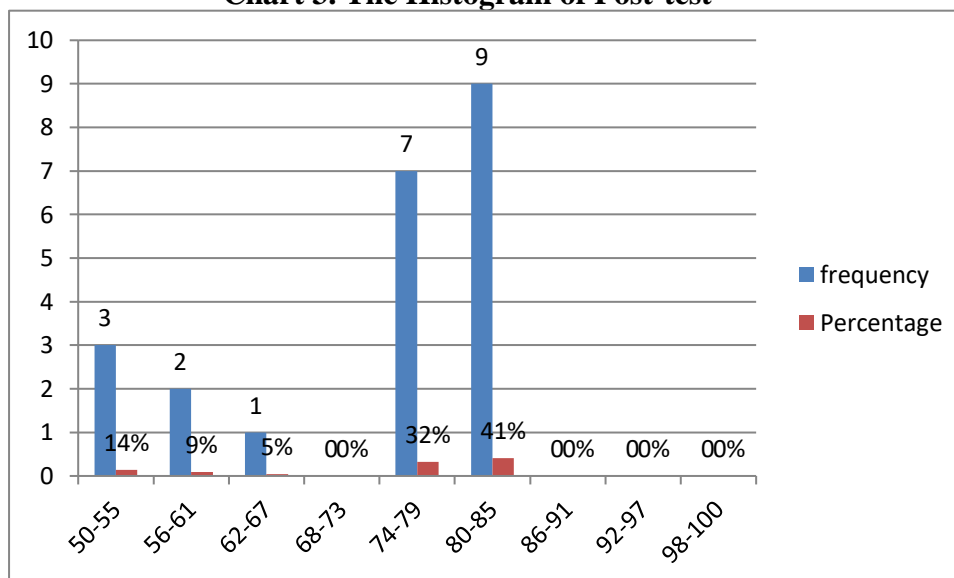
From the histogram of formative test, the highest frequency interval is 75 to 85 (36%). It means that there are 8 students got the highest frequency in interval 75 to 85. The lowest frequency intervals are 86 to 96 and 97 to 100, there is no student who got formative test score in the interval. In addition, in the formative test there are 2 (9%) students who got score in each interval 20 to 30 and 31 to 41. There are 5 (23%) students who got score in interval 42 to 52. There is 1 (5%) student who got score in interval 53 to 63. There are 4 (18%) student who got score in interval 64 to 74.

Table 3. Post Test score Interval

Score Interval	Frequency	Percentage
50-55	3	14%
56-61	2	9%
62-67	1	5%
68-73	0	0%
74-79	7	32%
80-85	9	41%
86-91	0	0%
92-97	0	0%
98-100	0	0%
Total	22	100%

from the table of post-test score interval and frequency, the writer presented the data of post-test in the following chart.

Chart 3. The Histogram of Post-test



From the histogram of post-test, the highest frequency interval is 80 to 85 (41%). It means that there 9 students got the highest frequency in interval 80-85. The lowest frequency there are 68 to 73, 86 to 91, 92 to 97 and 98 to 100, there is no student who got post-test score in this interval. In addition, there are 3 (14) students who got score in interval 50 to 55. Then, there are 2 (9%) students who got score interval 56 to 61. There is 1 (5%) student who got score interval 62-67. There are 7 (32%) students who got score in interval 74 to 79.

To find out the students' mean score in each test, the writer applied the following formula :

$$\bar{x} = \frac{\sum x}{N}$$

From the formula above, the result of the students' mean score could be seen as follows :

- in pre test, the total score of the students is $\frac{885}{22} = 40,22$
- in formative test, the total score of the students is $\frac{1300}{22} = 59,09$
- in post-test, the total score of the students is $\frac{1600}{22} = 72,72$

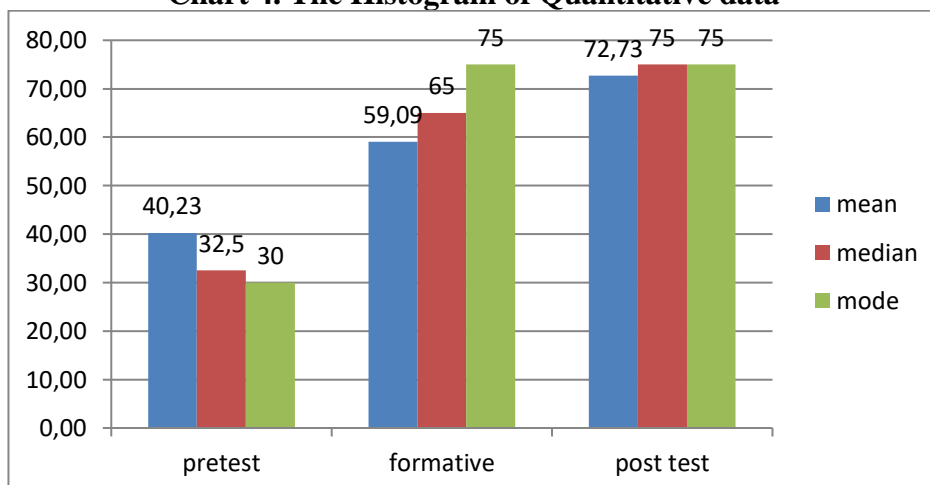
Finally, from the result of the tables and chart of pre-test, formative test, and post test the writer presented the conclusions of quantitative data as follows :

Table 4. Quantitative Data

Component	Pretest	formative	post test
Mean	40.23	59.09	72.73
Median	32.5	65	75
Mode	30	75	75

Thus percentage' of the students' score increase from pre-test to formative test is 46,88 % and from pre-test to post-test is 80,78 %. The calculation of the percentage of students' score increase was attached in appendix 2. From the table of quantitative data, the writer presented the quantitative data in the following chart.

Chart 4. The Histogram of Quantitative data



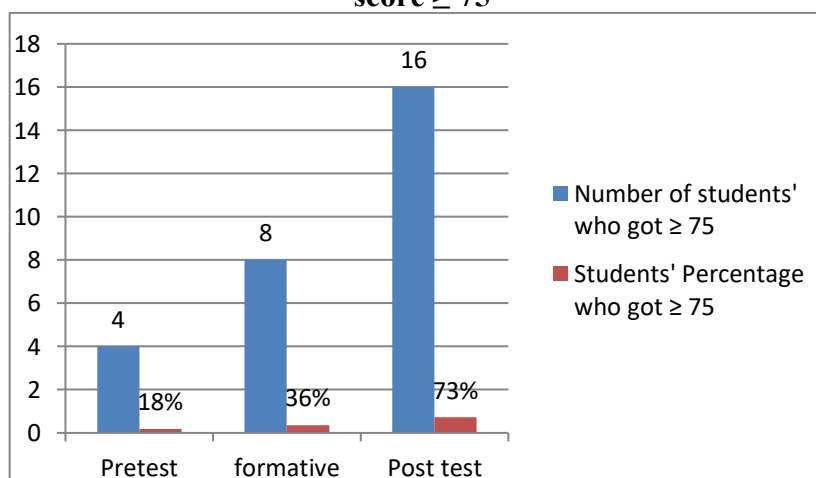
From the result of the students' scores. It was concluded that the students mean score increases. It could be seen from the mean score in pre-test, formative test and post-test. In pre-test, the students' mean score is 40,23 while the students' mean score in the formative test is 59,09 and in post-test is 72,73. Then the mode and median of the students' score in pods-test are higher than pre-test. It meant that there was improvement of the students' writing skill through audio visual media. The percentage of the students' achievement in writing test was presented as follows:

Table 5. Percentage of students' achievement who got score ≥ 75

Components	Pretest	formative	Post test
Number of students' who got ≥ 75	4	8	16
Students' Percentage who got ≥ 75	18%	36%	73%

From the percentage of students' achievement the writer presented the data in histogram.

Chart 5. The histogram of percentage of students' achievement who got score ≥ 75



The Qualitative Data

The qualitative data were taken from observation sheet, field notes, and questionnaires. The qualitative data are elaborated as follows :

Field Notes

Field notes were used to collect the data of students' activity during the teaching learning process. The writer wrote down the field notes in every meeting during the research was conducted.
media.

Discussion

Audio visual media applied to improve the students' writing skill to the ninth grade students of SMP Swasta PABA Binjai. As the collaborator the English teacher and writer collaboratively discussed the result of the study. They concluded that the use of audio visual media could be the effective way to help students in writing. It was shown in histogram and table 4.4 in which the mean score of each test improved. The mean score of pre-test is 18,18 %. Formative test is 36,36 % and the post-test is 72,72 %. Those score showed that the second cycle was better than the first cycle.

The improvement can be also seen from the percentage of students who got score ≥ 75 . In pre-test, there are 4(18 %) students who got score ≥ 75 , in formative test, there are 8 (36 %) students who got point ≥ 75 . And then, there are 16 (73 %) students who got point ≥ 75 in post test. The improvement can be seen in the observation sheet, field notes, and questionnaires. Most of the students were more active and enthusiastic during the process of teaching and learning that started from the first to second cycle when the method was applied.

In conclusion, audio visual media was suitable media to improve students' writing skill because this media gave students a chance more active. Even though, the application of this media required a long time to implement in the classroom. As the result, the students' writing score test increased in both of cycle after being taught with audio visual media also had good response toward the learning teaching process through the application of audio visual media.

CONCLUSIONS AND SUGGESTIONS

Conclusions

After analyzing the data, the writer drew the following conclusions:

1. Audio visual media can improve students' writing skill. It was found that the students' achievement of writing skill improved from pre-test to post-test after audio visual was applied. The students' total mean score in pre-test is 40,22. The formative test is 59,09 and post-test is 72,72 . Meanwhile, the students' score percentage who passed Mastery Minimum Criteria (*Kriteria Ketuntasan Minimum*) from pre-test is 18,18 %, the formative test is 36,36% and post-test is 90% the students score percentages of the students who passed the KKM from pre-test to post-test is 72,72%.
2. Based on the analysis of qualitative data, it was found that the students' response towards the use of audio visual media to improve their writing skill is very good. They found that audio visual media helped them improve their skill in writing skill.

Suggestions

Based on the research findings, the writer would like to give some suggestions to be considered, as follows:

1. For the English teachers

In the teaching and learning of English language, a teacher must create an enjoyable, fun and interesting situation as far as possible. The enjoyable ought to be the foremost aims which hopefully will have good effects on education. On the other hand, the teacher has to make the learning as attractively as possible, so that the students enjoy the learning process well. Teaching of writing through audio visual media can motivate students to practice writing more and it improves students writing skill. The writer suggests the teacher uses this media because it encourages students in writing.

2. For the students

Student should be active in learning teaching process and are not afraid to write in the language English. The students should also have high motivation and desire in improving their writing in recount text. They should have good self-confidence to write in the language English and they should practice to write in the language English by themselves. Therefore, they can improve their writing skill in expressing their ideas orally when they write.

3. For other writers

The results of this study are expected to be able to provide them valuable information about to improve students' writing skill on recount text by using audio visual media.

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