

# Developing Audiovisual Media To Enhance Writing Skills

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**Abstract:** The study aims to develop audiovisual-based learning media to enhance the writing skills of effective sentences in invitation letters. The research method was Research and Development (R&D). The subjects of this study were teachers and fifth graders of SDN Krandegan 04 Banjarnegara. The techniques of data collection included tests and non-tests. The results showed that: 1) there was an increase in the n-gain by 0.46 with the medium category; 2) the evaluation from material experts was 92% (very appropriate) and media experts was 97% (very appropriate); 3) there was an increase in psychomotor learning results from the classical average of 65 to 81. The conclusion of this study is audiovisual learning media can enhance writing skills of effective sentences of the fifth graders of SDN Krandegan 04 Banjarnegara.

**Index Terms:** audiovisual media; effective sentence; writing skills.

## 1 INTRODUCTION

Bahasa Indonesia learning is aimed at improving students' skills or abilities in communicating both speaking and writing properly and correctly, as well as fostering the appreciation for literary work. Language skills consist of four components, i.e. listening skills, speaking skills, reading skills, writing skills. The four skill components are interconnected with each other. Writing skill is a component of language skills that students need to master. Writing can be considered as the most complicated language skill among other language skills. It is because writing does not merely copy words and sentences, but also develops and expresses thoughts into a well-organized writing structure. The smallest language unit in both oral and written form and serves to express thoughts comprehensively (Chadis, 2014: 81). In written form or Latin letters, sentence begins with a capital or uppercase letter and ends with a period (.), question mark (?), or exclamation mark (!). Every idea, thought, or concept that someone has should be conveyed through sentences. A good sentence must be arranged based on the existing rules such as sentence elements, spelling rules, and the choice of words in the sentence. Therefore, it can be concluded that an effective sentence is a unit of language in the written form which is arranged based on the existing rules so that others can understand it easily and accurately. One of the writing activities that can be taught in primary schools using structured language is writing an invitation letter which also plays an important role in conveying information, thoughts and ideas. (Ramadhanti, 2015: 167). This writing activity needs to be taught in primary schools so that students can convey information properly according to the intended target. In addition, the activity of making formal invitation letters can train students to use effective grammar or sentences because formal invitation letters are used for formal purposes, both individuals, agencies, and organizations so that good grammar is needed.

Based on the results of interviews with teachers and fifth graders at SDN Krandegan 04 Elementary School, language skill that the students less master is writing skill. This is indicated by the interview results with homeroom teachers as well as low students' grade with the class average of 60. Up to 19 students or 76% out of the 25 fifth graders have not yet reached the minimum mastery criteria (70) on writing effective sentence. The lack of students' writing skill is due to several factors, including a lack of willingness or interest in writing, difficulty in composing words, and the tendency of students' enthusiasm in learning participation into speaking skill, which causes them to show off their ability to speak in front of the class. Students' interest in writing is considered low; thus, the students are less interested whenever the teacher asks them to write. The solution proposed by the researchers is by developing audiovisual-based learning media. The purpose of this study is to improve the effective sentence writing skills of fifth graders at SDN Krandegan 04 Banjarnegara. The success rate of writing skills is related to the ability level of the teacher, response, and students' acceptance level of knowledge, learning media, as well as techniques used in learning activities or processes. (Ulfa and Qomariyah, 2016: 2). These components are interrelated and require particular concern. Learning media is a tool to help the teaching and learning process and serves to clarify the meaning of the conveyed message, to achieve the goals of education or effective and efficient learning. (Ahmadi, 2017: 73). Each learning media has different abilities, implying that every elementary teacher is expected to be able to select it according to the needs of a learning activity. When the media is used, hopefully, it will not become a barrier to the teaching and learning process, and the media is expected to be a tool that can accelerate and facilitate the achievement of learning objectives. Good learning media must be adapted to the conditions or progress of the times. Moreover, in the current millennial era, elementary school teachers are required to be more creative in developing media for teaching. Therefore, teachers need a formula or method to develop the learning media easily.

## 2 METHOD

The subjects of this study were teachers and fifth graders at SD 04 Banjarnegara. The research variables were audiovisual learning media and effective sentence writing skills. Research and development method was employed to develop products through the process of digestion, production, and evaluation of the product validity. This developmental research was carried

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out through several stages, i.e. potential and problems, data collection, product design, design validation, product revision, small-scale product trials, product revisions, product trials, product revisions, and final products. To produce a product, the research employed needs analysis using a questionnaire. In testing the effectiveness of the product to function significantly, research needed to test the effectiveness of the product using the experimental method. The experimental design used in testing the product in terms of this research was One-Group Pretest-Posttest Design (Sugiyono, 2016: 500). The techniques of data collection employed by the researchers were test and non-test techniques. Tests were given to students to measure their ability to write effective sentences before and after using audiovisual learning media. The test instrument used in this study was performance test used in pretest and posttest validated by experts. Meanwhile, the non-test technique was conducted by observing using observation sheets, questionnaires and documentation. The questionnaire used in this study consisted of a questionnaire of needs, validation by an expert test questionnaire and a questionnaire of responses to the media use. The questionnaire of needs was used as a reference for researchers in developing a media based on the needs of students and teachers. The validation of expert test consisted of media expert and material expert validation questionnaire. Moreover, the questionnaire of response to the media was used to find out the students' and teachers' responses regarding the use of audiovisual learning media. Researchers designed the media based on the results of the questionnaire of needs. The media was designed according to the Core Competence (KI), Basic competence (KD), Indicators, and learning objectives to achieve, and adjusted to the development level of the fifth graders, and ease of use. Product design was realized in the form of a prototype consulted with media experts and material experts as a reference in assessing and creating the product. The techniques of data analysis employed by the researchers consisted of initial data analysis and final data analysis. Initial data analysis was used as a benchmark before students learned material using the developed media. Normality test was used to determine whether the initial data had normal or abnormal distribution using the Lilliefors test (Sudjana, 2005: 266). Meanwhile, the final data analysis consisted of an average increase test, average difference test, and an analysis of student performance results.

### 3 RESULT

#### Design of Audiovisual Learning Media

The learning media was created using the Adobe Flash application. The reason is because the media developed by the researchers is an audiovisual-based interactive media (containing pictures and videos) so that it can be designed using interactive features. Audiovisual learning media developed in this study consists of eight main menus including biodata, preface, theme, basic competence, indicators and objectives, material, videos, quizzes and assignments. Each menu is an interactive menu that will display the content of each menu. In addition, the media is equipped with an interesting background and background so that students are enthusiastic about learning.

#### a. Design of Home Screen of the Audiovisual Learning

#### Media

At the home screen of the media, there is a logo, learning content, class, and media title. Moreover, there is the "open" button to open the menu.

#### b. Design of Main Menu Display

The main menu consists of buttons that links to each menu. The menus consist of biodata, preface, theme, BC, Indicators, objectives, content, video, evaluation, and assignment. In addition, there is an exit button if the users want to close the media.

#### c. Design of Content Menu Display

The content menu consists of the title and summary of the material. There is also next button to display the next material and return to the previous material. In addition, there is the main menu button to return to the main menu and exit button if the users want to close the media.

#### d. Design of Video Menu Display

In video menu display, there is a title and three video menus that will display each video based on the material. In addition, there is a main menu button to return to the main menu.

#### e. Design of Evaluation Menu Display

The evaluation menu includes a title, work instructions, and buttons to start the quiz and evaluation. In addition, there is a main menu button to return to the main menu and exit button if the users want to close the media.

#### f. Design of Evaluation Questions Display

Design of the evaluation questions or quiz display consists of questions and four options. Students are asked to answer the questions by pressing the button on the most correct answer. When students select an option, the display will automatically move to the next question. After students finish working on the questions, another display will appear presenting the scores obtained from the results of working on the evaluation questions or quizzes.

#### g. Design of Evaluation Results Display

In the display of student evaluation results, there are title, scores, correct scores, wrong scores, and repeat button if students want to redo the evaluation questions or quizzes. In addition, there is a main menu button to return to the main menu and exit button if the users want to close the media.

#### Expert Validation

Evaluation of the appropriateness of audiovisual learning media was conducted by media experts, material experts, as well as students' and teachers' responses. The evaluation from media experts obtained a positive value with a score of 68 and the percentage of 97.14% in category A which was very appropriate, and the evaluation by the material experts obtained a positive value with a score of 46 and the percentage of 92% in category A which was very appropriate. The recapitulation results of the validity evaluation of media experts indicated a positive response in a very appropriate criteria. In the media evaluation, the aspects included the design of the media, the ease of the media use, the size of the media, the form of the media, the media font, the layout of the material on the media and the appropriateness of the pictures. The evaluation by the material expert also obtained a positive

response with a very appropriate criteria. Criteria in evaluating material are the relevance, accuracy, completeness of material and language appropriateness of the material for students.

### Learning Outcomes

The treatment for the experimental class was the implementation of the product to the fifth graders at SDN Kradegan 04 Banjarnegara. Before using the media, the students work on pretest questions first, and the teacher explained the material without using media. The current study conducted learning to write effective sentences in invitation letters using audiovisual learning media on laptops. The researchers grouped students, each of which consisted of 6 students. Each group was provided with a laptop with audiovisual learning media. From the results of students' learning, the development of learning media to write effective sentences in the invitation letter in grade 5 was considered good. The results of student learning on the media in small-scale trials gained 53 with a percentage of 81%. This showed that the small-scale test of audiovisual media obtained a very good category. Furthermore, the results of student learning on the media in large-scale trials were categorized excellent obtaining 59 and the percentage of 91%. This showed that in the large-scale test, audiovisual media obtained an excellent category.

**Table 1. Students' Learning Results**

Response	Percentage	Criteria
Students	91 %	Excellent
Teacher	100 %	Well

## 4 DISCUSSION

The trial stage of audiovisual-based learning media was conducted through 2 stages, i.e. small-scale trials and large-scale trials. In this stage, the audiovisual-based media have been improved based on the validation. The pretest and posttest results indicated an increase in the average value of 15.5 from the average value of the pretest of 62.5 in the posttest to 78. In addition, the pretest and posttest results revealed an increase in the average value of 16 from the average value pretest of 65 to 81 in the posttest. Changes that occur in students, both the cognitive, affective, and psychomotor aspects. (Susanto, 2013: 5). This study conducted a pretest and posttest to determine the effectiveness of the audiovisual learning media for writing effective sentences. It can be seen from the students' learning results in the psychomotor aspect experiencing n-gain of 0.460829 with mediocre criteria. Based on the elaboration, it is concluded that the use of audiovisual learning media to write effective sentences in invitation letter is effective, this is indicated by an increase in the Gain test with the "mediocre" and "significant" criteria.

## 5 CONCLUSION

Based on the questionnaire of needs to the fifth grade teachers and 31 fifth graders of SDN Kradegan 04 Banjarnegara, the teacher agree with the new media for the learning process of Bahasa Indonesian learning. It can be concluded that the audiovisual media is needed in the learning process of grade 5 at SDN Kradegan 04 Banjarnegara. Based on the evaluation by material experts and media experts, the audiovisual media to write effective sentences for grade 5 meet the criteria for use in classroom learning. From the

results of students' learning in the pretest and posttest using the audiovisual-based learning media has increased. Therefore, audiovisual-based learning media is appropriate and effective for improving effective sentence writing skills of the fifth graders at SDN Kradegan 04 Banjarnegara. The suggestions of this study are teachers and schools can develop more innovative learning media to improve the quality of classroom learning.

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