Improving English Writing Skills through the Application of Audiovisual Media at Senior High School

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Abstrak

Penulis menemukan masih kurangnya penguasaan dan ketertarikan siswa dalam menulis kalimat bahasa Inggris di SMAN 3 Sumbawa Besar. Penelitian ini bertujuan untuk menjelaskan strategi penggunaan media audiovisual serta menganalisis hasil peningkatan keterampilan menulis bahasa Inggris dalam penggunaan media audiovisual. Jenis penelitian ini adalah deskriptif kuantitatif dengan teknik pengumpulan data yang digunakan adalah observasi, tes keterampilan menulis bahasa Inggris dan dokumentasi serta teknik analisis yang digunakan adalah uji *paired sampel t-test*. Berdasarkan hasil Uji analisis statistik deskriptif diperoleh nilai rata-rata pretest dan posttest menulis bahasa Inggris siswa pada kelas kontrol sebesar 50,88 dan 59,56 mengalami peningkatan nilai pada kelas eksperimen sebesar 58,68 dan 74,85 artinya terjadi peningkatan keterampilan menulis bahasa inggris setelah penggunaan media audiovisual. Dari analisis uji t berpasangan pretest-postest diperoleh hasil sebesar -35,098 dengan nilai sig. hitung (*2 tailed*) 0,000 lebih kecil dari t_{tabel} 0,05. Disimpulkan bahwa terdapat perbedaan antara nilai pretest dan postest pada hasil keterampilan menulis bahasa Inggris sebelum menggunakan media audiovisual dengan sesudah menggunakan media audiovisual.

Kata Kunci: Peningkatan Keterampilan Menulis Bahasa Inggris, Penerapan Media audiovisual.

Abstract

The author found that there was still a lack of mastery and interest of students in writing English sentences at SMAN 3 Sumbawa Besar. This study aims to explain strategies for using audiovisual media as well as analyze the results of improving English writing skills in the use of audiovisual media. This type of research is descriptive quantitative with the data collection techniques used are observation, English writing skills test, and documentation and the analysis technique used is the paired sample t-test. Based on the results of the descriptive statistical analysis test, the average score of pretest and post-test English writing was obtained by students in the control class 50.88 and 59.56 experienced an increase in scores in the experimental class of 58.68 and 74.85, meaning that there was an increase in English writing skills after the use of audiovisual media. From the analysis of the pretest-postest paired t-test, a result of -35.098 with a sig.count (2-tailed) 0.000 is smaller than the t-table 0.05. It was concluded that there was a difference between the pretest and posttest scores in the results of English writing skills before using audiovisual media and after using audiovisual media.

Keywords: Improvement of English Writing Skills, the Audiovisual Media

INTRODUCTION

One of the skills that is quite difficult for students to feel in English is writing skills. These skills are used to measure language competence and are also a major concern of English language teaching. In this skill, students are required not only to be able to write, but students are expected to be skilled in writing English with predetermined standards, therefore this skill is one of the basic competencies taught in class X semester I.

The level of complexity of writing activities is one of the reasons for the obstruction of the English learning process that has been experienced by English teachers at SMAN 3 Sumbawa Besar. One of the factors causing the inhibition is caused by the teacher's teaching style being more likely to apply conventional processes or traditional learning. In other words, teachers transform their knowledge by using the learning center method, namely teacher-centered learning. This is not in line with the 2013 curriculum, where teaching and learning activities must be student-centered. Students should be more active in digging for information on their own.

In addition, the reality on the ground shows that the achievement of the number of students who have English writing skills is still very low, especially in class X of SMAN 3 Sumbawa Besar for the 2022/2023 academic year. This can be seen from the lack of mastery of students in writing English sentences. One of the contributing factors is the lack of student interest in English language learning so that it can be seen from the learning activities of students who look bored and saturated and are less enthusiastic about doing other activities during the lesson. Plus, english learning is a constant way where students are only fixated on the teacher's explanations and rely on very limited package books for students to own or other resources. Likewise, LKS is the main learning material, even though LKS is made as a supporting book and not as the main source book for student learning. As well as descriptive text learning is limited to the culture of other regions such as minangkabau houses and zoos while in Sumbawa Besar there is a culture of historical buildings, namely Dalam Loka and there is no zoo, so the author wants to display descriptive texts based on the environment of building culture in Loka, the coastal environment of Goa and Jempol and the flora environment namely Sapi and the Fauna environment, namely Kele, so that students can preserve the popular culture in Sumbawa.

Based on the facts described above, researchers as English teachers who teach class X at SMAN 3 Sumbawa Besar try to apply, Audiovisual media descriptive texts based on the environment of historical buildings in Loka, the beach environment namely Goa and Jempol, the flora environment namely cows and the fauna environment, namely kele so as to increase students' interest and English writing skills. Audiovisual media has an important role because audiovisual media becomes an intermediate medium if there is material that is not clear to students, audiovisual media is a tool, method and technique used in order to better streamline communication, interaction between teachers and students in education and teaching in schools and the use of (Hamalik, 2014). The use of Audiovisual Media in English language learning can activate students and be fun for students during the learning process.

In addition, Audiovisual media is a media that has sound and image elements such as sound films and motion audiovisuals. There is also a type of video media, that is, everything that allows the signal to be combined with a moving image sequentially (Sanjaya, 2016). Learning communication media with this learning objective is intended so that students can write words in English sentences through the application of Audiovisual Media to the learning process in the classroom that is innovative and effective.

From these problems, the author will conduct research on "Improving English Writing Skills through the Application of Audiovisual Media at SMAN 3 Sumbawa Besar for the 2022/2023 Academic Year".

METHOD

The research was conducted at SMAN 3 Sumbawa Besar for 5 months from June to October 2022. The process of applying audiovisual media begins with making English learning videos in the form of descriptive texts based on historical architecture environments, marine archipelagos environment, fauna in land environment, and flora in land environment, which have been communicated previously. After that, carry out

English language learning in the control class with conventional methods and provide evaluations to make descriptive paragraphs from English descriptive texts based on the environment of historical buildings, sea islands, flora and fauna in the Sumbawa area that are familiar to the "Tau samawa" (Sumbawa Community) to obtain the results of students' English writing skills. Then carry out English learning in experimental classes by applying audiovisual media in the form of learning videos that have been shown and providing evaluations by making descriptive paragraphs. The type of research used is descriptive quantitative with a quantitative research approach. The samples of this study are class X IIS 1 as the experimental class and class X MIA 1 as the control class. The research instrument is rpp, observation sheet of English writing skills and student learning activities. The analytical techniques used are descriptive statistical tests, normality tests, homogeneity tests and t-tests. To determine the success of the study, the authors compared the results of the t-test with the reference, namely if the significance value (2-tailed) < 0.05, then HO is rejected and HI is accepted and if the significance value (2-tailed) > 0.05, then HO is accepted and HI is rejected.

RESULTS AND DISCUSSION

Results

Overview of Research Locations

This research was conducted at SMAN 3 Sumbawa Besar. SMAN 3 Sumbawa Besar is one of the state schools that was established based on the Decree of the Minister of Education and Culture of the Republic of Indonesia No. 0519/0/1991 on September 5, 1991 with operational permit no. 1094 YEAR 2010. Which is located at Jalan Cendrawasih No. 139 Brang Biji postal code 84318. District. Sumbawa Regency, Sumbawa Besar, West Nusa Tenggara.

SMAN 3 Sumbawa Besar currently has a total of 875 students divided into 335 in class X, 264 in class XI and 276 in class XII. There are 54 teachers and 17 educational staff, 28 study rooms and 4 laboratories to support the learning process consisting of physics, chemistry, biology and computer laboratories. SMAN 3 Sumbawa Besar has a Vision "To Form Students who are Smart, Faithful, Devoted, Excellent in Quality Achievement and Environmentally Insightful.

Overview of Student Characteristics

This research was conducted in class X at SMAN 3 Sumbawa Besar for the 2022/2023 academic year which has a total of 335 students. Sampling was aimed at class X IIS 1 as an experimental class with 34 students consisting of 24 male students and 10 female students and class X MIA 1 as the control class with 34 students consisting of 14 male students. people and female students as many as 20 people. The list of the number of research samples is as follows.

Table 1
List of The Number of Research Samples

Class	Sex		Frequency	Persentase (%)	
	Male	Female		Male	Female
X IIS 1	24	10	34	70,59	29,41
X MIA 1	14	20	34	41,18	58,82

Observation Results

Audiovisual Media

This study aims to be able to analyze the improvement of students' English writing skills through the application of Audiovisual media at SMAN 3 Sumbawa Besar for the 2022/2023 academic year. The audiovisual media used is descriptive text video which includes about; 1) historical *architecture environment*, namely Istana Dalam Loka, 2) *Marine Archipelagos Environment* consisting of *Jempol Beach, Goa Beach,* 3) *Flora in Land Environment* , namely *Kele* (*Moringa Oleifera*), and 4) *Fauna in Land Environment,* namely Sampi (*Cow*).

Application of audiovisual media in the form of descriptive text videos shown in class to increase interest and writing skills in learning English. Improving students' writing skills was carried out by giving questions in the form of descriptive paragraphs from one of the videos shown.

Historic Building Environment (*Historical Architecture Environment*) in the Loka Palace

In the historical building environment, the text descriptive data used is a description of the buildings in the Loka. "In Loka" is used as the title for describing English learning based on the Sumbawa historical building environment, so that students get information about Sumbawa historical buildings to be transformed into descriptive paragraphs. An example of an audiovisual descriptive text paragraph designed in this study can be seen in https://youtu.be/KnVNKbzZ-lk.

Marine*Archipelagos Environment*Jempol Beach and Goa Beach

In the coastal environment the text descriptive data used is a description of Jempol Beach and Goa Beach. This is because the two beaches are the beaches most frequently visited by "Tau Samawa" (Sumbawa people). "Jumpol Beach and Goa Beach" is used as the title of a description of English learning based on a beach environment, so that students get information about famous beaches on Sumbawa to be transformed into descriptive paragraphs. Examples of audiovisual descriptive text paragraphs designed in this study can be seen in https://youtu.be/ES2G8CLJsml and https://youtu.be/5CdzvCDurf4).

Land Environment Flora (*Flora In Land Environment*) Kele (*Moringa Oleifera*)

In the floral aspect the descriptive text data used is a description of the Kele (*Moringa Oleifera*) plant. This is because the kele plant, especially the kele leaf, is a plant that is used as a vegetable that is most in demand by "Tau Samawa" (Sumbawa People), apart from that, the kele plant also has many benefits as medicine and also for health. Kele (*Moringa Oleifera*) is used as the title of a description of flora-based English learning, so that students get information about vegetables that are of interest to the people of Sumbawa to be transformed into descriptive paragraphs. The examples of audiovisual descriptive text paragraphs designed in this study can be seen in https://youtu.be/Wk9axuOdefQ.

Fauna Land Environment (*Fauna In Land Environment*) Sampi (*Cow*)

In the fauna aspect the text descriptive data used is a description of the fauna terrestrial environment, namely the Sampi (*Cow*) animal. This is because cows in Indonesian are the animals most kept by "Tau Samawa" in Sumbawa. Sampi (*Cow*) is used as the title for the description of fauna-based English learning texts, so that students get information about animals that are kept by the "Tau Samawa" community in Sumbawa to be transformed into descriptive paragraph types. Furthermore, examples of audiovisual descriptive text paragraphs designed in this study can be seen in https://youtu.be/e2sHyF-Aa0I.

English Writing Skills Writing

Skills in English is the most difficult skill, because in writing students must have other skills as a component of writing skills such as vocabulary, grammar, spelling, and sentence conformity and so on. In this study students' English writing skills were seen from several aspects, namely text alignment, vocabulary writing, writing neatness, and grammar with each aspect being given a maximum score of 5 and a minimum score of 1.

Student Learning Activities Learning

Is really needed for activities, because without activities the teaching and learning process is not possible to take place properly. In this study, student learning activities were seen from 5 aspects, namely visual, writing, listening, verbal and mental, according to the explanation which states learning activities are divided into eight groups, according to (Lestari, 2020). Namely as follows: (1) Visual activities, namely reading, looking at pictures, observing experiments, demonstrations, exhibitions and observing other people work or play; (2) Oral activities, namely expressing an opinion, fact or principle, connecting an incident, asking questions, voting, interviews, discussions and interruptions; (3) Listening activities, namely listening to the presentation of

material, listening to conversations or group discussions or listening to the radio; (4)   Writing activities, namely writing stories, reports, checking essays, and taking tests and filling out questionnaires; (5)   Drawing activities namely drawing, loading graphs, diagrams, maps and patterns; (6)   Motor activities, namely conducting experiments, choosing tools and, carrying out exhibitions, making models, holding games, and dancing and gardening; (7)   Mental activities, namely contemplating, remembering, solving problems, analyzing factors, seeing relationships and making decisions; (8)   Emotional activities, namely interest, distinguishing, daring, calm, feeling bored, and nervous.

Based on the results of observations of students' learning activities using conventional methods, the result was that students did not focus on learning English as seen from the activities of students paying attention to the teacher's explanation regarding the material with a percentage of 33.82 % low category, students are less able to ask questions related to material that they have not understood or during discussions with a percentage of 30.88% in the low category and students have not been able to compose descriptive sentences during evaluation with a percentage of 47.06% in the low category due to low interest and motivation in student learning . Furthermore, the average percentage of student learning activities as a whole is 52.45%. While the results of observations of student learning activities using the method of applying audiovisual media, all aspects of learning activities have increased with an average percentage of student learning activities as a whole of 82.11%.

Data Analysis Test
Descriptive Statistical Analysis Test

Descriptive statistical analysis in research was carried out first to describe the data being analyzed, before conducting a detailed study. Descriptive statistical analysis is intended to describe and explain all findings in the study. The descriptive statistical analysis data in this study are detailed as follows.

Table 2
Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Pretest Experiment	34	40	75	58.68	11.369
Postest Experiment	34	60	90	74.85	7.333
Pretest Control	34	40	65	50.88	7.733
Postest Control	34	40	80	59.56	13.892
Valid N (listwise)	34				

Based on table 2 above, the results of the control class' English writing were obtained with the highest pretest score of 65, lowest pretest score of 40, mean 50.88 and standard deviation of 7.733 while the highest posttest score was 80, lowest score was 40, mean 59.56 and standard deviation of 13.892 experienced an increase in the results of writing English in the experimental class obtained the highest pretest value of 75, lowest pretest value of 40, mean 58.68 and standard deviation of 11.369, while the highest posttest value was 90, the lowest posttest value was 60, mean 74 .85 and a standard deviation of 7.333. Thus, the descriptive analysis data explains that the use of audiovisual media can improve students' English writing skills.

Normality Test

The normality test used in this study is the *Shapiro-Wilk test,* because the number of samples is less than 50 students. The following are the results of the pretest and posttest data normality tests in the experimental and control classes tested using the SPSS version 22.0 application

Table 3
Normality Test Results

Item Uji	Nilai Signifikansi	Makna Hasil Uji
Pretest Eksperimen	0.085	Normal
Posttest Eksperimen	0.075	Normal

| Pretest Kontrol | 0.059 | Normal |
| Postest Kontrol | 0.103 | Normal |

(Source: Processed primary data, 2022)

Interpretation of the normality test using the *Shapiro-Wilk* shows that the t-count significance value for pretest control is 0.059, posttest control is 0.103, pretest experiment is 0.085 and posttest experiment is 0.075 greater than the significance table is 0.05. Thus, the data for the Pretest and Posttest values of the experimental and control classes owned in this study were normally distributed.

Homogeneity Test

In quantitative descriptive research, a homogeneity test is carried out to be used when testing differences between the two groups or several groups with different subjects or data sources. The homogeneity test is used as a prerequisite for the independent t-test, although it is not an absolute requirement. The following are the results of the homogeneity test using the SPSS application version 22.0

Table 4
Homogeneity Results

Item Uji	Signifikasi
Writing Results	0.239

The results of the interpretation of the homogeneity test obtained a significance value of 0.239 in English writing, which is 0.05, so that the research data is homogeneous.

Paired sample t-test results (*Paired Samples*)

Based on the quantitative data of the normality test and homogeneity test, the research data is normal and homogeneous, so it is continued with the parametric test, namely the paired*sample*. Based on the tests carried out, the paired t-test values were obtained as follows.

Table 5
Paired T Test Results

Item nilai	N	Nilai t hitung	Nilai Sig. Hitung (2 tailed)
Pretest-Posttest	34	-35.098	0.000

(Source: Processed primary data, 2022)

Based on the table above, the significance value of t count is -35,098 with a sig. count (2 tailed) obtained is 0.000, when compared with the table significance value (0.05) it is known that there is a difference between the Pretest and Posttest scores on the results of English writing skills. This shows that there is an increase in value before using the audiovisual media and after using the audiovisual media.

Discussion
Application of the Use of Audiovisual learning media in English subjects

The process of implementing the use of audiovisual learning media starts in July 2022 to November 2022. The process of applying audiovisual media begins with making English learning videos in the form of descriptive texts based on historical architecture environments, marine archipelagos environment, fauna in land environment, and flora in land environment, which have been communicated previously. After that, carry out English language learning in the control class with conventional methods and provide evaluations to make descriptive paragraphs from English descriptive texts based on the environment of historical buildings, sea islands, flora and fauna in the Sumbawa area that are familiar to "Tau samawa" (Sumbawa Society) to obtain the results of students' English writing skills. Then carry out English learning in the experimental class by applying audiovisual media in the form of learning videos that have been shown and providing evaluations by making descriptive English texts based on the environment of historical buildings, sea islands, flora and fauna

in Sumbawa to get the results of students' English writing skills after the application of audiovisual media, namely English learning videos.

Based on the evaluation results, the percentage of students who completed English writing results for the control class was 23.53% and the percentage of students who finished writing English for the experimental class was 91.18%. The difference in the results of the percentage of student learning completion in control classes and experimental classes, because conventional methods have not been able to make students focus and actively discuss in English learning because students are less in paying attention to explanations from the teacher and are less able to ask interesting questions and are less creative students to find questions related to material that is not yet understood as seen from the percentage of student learning activities of 33.82% and 30.88% low category. Therefore, researchers try to apply audiovisual media in the form of learning videos to attract students' interest and motivation to learn so that students can focus on the subject matter by paying attention to and hearing the teacher's explanation of the material, as well as actively discussing in English learning as seen from the percentage of 82.35% and 73.53%. It is that learning English using audiovisual media can develop students' English writing skills, be helped in practicing English writing and be motivated in writing English students, as well as develop thinking skills and awaken students' courage in writing English on writing skills (Ali Mustadi dkk, 2021).

Improvement of English Writing Skills after Learning to Use Audiovisual Media

Referring to table 11, the results of the paired t-test (paired sample t test) show that the significance value of 0.000 implies that the hypothesis accepted in this study is that there is an average difference between the results of writing English pretest and posttest, which means that there is an influence on the use of audiovisual media in the form of video. English language learning based on the environment of historical buildings, marine island environments, flora and fauna in Sumbawa in improving students' English writing skills. In quantitative descriptive analysis, an average pretest of 42.50 and a postest average value of 77.21 were obtained.

Audiovisual media is a medium that helps students in improving English writing results. The improvement in English writing results is greatly influenced by the use of learning media. According to (Abigail Soesana et al, 2022). Audiovisual-based learning media so that this learning can arouse enthusiasm, make it easier for students to understand concepts and stimulate high thinking, and be able to facilitate the achievement of goals to understand and remember information or messages contained in the learning material. According to (Ahmad Suryadi, 2020).

Some of the factors that influence the improvement of students' English writing outcomes are students' interest and motivation in learning. In addition, the most influential factors in improving student writing outcomes are internal factors, namely those that come from within the student, such as the lack of interest and motivation of students when learning English, while external factors are those that come from outside the student, such as teacher methods and learning media that are not attractive to students. According to (Hamzah B uno, 2016).

In the process of applying audiovisual learning media, it is necessary to pay attention to aspects of student motivation and interest. This is because audiovisual media is a video-based media according to (Satrianawati, 2018). If applied in depth, this media can be very effectively and efficiently used by students in the English learning process at SMAN 3 Sumbawa Besar. This is based on the results of observations of student learning activities in learning using audiovisual media. In general, learners feel that the use of this medium helps them to understand the English subject matter (Ni Made Ratminingsih, 2021). Observation of student learning activities, paying more attention to this media because it is able to hone students' activity and creativity. This, according to the researcher's research, interesting learning media will also attract students' interest, motivation, activeness, and creativity while studying. According to (Asnarni Lubis dkk, 2021) This condition is expected to improve the learning outcomes of students in class X IIS at SMAN 3 Sumbawa Besar.

This research has many shortcomings that need to be studied, based on the direct experience of researchers in this research process, there are several limitations experienced, including the learning media used is limited to one competency, namely descriptive texts. 2. The English skills studied are only writing skills while the skills in English have reading, tutoring, and speaking skills. However, it is certain that the results of this study have positive implications for various parties concerned in this study, including English writing skills of class X IIS 1 students of SMAN 3 Sumbawa Besar. Having increased after audiovisual media is applied, this corroborates a statement that students are reposive of a change in the audiovisual learning system or media given to them learners in the learning process.

CONCLUSION

Improvement of English writing skills in English subjects. It is a subject that develops communication skills both orally and in writing, in understanding, applying, analyzing and expressing information interpersonally in descriptive texts. For this reason, effective learning strategies are needed so that students can be more active and interesting in learning English. One of the approach processes given by researchers is English learning by utilizing audiovisual media, namely the application of using video English language learning based on the environment of historical buildings, sea islands, land environment flora and terrestrial environmentfauna in Sumbawa Besar which is famous in the Sumbawa Community "Tau Samawa", to improve students' English writing skills. Based on the results of this research in explaining English material, especially making descriptive paragrap texts, the use of audiovisual learning media is one of the right learning media to be applied. There are three stages carried out by researchers to apply the audiovisual media learning model in English language learning, namely Learning preparation, Learning process and Learning follow-up. If the three stages are carried out properly, then the learning objectives will be maximized. Based on the results of the analysis, it is known that there is an increase in the value before using audiovisual media and after using the audiovisual media.

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