

**DEVELOPING AUDIO-VISUAL MEDIA BY USING VIDEOPAD FOR
TEACHING WRITING TO XI GRADE STUDENTS OF SMA N 11
MEDAN**

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ABSTRACT

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This was a conducted Research and development (R & D) study which concerned with the using of appropriate teaching and learning media. The objectives of this study were to find out the existing teaching media used in XI grade students of SMA N 11 Medan and to develop Audio-Visual media by using VideoPad for teaching writing Analytical Exposition Text. The data was gathered in the preliminary data by using interview and questionnaire on XI grade students and the English teacher. Then need analysis was done through questionnaire and interview as well. This research described the existing media available in the school and how it is used in English teaching and learning process that a development should be done. According to the result of the need analysis there were only 18% of the students considered that the teaching and learning process was helpful. It also showed information about students' choice of method and media to learning writing. By considering the result of the need analysis, an Audio-Visual media then developed as a teaching and learning aid of writing Analytical Exposition text. The product had later been assessed by two experts to find out the eligibility of the media. Through the experts' assessment which was contained of 4 scoring criterias, it was known that the eligibility of the media was "Very Good" based on the scoring criteria.

Keywords: Teaching and Learning Writing, Audio-Visual media, Analytical Exposition, VideoPad.

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INTRODUCTION

Background of the Study

As an international language, English has spread in many sectors of human life so does in education. English language skill becomes one of an important aspect in Indonesian education and a compulsory subject in the curriculum. There are four major skills in English; listening, speaking, reading, and writing. Among those four skills, writing is the most difficult skill to afford, for it is a step by step process. According to Coffin et al, (2003) writing is a process of discovering and organizing ideas, developing ideas, conveying them into paper, reshaping and revising them. Moreover, writing involves some language components such as vocabulary and grammatical accuracy.

According to Curriculum 2013 of English subject, senior high school students are expected to apprehend several types of genres, such as Descriptive, Recount, Narrative, Analytical Exposition Text, and Procedure Text. The basic competencies point 4.4.2, mentions that it is expected for XI grade students to be able to write Analytical Exposition text, concerning to actual issues by using correct social function, text structure, and language feature according to the context. Pardyono (2007) explained that the communicative purpose of Analytical Exposition text is to argue that something is the case. Analytical Exposition is a persuasive text used to express the writer's idea about phenomenon surrounding and show that something is worth to be considered. It is required the critical thinking of the writer to produce an Analytical Exposition Text.

In fact, students' ability in writing, do not conform the expectation written in the curriculum yet. There are still many students strive and even fail in writing. The students' minimum passing grade criteria (Kriteria Ketuntasan Minimum/KKM) is 75, but there were still many students could not pass the KKM. Based on preliminary data collected on August 23rd-24th 2017 from interview and questionnaire administered to students and teacher in SMA Negeri 11 Medan, it was found that there were still many problems in teaching and learning writing process.

Most of the students had trouble in choosing a topic and had no idea of what they would write. They had lack of prior knowledge, information and awareness about one particular topic which was discussed. It made them took a lot of time to think and start their writing when they were assigned to.

Moreover, students found it difficult to transcribe their idea into written English language. It was very often that the students had to ask their teacher to help them transcribe and translate their sentences. Several students, who didn't get the help, did not feel certain of their own writing. It is obviously noticed when the teacher asked them to hand their paper out and present it, they did not do it confidently.

Moreover the media used in teaching and learning process were only students' book and white board. Learning media was still not efficiently used even though the school is facilitated with additional teaching and learning aid such as LCD projector and speaker. Teachers did not have enough material and did not know how to provide it. This lack of media could affect students' learning

outcome as Slameto (2003) stated that there are three factors affecting the learning outcomes: teaching methods, media, and students' motivation.

It will be more interesting for the students if the text book they use which was Bahasa Inggris, for XI grade students, 2017 revised edition, was combined and supported by additional learning media. According to Oshima (1999) there are several stages in the process of writing. It would be more interesting if the teaching and learning process used media to encourage and stimulate students' thinking. Media which is integrated to technology is one of an effective teaching aid. Surjono et al. (2013) stated that one of the obvious aspects in learning process is the use of technology by developing technology as the source of learning. The appropriate use of media is one of the aspects which have to be considered in teaching and learning process, and teacher can use the advantages of technology as a media to deliver the lesson effectively.

In the students' text book, Analytical Exposition is explained in chapter 4 which the arrangement had followed the stages of writing process. However, in order to motivate the students and improve the teaching and learning activity, it was suggested that the learning process should be supported by additional learning media to stimulate students' critical thinking.

Moreover, the conventional method applied in teaching process has made the learning process even more difficult. The method applied was lecturing method which requires teacher to give instruction and information but still enable the teacher to communicate directly to the students. Wahyuningsih (2014) stated that conventional methods make teacher more active and dominant, while students are

more passive which make they have less motivation and understanding and low learning achievement in cognitive and psychomotoric.

The teacher also explained that students' low motivation in learning made it hard for teacher to deliver the lesson. It was harder for the students to understand the lesson because they have less motivation. So, it is obvious that a cause and effect in teaching and learning process is real.

It would be easier for the students to learn when they are interested to the lesson. Katherine in Ashaver (2013) stated that "learning takes place effectively when the teacher sets out to provide learning situation in which a child will learn because of his natural reactions of the provided materials". In addition, discussing a topic which is familiar to the students can also motivate them to write. However, learning should create social setting which allow students to implement the knowledge they get to solve the problem in the society, (Winarni, 2013).

By considering those preliminary data, it was concluded that some factors in teaching and learning process caused the students had low motivation and interest to learn writing. One of the factors was the lack of media. Since writing need ideas and thoughts, there should be a media which can stimulate students' critical thinking that they will be more interested. Teacher should use an appropriate media that makes teaching and learning process more attractive and fun.

There are many types of media which can be used as teaching and learning aid, such as audio tape, picture, flashcards, film, video, and many more. When it comes to teach writing, teacher should provide a media which can stimulate

students' critical thinking. By seeing and listening to something students tend to remember longer.

Webster's Encyclopedia Unabridged Dictionary of the English Language in Ashaver (2013) defines Audio-Visual Aids as "training or educational materials directed at both the senses of hearing and the sense of sight, films, recordings, photographs, etc. used in classroom instructions, library collections or the likes". According to Sowantharya (2014) Audio-Visual media, especially videos are definitely acknowledged as one of the most effective tools in education and training.. The effectiveness of Audio-Visual media in teaching has proven by Wahyuningsih (2014). Her research showed that there was a significant increased to the percentage of students who can pass the minimum passing grade criteria (KKM) from 50% to 90% after treated by Audio-Visual media. It means that Audio-Visual media works well as a teaching and learning aid.

A PC application known as VideoPad would be used to develop the Audio-Visual Media. It is a video editing application developed by NCH Software. VideoPad is an affordable PC application. It allows the users to edit or mix Video, Audio, Image, and Text into one product. This feature could help teachers to design their own Audio-Visual media to be used in teaching, especially to teach English writing skill. Moreover, the additional text or subtitles will make students grasp new vocabulary easier.

Based on those descriptions above, it was decided to conduct a relevant research study which was to develop an English teaching and learning writing media in form of Audio-Visual media.

REVIEW OF LITERATURE

Writing is one of a productive skill in English. Brown (2001) stated that writing is indeed a thinking process. It is a process of discovery and organizes the ideas, develop the ideas, convey them into paper, reshape and revise them.

Writing basically is not only conveying information, message or ideas grammatically but also packaging them into a specific purpose into a genre of a text (Pardiyono 2007:2). Writing can be used as a means to express the writer ideas, feelings and many kinds of the writer's intension.

Based on the Curriculum 2013 of English subject of senior high school, as it is mentioned in the basic competency number 4.4.2, XI grade students are expected to be able to write Analytical Exposition genre about an actual issue by using correct social function, text structure, and language feature according to the context. Analytical Exposition Text is a type of the text to argue that something is the case. It elaborates author's idea about the phenomenon surrounding. The social function of Analytical Exposition Text is to persuade the readers that the writer's idea is an important matter by giving some evidences to support the arguments made by the writer. There are three aspects that should be consisted in Analytical Exposition Text. The three aspects are mentioned bellow:

- a) Communicative Purpose of Analytical Exposition Text
- b) Rhetorical Structure of Analytical Exposition Text
- c) Language Features of Analytical Exposition Text

The Association for Educational Communication and Technology in Asyhar, (2012) states that media are everything that can be used to convey information. Media can help the teacher to give a clear explanation of the lesson. In the context of learning the purpose of the media is to facilitate communication and learning. There are three types of media, they are:

1. Audio Media: Audio media is a type of media which use the sense of hearing.
2. Visual Media: Visual media uses the ability of vision.
3. Audio-Visual Media: Audio-Visual media is a media which use both sense of hearing and vision. For example: Film, Video, Documentary and many more. Video is an Audio-Visual based media which visualize the picture and sounds. Audio-Visual media is a type of multimedia that can be used in teaching and learning process to stimulate students' thinking.

[VideoPad](https://en.wikipedia.org/wiki/NCH_Software) is a video editing application developed by NCH Software for the home and professional market (https://en.wikipedia.org/wiki/NCH_Software). There are two types of VideoPad, they are trialware which is featured-limited but it can be easily downloaded and installed, and the other one is the non-free version who has more advanced features.

The features in VideoPad let the user to create professional looking videos. These features will help teacher to create an Audio-Visual media for teaching writing in order to give stimulation for student according to the topic and the students' interest. The teacher can make their own customized video content according to the students' need. VideoPad have 2 Version, they are VideoPad

Master Edition or non-free edition and free version (<https://en.wikipedia.org/wiki/VideoPad>). This research will use the non-free version that makes the video can only be played in VideoPad application.

RESEARCH METHODOLOGY

This research would be conducted by using educational research and development (R & D) project. It aims to design new product & procedure, which are systematically field-tested, evaluated, refined until they meet specified criteria of effectiveness, quality, or similar standards, Borg, Gall, and Gall (2003).

This research was conducted at SMA N 11 Medan, located on Jalan Pertiwi No. 93, Bantan, Medan Tembung, Kota Medan, Sumatera Utara. The school is chosen by considering the curriculum applied and the facilities in the school. The data was taken from 34 students of XI IPA 5 and one English teacher.

The preliminary data was collected through interview and questionnaire, so did in conducting the need analysis. The questionnaires were administered to the students and the interview was administered to the English teacher. the questionnair used in this tresearch was an oppened questionnaire which allowed the students to add answer.

The data which are taken would be collected, analyzed, and would be used as a consideration to design the new media. The data would be calculated by the formula. The result of the interview was analyzed by drawing the conclusion The conclusion made then used to design a suitable teaching and learning aid.

RESEARCH FINDING AND DISCUSSION

Findings

The information about the existing medias were gathered from the preliminary data and need analysis. It was known that the school is facilitated with several teaching and learning aids which are mentioned as the following; text books, laptop, laboratories including language laboratory, Wi-Fi, LCD projector, and loud speaker. But, in the process of teaching and learning English language, media was rarely used. The language laboratory was only used in learning listening skill. The LCD projector, laptop, and speaker were used occasionally. They were usually used in delivering material of speaking and vocabulary lesson. While the Wi-Fi connection was used freely by the entire school member especially students, but it was never involved directly in the process of teaching and learning. From the need analysis it was found that 53% of the students considered that the learning process of Analytical Exposition text rarely used media. According to the need analysis, there was 56% of the students who considered that the used of the existing media was not really helpful to make them comprehend the material of writing Analytical Exposition text.

There were more than a half of the students (79%) considered that learning writing Analytical Exposition Text was difficult. There were only 18% students who said that the current learning method was helpful to make them understand the lesson.

The diagram below shows the students' difficulties in writing, Choice of Learning Methods, and Choice of Media to Learn Writing Analytical Exposition

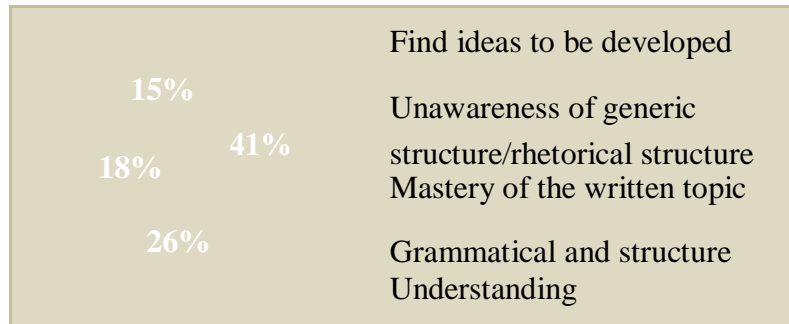


Figure 4.1 Diagram of Students' Difficulties in Writing.

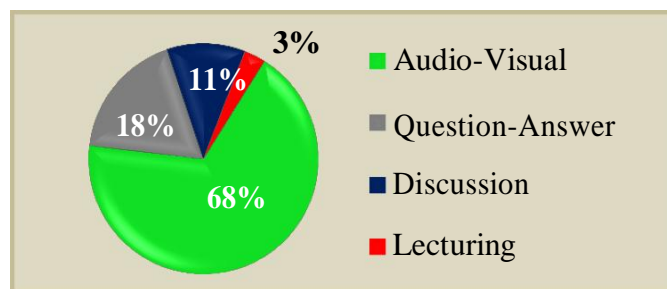


Figure 4.2 Diagram of Students' Choice of Learning Methods

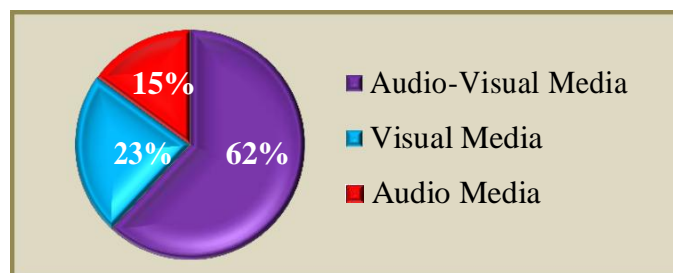


Figure 4.3 Students' Choice of Media to Learn Writing Analytical Exposition

After analyzing the teacher's interview result and the students' need, it was decided that a development should be done to the media used in English teaching and learning process of writing Analytical Exposition text. The media should be equally informative and attractive enough to stimulate students thinking. There were four stages done to design the media. They were Installing the VideoPad application, text writing, material collecting, and material editing.

The preliminary form of the product was needed to be validated by experts in order to measure the appropriateness of the media as a teaching and learning aid of writing Analytical Exposition Text.. The formula to calculate the percentage of each sub variable is:

$$P_{(s)} = S/N \times 100\%$$

$P_{(s)}$ = percentage of sub-variables

S = total score of each sub-variables

N = the amount of maximum scores

Table 4.2 Interval Assessment Criteria

No.	Interval	Criteria
1.	$0\% \leq \text{score} \leq 20\%$	Very Bad
2.	$21\% \leq \text{score} \leq 40\%$	Bad
3.	$41\% \leq \text{score} \leq 60\%$	Fair
4.	$61\% \leq \text{score} \leq 80\%$	Good
5	$81\% \leq \text{score} \leq 100\%$	Very Good

The questionnaires which were distributed to the experts consisted of 4 scoring criteria. From the table of the experts validation score above, it was known that the overall assessment was 92%. According to the scoring criteria from table 4.2, score between 81% and 100% is categorized as “Very Good”. So, from the calculation and interval assessment criteria, it can be concluded that the developed Audio-Visual media of teaching and learning writing Analytical Exposition Text was „Very Good“.

CONCLUSION AND SUGGESTIONS

Conclusion

Through the data gathered at SMA N 11 Medan, it was found that the teaching and learning process still used conventional media, which are English text book and white board while other facilities and media were not effectively used. While the method applied to teach was lecturing method. There was only 18% of the students who considered that the current learning method was helpful.

By analyzing and considering the learner needs, teaching and learning media should be developed in order to complete and support the existing media which is the English text book from the government. According to the data gathered from students’ need questionnaire analysis, 68% of the students preferred to learning English by applying Audio-Visual method and 62% of the students preferred to learning writing through Audio-Visual media. through the expert validation analysis, the media developed was categorized as “Very Good” according to the media assessment criteria.

Suggestions

Based on this study, the writer would like to give several suggestions to teacher, students and other resresearcher:

1. For Teachers

Since English language is one of the compulsory subjects in Indonesian curriculum, teacher should be more concern to the quality of English teaching and learning process as well as the student's achievements. Teacher can improve the quality of teaching and learning process by using various innovative media which is adjusted to the material in the textbook and syllabus to make it relevant. One of the media which can be used by teacher is Audio-Visual media which involves both vision and hearing sense which was developed in this study. It can be used as a teaching and learning aid if teacher organize it according to student's need. By using innovative media in teaching and learning English, it is hoped that students will be more interested to learn, especially writing.

2. For other research

This research was trying to improve the quality of teaching and learning writing Analytical Exposition text by using Audio-Visual media. It is hoped that this research could inspire and help other researchers who are conducting research related to Writing Analytical Exposition text.

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