APPLICATION OF A GENRE-BASED APPROACH WITH AUDIO VISUAL AID TO IMPROVE THE WRITING ABILITY OF CLASS 11 STUDENTS OF SERDANG BEDAGAI MADRASAH ALIYAH

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Abstract

The purpose of this study was to determine the effectiveness of applying GBA with Audio Visual Media in Teaching Listening to improve writing skills in grade 11 students at MANSB. The research subjects were all students of class XI MANSB. The procedure for this research includes: Preparing the GBA learning model; Determination of the treatment class/group, namely the control group and the experimental group, conducting pre-tests, conducting teaching and learning activities (KBM) in the experimental class and control class with the GBA learning model, Conducting Post-tests, and Analysing data. The learning outcomes in the experimental class (Pre-Test) were 36 students, 60.00.and in the control class (Pre-Test) of 35 students, most students (13 students or 37%) got scores in the range50.01 - 60.00. The learning outcomes in the experimental class (Post-Test) were 36 students, the majority (8 students or 22%) got the core in the82.51 - 88.33.and in the control class (Post-Test) of 35 students, most of the students (12 students or 34%) got scores in the62.51 - 70.00.

***Keywords**: Audio visual, writing skills*

INTRODUCTION

English is a language that is often used by many people around the world. Therefore, it is considered as one of the international languages. As an international language, this language is used for various purposes in community activities. Used both in formal and informal education both as a second language and a foreign language (Risdayanti, 2020) states that English is one of the international languages throughout the world which is an essential aspect of human life. It is used as a means of communication in various fields such as science, technology and information.

The teacher is the first factor that contributes to students' writing performance. Their techniques in providing learning materials and steps in delivering lessons are issues that affect teaching and learning to write. First, LKS (Student Work Sheets) and student books are used by the teacher as the main reference. As a result, most writing activities are based solely on these sources. They rarely combine activities with other interesting activities, such as using audio-visual aids to stimulate students' ideas and others. Then, based on the information obtained in the observations, their teaching steps in presenting the material do not reflect the recommended teaching order in language teaching and learning process where the teacher should ideally give students input text as a model before going further about a certain item of a certain type of text. However, in this school the teacher does not provide text input as a model. They directly asked them to analyze the specific features, communicative purposes and tenses of the text. After that, students were asked to rewrite the stories they had learned using their own language. This way of presentation has not been able to accommodate them to learn language and write effectively. They directly asked them to analyze the specific features, communicative purposes and tenses of the text. After that, Students are asked to rewrite the stories they have learned using their own language. This way of presentation has not been able to accommodate them to learn language and write effectively. They directly asked them to analyze the specific features, communicative purposes and tenses of the text. After that, students were asked to rewrite the stories they had learned using their own language. This way of presentation has not been able to accommodate them to learn language and write effectively. Students are asked to rewrite the stories they have learned using their own language. This way of presentation has not been able to accommodate them to learn language and write effectively. Students are asked to rewrite the stories they have learned using their own language. This way of presentation has not been able to accommodate them to learn language and write effectively.

According in Syatriana (2018), writing is a language skill. Used to communicate indirectly, not face to face with other people, but through written media. This does not

require choosing an exact topic, but it does for the most part determine who should be reading it, and especially for the article and its purpose. Through writing we can convey the contents of thoughts and feelings, both imaginary and real conditions. In this case, we can write something based on our experience; funny, weird, thrilling, embarrassing or painful experience.

Isriana in Dahnianti, (2018), says that writing is a way to convey an idea or message in the form of writing on a piece of paper or other fields.

Khairima quoted in Harmer (2020) divides the writing process into four main elements, namely planning, drafting, editing (reflecting and revising) and the final version.

Audio-visual aids are teaching tools that are used in the classroom to enhance student learning and make it more fun and interesting for students. There are several types of teaching and learning aids that can be used to help students learn. Considering that the aim of teaching English stated in the School-Based Curriculum is that students must be able to communicate both in written and spoken language, the researcher believes that students must master the four English skills. In connection with this statement, writing is one of the basic skills that must be mastered by students. Writing is usually considered a complex activity because there are many elements contained in it, such as grammar, sentence structure, vocabulary, and types of text that must also be understood by students.

Based on the description above, researchers will conduct experimental and control research, with the aim of knowing the effectiveness of applying GBA with Audio Visual Media in Teaching Listening to improve writing skills in grade 11 students at MANSB.

RESEARCH METHODOLOGY

This study uses experimental research methods because it requires therapy. The treatment is carried out on the independent variable, and the results are observed on the dependent variable. In this study the treatment to be used as an intervention was audio visual aid (video) as the main tool in teaching English to grade 11 students. The population in this study were all students of class XI MANSB.

The instruments used in this study are:

- Writing Skills Test

The analytical scoring rubric is as follows:

Table 1 Analytic scoring rubric adapted from Weigle

Writing Component	Score	Indicator
Fill	4	- Relevant to the topic and easy to understand
	3	- somewhat relevant to the topic and easy to understand
	2	- relevant to the topic but not easy enough to understand
	1	- quite relevant to the topic but not easy enough to understand
Organization	4	- Most sentences relate to the main idea.
	3	- Some sentences relate to the main idea.
	2	- a few sentences related to the main idea.
	1	- the sentences are not related to each other
Vocabulary & Mechanics	4	- some mistakes in word choice, spelling and punctuation
	3	- some mistakes in word choice, spelling and punctuation
	2	- occasional mistakes in word choice, spelling and punctuation
	1	- errors often occur in word selection, spelling, and punctuation
Grammar	4	- some grammatical inaccuracies
	3	- some grammatical inaccuracies
	2	- lots of grammatical inaccuracies
	1	- frequent grammatical inaccuracies

Each aspect has become the basic criteria for assessment, the following criteria include:

Table 2. Content Aspect

Score	Information	Explanation
4	Very good	Main ideas are stated clearly and accurately, changes of opinion are very clear
3	Good	The main ideas are stated quite clearly and accurately, the change of opinion is relatively clear
2	Average	Main ideas are somewhat unclear and inaccurate, change of opinion is rather weak
1	Poor	Main ideas are not clear or accurate, opinions are weak

Table 3. Organizational Aspects

Score	Information	Explanation
4	Very good	Well organized and very coherent
3	Good	Fairies are well organized and generally coherent
2	Average	Loosely organized but clear main idea, logical sequence but incomplete
1	Poor	Ideas are disconnected, have no logical order

Table 4. Aspects of Vocabulary

Score	Information	Explanation
4	Very good	Very effective word choice and use of worm idioms and forms
3	Good	Affective word choice and use of idioms and tenses
2	Average	Adequate choice of words but some misuse of vocabulary, idioms and forms
1	Poor	Limited range, confusing use of words, idioms and tenses

Table 5. Grammatical Aspects

Score	Information	Explanation
4	Very good	No errors, complete control of complex structures
3	Good	Almost no error, good structure control
2	Average	Some glitches, fairy structure control
1	Poor	Lots of mistakes, poor structure control

Table 6. Mechanics Aspect

Score	Information	Explanation
4	Very good	Mastery of spelling and punctuation
3	Good	Slight spelling and punctuation errors
2	Average	Lots of spelling and punctuation errors
1	Poor	Frequent spelling and punctuation errors

For student achievement, the researcher calculated the percentage of each level used in the following formula:

$$P = \frac{L}{N} X\ 100\%$$

P = Skill Percentage

L = Sum of each letter grade

N = Number of students

Table 7. Criteria for Student Writing Skills

Skill percentage	Score	Achievement level
85% - 100%	A = Excellent	Extraordinary
70% - 84%	B = Good	Above average
55% - 69%	C = Fair	Satisfying
50% - 54%	D = Poor	Below average
Below 49%	E = Very Bad	Inadequate

The procedure for implementing a performance research study is as follows:

1. Setting up the GBA learning model;
   Determine the treatment class/group, namely the control group and the experimental group
2. Do a pre test
   This pre-test was conducted to determine the initial ability of students before carrying out treatment
   Implementation of teaching and learning activities (KBM) in the experimental class and control class using the GBA learning model
3. Do Post-test

The post test was carried out to determine the ability of students after the test was carried out.

4. Analyze data

After data has been collected from respondents and/or other data sources, data analysis is carried out. Activities in data analysis can be in the form of grouping data based on variables and types of respondents, tabulating data based on variables from all respondents, presenting data for each variable studied.

In this study, the Product Moment Correlation technique was used and also used a series statistical computer assistance program (SPSS version 13.0 for Windows).

$$r_{xy} = \frac{N\sum XY - (\sum X)(\sum Y)}{\sqrt{\left\{N\sum X^2 - (\sum X)^2\right\}\left\{N\sum Y^2 - (\sum Y^2)\right\}}}$$

Information:

r_{xy} =correlation coefficient between X and Y variables

N = number of subjects/respondents

X = Item score

you = Number of question scores

X = Number of question scores

Y = total question score

Criteria:

The instrument is said to be valid, if the table rr

The instrument is invalid, if rcount < r table

with a significance level of 5%.

The criteria for testing an item are said to be valid if:

The correlation coefficient r_{xy} is equal to or > from r table at a significant level of 5%, if $r_{xy} < r$ table then the item is not.

To find out, a test was carried out using the KR 20 formula and the help of a series of computer statistics programs (SPSS Version 13.0 for windows):

$$r_{11} = \left[\frac{n}{n-1}\right]\left[\frac{S^2 - \sum pq}{S^2}\right]$$

Information:

r_{11} = overall test reliability

P = the proportion of subjects who answered the itemCorrect

Q = the proportion of subjects who answered the itemcorrectly (q = 1 p)

pq = number of multiplications

between p and q

N = deviation of the number of items

S =standard deviation of the test

(the standard deviation is the root of difference)

The Kolmogorov-Smirnov formula is used to test for normality. The Kolmogorov-Smirnov formula illustrated by Sugiyono (2010) is as follows:

$$KD : 1{,}36\sqrt{\frac{n_1 + n_2}{n_1 n_2}}$$

Information:

KD = The K-Smirnov price you are looking for

N1 = number of samples obtained

N2 = expected number of samples

Whether or not the distribution of research data is normal can be seen from its significance value. If the significance value is greater than 0.01 at (P> 0.01), then the data is normally distributed. If the significance value is less than 0.01 at (P <0.01), then the data is not normally distributed. Calculations obtained through the help of a computer with the SPSS 13.00 program.

Therefore, it is necessary to test the homogeneity of variance first with the F test.

$$\mathrm{F} = \frac{largest\ variant}{\text{smallest variant}}$$

The criterion used to draw conclusions is that if F-table is greater than F-count then the variance is homogeneous. However, if F-count is greater than F-table then the variance is not homogeneous.

The t-test formulation is as follows:

$$\mathrm{t} = \frac{\overline{X_1} - \overline{X_2}}{\sqrt{\left(\frac{SD_1^2}{N_{1-1}}\right) + \left(\frac{SD_2^2}{N_{2-1}}\right)}}$$

Information:

$X1$ = mean on sample distribution 1

$X2$ = mean on sample distribution 2

$N1$ = Number of individuals in sample 1

$N2$ = Number of individuals in sample 2

SD^2_1 = The value of the variance in the distribution of sample 1

SD^2_2 = Value of variance in the distribution of sample 2

FINDINGS

To provide a clearer picture, the research data is grouped according to the experimental group and the control group.

1. Experimental Class Writing Skills

Before conducting the research and applying the treatment, the researcher wanted to know the students' initial writing ability by conducting a pre-test.

To make it easier to process the data as a whole, the researchers grouped the results into several categories which are summarized in the table below.

Table 8. Distribution Table of Experimental Classes - Pre-test

Not	Class Intervals	Frequency	%
1	45.00 - 52.50	3	8%
2	52.51 - 60.00	11	31%
3	60.01 - 67.50	4	11%
4	67.51 - 75.00	9	25%
5	75.01 - 82.50	3	8%
6	82.51 - 90.00	6	17%
Total		36	100%

Researchers sort the data from the highest score to the lowest score and group it into several categories, each of which has the same score interval. Based on the table above, it can be seen that there are six interval classes. The number of students in the experimental class was 36 students, most of them (11 students or 31%) got core scores in the range of 52.51-60.00. Followed by students who got scores in the range of 67.51 – 75.00 as many as 9 students or 25%, followed by students who got good grades which were in the range of 82.51 – 90.00 as many as 6 students or 17%. The number of students who scored 60.01 - 67.50 was 4 students or 11% and in the range 45.00 - 52.50 and from 75.01 - 82.50 there were 3 students or 8%.

From the table above, the pre-test frequency distribution can be seen in the image below:

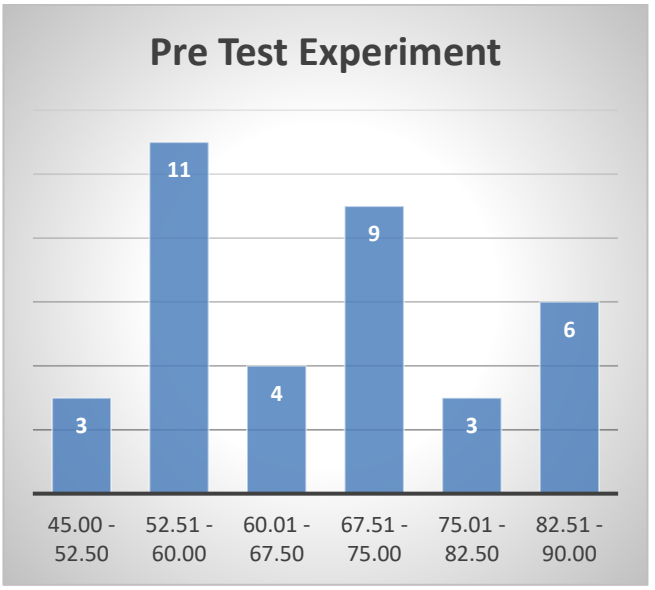

Figure 1. Experiment Class Pre-test Results

After conducting the pre-test, the researcher began using the treatment by applying a genre-based approach using audio visual aids during several meetings. At the last meeting, at the end of the learning process, the researcher gave the students a post-test to measure their final writing ability.

To make it easier to process the data as a whole, the researchers grouped the results into several categories which are summarized in the table below.

Table 9. Table of Experimental Class Distribution - Post-test

Not	Class Intervals	Frequency	%
1	65.00 - 70.83	6	17%
2	70.84 - 76.67	6	17%
3	76.77 - 82.50	6	17%
4	82.51 - 88.33	8	22%
5	88.34 - 94.17	4	11%
6	94.18 - 100.00	6	17%
Total		36	100%

Researchers sort the data from the highest score to the lowest score and group it into several categories, each of which has the same score interval. Based on the table above, it can be seen that there are six interval classes. The number of students in the experimental class was 36 students, most of the students (8 students or 22%) got the core in the range82.51 - 88.33. Followed by four other score ranges that have the same frequency (6 students or 17%) consisting of the ranges 65.00 - 70.83, 70.84 - 76.67, 76.77 - 82.50, and 94.18 - 100.00. Then the last one is a student who gets a score of 88.34 - 94.17, namely 4

students or 11%.

From the table above, the post-test frequency distribution can be seen in the image below:

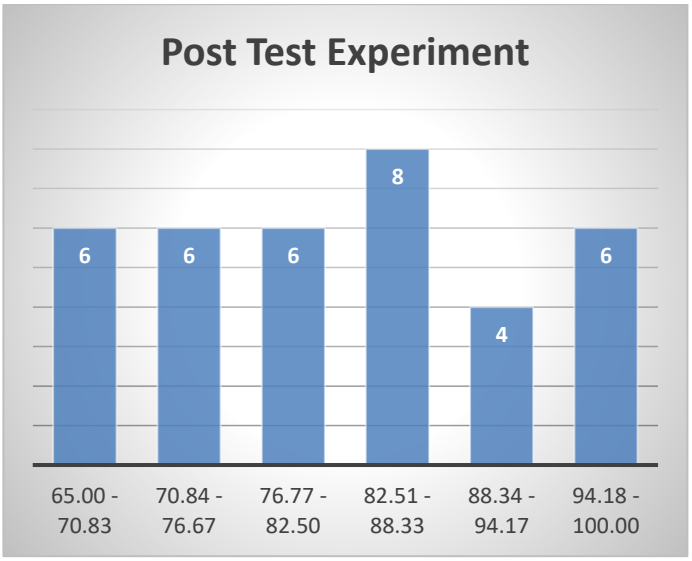

Figure 2. Post-Test Results of Experimental Class

2. Control Class Writing Skills

Before conducting research and applying conventional methods to the control class, the researcher wanted to find out students' initial writing abilities by conducting a pre-test.

To make it easier to process the data as a whole, the researchers grouped the results into several categories which are summarized in the table below.

Table 10. Table of Control Class Distribution - Pre-test

No	Class Intervals	Frequency	%
1	40.00 - 50.00	4	11%
2	50.01 - 60.00	13	37%
3	60.01 - 70.00	6	17%
4	70.01 - 80.00	5	14%
5	80.01 - 90.00	5	14%
6	90.01 - 100.00	2	6%
Total		35	100%

Researchers sort the data from the highest score to the lowest score and group it into several categories, each of which has the same score interval. Based on the table above, it can be seen that there are six interval classes. The number of students in the control class was 35 students, most of the students (13 students or 37%) got grades within the

range50.01 - 60.00. Followed by students who scored in the range of 60.01 – 70.00 as many as 6 students or 17%, followed by students who obtained good grades, namely in the range 80.01 – 90.00 and 70.01 – 80.00 as many as 5 students or 14 %. Students who scored 40.00 - 50.00 were 4 students or 11% and in the range of 90.01 - 100.00 there were 2 students or 6%.

From the table above, the pre-test frequency distribution can be seen in the image below:

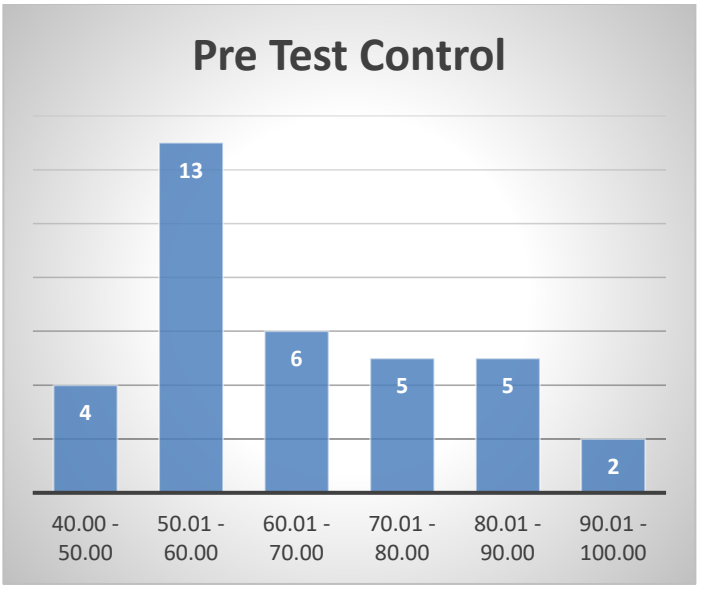

Figure 3. Control Class Pre-test Results

After conducting the pre-test, the researcher started using conventional methods for several meetings. At the last meeting, at the end of the teaching process, he gave them a post-test to measure their final writing ability.

To make it easier to process the data as a whole, the researchers grouped the results into several categories which are summarized in the table below.

Table 11. Table of Control Class Distribution - Post-test

Not	Class Intervals	Frequency	%
1	55.00 - 62.50	4	11%
2	62.51 - 70.00	12	34%
3	70.01 - 77.50	7	20%
4	77.51 - 85.00	6	17%
5	85.01 - 92.50	3	9%
6	92.51 - 100.00	3	9%
Total		35	100%

Researchers sort the data from the highest score to the lowest score and group it into several categories, each of which has the same score interval. Based on the table above, it can be seen that there are six interval classes. The number of students in the control class was 35 students, most of the students (12 students or 34%) got grades within the range62.51 - 70.00. Followed by students who scored in the range of 70.01 – 77.50 as many as 7 students or 20%. Then followed by students who got a score of 77.51 – 85.00 as many as 6 students or 17%. Then there were 4 students or 11% who obtained scores of 55.00 - 62.50 and finally students who obtained scores ranging from 85.01 - 92.50 and 92.51 - 100.00 as many as 3 students 9%.

From the table above, the post-test frequency distribution can be seen in the image below:

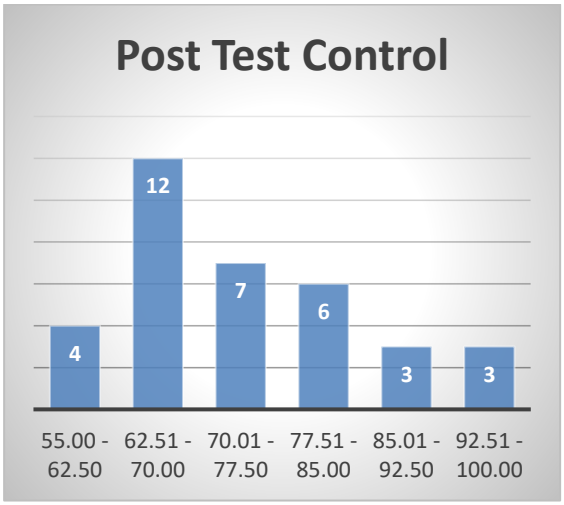

Figure 4 Experiment Class Post-test Results

1. Classic assumption test

Before conducting an analysis of the data findings, research instruments need to be tested for normality and homogeneity first. The results of the analysis prerequisite test are as follows.

a. Normality test

The normality test is carried out to test whether all variables are normally distributed or not. The normality test uses the Kolmogorov-Smirnov formula in calculations using the SPSS 22.00 program. To find out whether it is normal or not, if sig > 0.05 it is said to be normal and if sig < 0.05 it can be said to be abnormal. The calculation results obtained are as follows:

Table 12. Normality Test Results

	Group	Signature.	Alpha	Information
Pre-Test	Test	0.084	0.05	**Normal**
	Control	0.197	0.05	**Normal**
Post-Test	Test	0.200	0.05	**Normal**
	Control	0.054	0.05	**Normal**

Source: Data processed by researchers (2022)

Based on the table above, it can be seen that the pre-test and post-test data on learning outcomes for both the experimental class and the control class have a sig value > 0.05, so it can be concluded that the data group is normally distributed.

Homogeneity Test

Once the level of normality of the data is known, then a homogeneity test is carried out. This is used to determine the degree of similarity of variance between the two groups, namely the experimental group and the control group. To accept or reject the hypothesis by comparing the sig price on the Levene statistic with 0.05 (sig > 0.05). The homogeneity test results can be seen in the following table.

Table 13. Homogeneity Test

	Signature.	Alpha	Information
Pre-Test	0.088	0.05	**Homogeneous**
Post-Test	0.379	0.05	**Homogeneous**

The results of the homogeneity test showed that the probability value of the Levene Statistical Pre-Test variable was 0.088 while the probability value of the Levene Statistical Post-test variable was 0.379. The Levene Statistics probability value in the homogeneity test shows that all research variables have a probability value greater than 5% degree alpha (sig > 0.05) so that it can be concluded that all research variables have homogeneous data variants.

Hypothesis testing

Paired Sample T-Test

Hypothesis testing is done after carrying out the normality test and homogeneity test. If the assumption test for normality of distribution and homogeneity of variance has been

fulfilled. This indicates that the parametric requirements have been met. Next, a test was carried out for differences in the results of writing skills in the pre-test and post-test in each class group. Tests were carried out by researchers with the help of IBM SPSS 22.0 Statistics for Windows, decisions were made by researchers by comparing t values with t-table:

Test

Table 14. Experiment Class Paired Sample T -Test Results

		Means	**std. Deviation**	**Sig**
Test	Post-test	82.36	9,218	0.000
	Pre-test	68.06	12028	

Source: Data processed by researchers (2022)

Table 4.11 shows that there is a significant difference between the results before and after being given treatment. Conditions before treatment were indicated by the results of the pre-test and conditions after treatment were indicated by the results of the post-test. The average value showed a fairly high difference, before treatment, during the pre-test students' writing skills were 68.06 and after being given treatment, as indicated by the results of the post-test, students' writing skills increased and reached 82.36. In addition, the significance value was also lower than the p-value of 0.05 which indicated that there were differences in students' writing skills before and after the genre-based approach was applied using audio-visual aids.

Control

Table 15. T-Test Results of Paired Samples Control Class

		Means	**std. Deviation**	**Sig**
Control	Post-test	74,71	11,242	0.000
	Pre-test	65,71	16,231	

Source: Data processed by researchers (2022)

Table 4.12 shows that there is a significant difference between the results before and after being given the method. Conditions before teaching are indicated by the results of

the pre-test and conditions after teaching are indicated by the results of the post-test. The average value shows that the difference is quite low, before the teaching process, on the pre-test, the students' writing skills are65,71and after the learning process, as indicated by the results of the post-test, students' writing skills increased and achieved74,71.

Independent Sample T Test

After paired sample t-test, independent sample t-test, was performed to compareresultsbetween the two classes, the results of the independent sample t-test are shown in the table below:

Table 16. Independent Sample T -Test Results

		Means	**std. Deviation**	**Sig**
Writing skills	Test	82.36	9,218	0.003
	Control	74,71	11,242	

Source: Data processed by researchers (2022)

The results of the two groups' different test using the Independent Sample t-test method showed that the average value of the experimental group's writing skills was 82.36. In contrast, the control group has an average value of 74.71. The average score of the two groups shows that the experimental group has an average score of writing skills which tends to be better than the control group. The statistical test results show that the significance value obtained on the Independent Sample T-Test is 0.003, or the significance value is smaller than the alpha degree of 5% (0.003 <0.05). Thus, it can be said that there is a significant difference in the average value of writing skills between the experimental group and the control group. In other words, writing skills are complex and sometimes difficult to teach. Requires mastery of not only grammatical and rhetorical devices but also conceptual and judgmental elements. As students, they are increasingly expected to express what they know about various subjects through writing. If a student fails to develop certain basic skills, he or she will not be able to write with the speed and fluency needed to excel as these demands increase. Indeed, for a student struggling with writing problems, the writing process itself interferes with learning.

GBA is one that is often used by language teachers. According to Elashri (2013), the genre method aims to equip students with an explicit understanding of language. The genre approach technique is based on the work of the Russian psychologist Vygotsky and the American educational psychologist Bruner. Every learner, according to Vygotsky, has two levels of development: the level of independent performance and the level of prospective

performance. The "zone of proximal development" (ZPD) is the space between these two stages.

Audio-visual aids are teaching tools that are used in the classroom to enhance student learning and make it more fun and interesting for students. There are several types of teaching and learning aids that can be used to help students learn. According to Neeraja (2013), an educational tool that can convey information both visually and audio. Audio-visual aids are a powerful tool for bringing the past to life and giving it a sense of authenticity. To help students better understand historical events, audiovisual tools can be used to provide them with a more authentic experience. Visual and aural cues entice the brain to pay attention. The term "audio visual aids" refers to any technology that enhances a person's experience beyond what they would gain from reading alone. Incorporating audiovisual tools into lesson plans helps make the information being taught more concrete and interesting to students. Audio visual aids are multimodal products that excite and inspire the person. It enhances the dynamic learning experience by making it clearer, realistic and understandable. It improves one's ability to think critically and logically. Simply put, audio visual aids are tools that require the visual and auditory senses of the learner to be involved simultaneously. Audio visual aids are multimodal products that excite and inspire the person. It enhances the dynamic learning experience by making it clearer, realistic and understandable. It improves one's ability to think critically and logically. Simply put, audio visual aids are tools that require the visual and auditory senses of the learner to be involved simultaneously. Audio visual aids are multimodal products that excite and inspire the person. It enhances the dynamic learning experience by making it clearer, realistic and understandable. It improves one's ability to think critically and logically. Simply put, audio visual aids are tools that require the visual and auditory senses of the learner to be involved simultaneously.

Based on statistical analysis, it was obtained that the average value of the experimental group's writing skills was 82.36. In contrast, the control group has an average value of 74.71. The average score of the two groups shows that the experimental group has an average score of writing skills which tends to be better than the control group. The statistical test results show that the significance value obtained on the Independent Sample T-Test is 0.003, or the significance value is smaller than the alpha degree of 5% (0.003 <0.05). Thus, it can be said that there is a significant difference in the average value of writing skills between the experimental group and the control group. In other words,

The results of this study are supported by the Genre Based Approach (PGBA) Using Cartoon Films (CARMOV) can improve students' writing skills. In addition, the average value of each aspect of writing; content, organization, grammar, vocabulary, and

mechanics were also improved. Furthermore, students' attitudes towards writing activities have increased. They are more confident in writing and feel that the use of cartoons really helps them in writing narrative texts.

CONCLUSIONS AND SUGGESTIONS

Based on statistical analysis it is known that the average value of the experimental group's writing skills is 82.36. In contrast, the control group has an average value of 74.71. The average score of the two groups shows that the experimental group has an average score of writing skills which tends to be better than the control group. The statistical test results show that the significance value obtained on the Independent Sample T-Test is 0.003, or the significance value is smaller than the alpha degree of 5% (0.003 <0.05). Thus, it can be said that there is a significant difference in the average value of writing skills between the experimental group and the control group.

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