

## **APPLYING A GENRE BASED-APPROACH WITH AUDIO VISUAL AID FOR IMPROVING WRITING SKILL IN GRADE 11 STUDENTS OF MADRASAH ALIYAH NEGERI SERDANG BEDAGAI**

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**Abstract : APPLYING A GENRE BASED-APPROACH WITH AUDIO VISUAL AID FOR IMPROVING WRITING SKILL IN GRADE 11 STUDENTS OF MADRASAH ALIYAH NEGERI SERDANG BEDAGAI.** The purpose of this study is To find out the effectiveness in applying a GBA with Audio Visual Media in Teaching Listening for improving writing skill in Grade 11 students in MANSB. The Subject of study was all of the 11<sup>th</sup> grade students of MANSB. This research procedure include is: Preparing a GBA learning model; Determining the class/treatment group, namely the control group and experimental group, Doing pre test, Conducting teaching and learning activities (KBM) in the experimental class and control class using GBA learning model, Doing Post-test, and Analyzing the data. The Result of study in the experiment class (Pre-Test) is 36 students, the majority of the them (11 students or 31%) get the core in the range of 52.51-60.00. and in the control class (Pre-Test) is 35 students, the majority of the students (13 students or 37%) get the score in the range of 50.01 - 60.00. The Result of study in the experiment class (Post-Test) is 36 students, the majority of the them (8 students or 22%) get the core in the range of 82.51 - 88.33. and in the control class (Post-Test) is 35 students, the majority of the students (12 students or 34%) get the score in the range of 62.51 - 70.00.

**Keyword :** Writing Skill, Audio Visual

**Abstrak : PENERAPAN PENDEKATAN BERBASIS GENRE DENGAN AUDIO VISUAL AID UNTUK MENINGKATKAN KEMAMPUAN MENULIS PADA SISWA KELAS 11 MADRASAH ALIYAH NEGERI SERDANG BEDAGAI.** Tujuan dari penelitian ini adalah Untuk mengetahui efektivitas penerapan GBA dengan Media Audio Visual dalam Pengajaran Mendengarkan untuk meningkatkan keterampilan menulis pada siswa kelas 11 di MANSB. Subjek penelitian adalah seluruh siswa kelas XI MANSB. Prosedur penelitian ini meliputi: Menyiapkan model pembelajaran GBA; Menentukan kelas/kelompok perlakuan yaitu kelompok kontrol dan kelompok eksperimen, Melakukan pre test, Melakukan kegiatan belajar mengajar (KBM) pada kelas eksperimen dan kelas kontrol dengan model pembelajaran GBA, Melakukan Post-test, dan Menganalisis data. Hasil belajar pada kelas eksperimen (Pre-Test) sebanyak 36 siswa, sebagian besar (11 siswa atau 31%) mendapatkan nilai inti pada kisaran 52,51-60,00. dan pada kelas kontrol (Pre-Test) sebanyak 35 siswa, sebagian besar siswa (13 siswa atau 37%) mendapatkan nilai pada kisaran 50,01 – 60,00. Hasil belajar pada kelas eksperimen (Post-Test) sebanyak 36 siswa, sebagian besar (8 siswa atau 22%) mendapatkan nilai inti pada kisaran 82,51 - 88,33. dan pada kelas kontrol (Post-Test) sebanyak 35 siswa, sebagian besar siswa (12 siswa atau 34%) mendapatkan nilai pada kisaran 62,51 – 70,00.

**Kata Kunci :** Keterampilan Menulis, Audio Visual

## INTRODUCTION

English is one of the languages frequently used by many people throughout the world. Therefore, it is considered as one of the international languages. As an international language, it is used for many purposes in people activities. It is used in both formal and informal education either as second or foreign language (Risdayanti, 2020) states that English is one of the international languages throughout the world that constitutes essential aspects in human life. It is used as a means of communication in many fields such as science, technology and information.

The Teachers are the first factor contributing to the students' writing performance. Their techniques in providing learning materials and steps in delivering the lesson were the problems affecting the teaching and learning of writing. Firstly, LKS (Students' Worksheet) and student's course book were used by the teacher as the main references. As the result, most activities of writing were based only on those sources. They rarely combines the activities with other interesting activities, such as using audio visual as teaching aid to stimulate the students' ideas and etc. Then, based on the information gained in the observation, their teaching steps in presenting the material did not reflect the teaching sequence recommended in the language teaching and learning process in which teachers ideally have to give students input texts as models before discussing more on the specific items of a particular text type. However, in this school, the teacher did not give them the input text as the model. They directly asked them to analyze the specific features, the communicative purpose and the tenses of the text. After that, the students were asked to rewrite the story they have learned by using their own language. This way of presentation cannot yet accommodate them to learn the language and write effectively.

According Syatriana (2018), writing is a language skill. It is used to communicate indirectly, not face to face with another

person, but through the writing media. It does not require appropriate selecting topic, but mostly to be determined who is supposed to read it, and particularly for the article and its objectives. Through writing we can convey the contents of thoughts and feelings, both imaginary and real condition. In this case, we can write something based on our experience; funny, weird, thrilling, embarrassing or the experience of painful.

Brown in Saifuddin (2016), states that writing is a way of life. It is also the development of ideas, argument, logic cause and effect. Without some abilities to express yourself in writing, you cannot pass the course. Writing is also a developmental process, to avoid imposing your views, offering models, or suggesting responses to topics beforehand. Isriana in Dahnianti, (2018), says that writing is one of the ways to convey an idea or message which is in the form of writing on a piece of paper or the other area.

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

According to National Education Standards Agency (2017) learning writing skills in junior high schools have learning objectives. It focuses on reaching a functional level. It has the purpose, that is: students can communicate appropriately both in oral and written form and be able to develop competence in language fields such as using grammar and vocabulary correctly. Moreover, students can make the text correctly such as essay form with many genres, namely: recount, narrative, descriptive and so on.

According to Elashri (2013), the genre method aims to provide students with explicit language understanding. The genre approach's technique is based on the work of Russian psychologist, Vygotsky and American educational psychologist, Bruner. Each learner, according to Vygotsky, has two degrees of development: an independent

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

An audio-visual aid is a teaching tool used in a classroom to enhance student learning and to make it more fun and engaging for the students. There are several types of teaching and learning aids that may be used to help students learn. According to Neeraja (2013), an educational tool may convey information both visually and audibly. Audio-visual aids are a powerful tool for bringing the past to life and giving it a sense of authenticity.

Considering the aims of teaching English stated in the School Based Curriculum that the students should be able to communicate both in written or oral language, the researcher is convinced that the students should master the four English skills. In regard with this statement, writing is one of the basic skills that should be mastered by the students. Writing is usually considered as a complex activity because there are many elements included in it, such as grammar, sentence structure, vocabularies and the type of texts that should also be understood by the students.

Based on the description above, the researcher will conduct experimental and control research, with the aim To find out the effectiveness in applying a GBA with Audio Visual Media in Teaching Listening for improving writing skill in Grade 11 students in MANSB.

### Method

The research used experimental research method because it necessitated therapy. The treatment was conducted on the independent variables, and the outcomes were observed on the dependent variable. Meanwhile, Sugiyono (2010) claims that Experimental research is a research method that used to determine the impact of various therapies on others under strict supervision in research in

which the design was utilized. This is a control group design with a pre-test and post-test period. In this research, the treatment that will be used as intervention is audio visual aid (video) as the main aid in teaching English to the 11<sup>th</sup> grade students. The population in this study was all of the 11<sup>th</sup> grade students of MANSB.

The instrument used in this study is:

#### 1. Writing Skill Test

The analytical scoring rubric is as follows:

**Table 3.2**  
**Analytical scoring rubric adapted from Weigle**

Component of Writing	Scores	Indicators
Content	4	Relevant to the topic and easy to understand
	3	rather relevant to the topic and easy to understand
	2	relevant to the topic but is not quite easy to understand
	1	quite relevant to the topic but is not quite easy to understand
Organization	4	most of the sentences are related to the main idea.
	3	some sentences are
	2	sentences are

	1	related to the main idea. few sentences related to the main idea. the sentences are unrelated to each other
Vocabulary & Mechanic	4	a few errors in choice of words,
	3	spelling and punctuation
	2	some errors in choice of words,
	1	spelling and punctuation occasional errors in choice of words, spelling and punctuation frequent errors in choice of words, spelling and punctuation
Grammar	4	a few
	3	grammatical
	2	inaccuracies
	1	some grammatical inaccuracies numerous grammatical inaccuracies frequent grammatical inaccuracies

Every aspect has been the basic criteria of scoring, the following criteria include:

**Table 3.3**  
**Aspect of Content**

Score	Information	Explanation
4	Excellent	Main ideas stated clearly and accurately, change of opinion very clear
3	Good	Main ideas stated fairly clearly and accurately, change of opinion relatively clear
2	Average	Main ideas somewhat unclear and inaccurate, change opinion somewhat weak
1	Poor	Main ideas not clear or accurate, change of opinion weak

**Table 3.4**  
**Aspect of Organization**

Score	Information	Explanation
4	Excellent	Well organized and perfectly coherent
3	Good	Fairly well organized and

		generally coherent
2	Average	Loosely organized but main ideas clear, logical but incomplete sequencing
1	Poor	Ideas disconnected, lacks logical sequencing

**Table 3.5**  
**Aspect of Vocabulary**

Score	Information	Explanation
4	Excellent	Very effective choice of words and use of idiom and word form
3	Good	Affective choice of words and use of idiom and word form
2	Average	Adequate choice of words but some misuse of vocabulary, idiom and forms
1	Poor	Limited range, confused use of words, idiom and word forms

**Table 3.6**  
**Aspect of Grammar**

Score	Information	Explanation
4	Excellent	No error, full control of complex structure
3	Good	Almost no error, good control of structure
2	Average	Some error, fair control of structure
1	Poor	Many error, poor control of structure

**Table 3.7**  
**Aspect of Mechanics**

Score	Information	Explanation
4	Excellent	Mastery of spelling and punctuation
3	Good	Few errors in spelling and punctuation
2	Average	Fair number of spelling and punctuation error
1	Poor	Frequent error in spelling and punctuation

For the students' achievement, the researcher calculated the percentage of each level used in the formula as follows:

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

P = Percentages of Skill  
 L = The sum of each letter grade  
 N = Number of the students

**Table 3.8**  
**Criteria of Students' Writing Skill**

The percentage of skill	Grade	Level of achievement
85% - 100%	A = Excellent	Outstanding
70% - 84%	B = Good	Above Average
55% - 69%	C = Fair	Satisfactory
50% - 54%	D = Poor	Below Average
Below 49%	E = Very Poor	Insufficient

The procedure for conducting performance research study is as follows:

1. Preparing a GBA learning model;
2. Determining the class/treatment group, namely the control group and experimental group
3. Doing pre test  
 This pre-test is conducted to determine the initial ability of students before carrying out treatment
4. Conducting teaching and learning activities (KBM) in the experimental class and control class using GBA learning model
5. Doing Post-test  
 The post test is carried out in order to determine students' abilities after the test is carried out.
6. Analyzing the data  
 After data have been collected from respondents and or other data sources collected, the data analysis is carried out. Activities in data analysis can be in the

form of grouping data based on variables and types of respondents, tabulated data based on variables from all respondents, presenting data for each variable studied.

In this study, the Product Moment Correlation technique and also use computer assistance program series statistics (SPSS version 13.0 for windows).

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

Description:

- $r_{xy}$  = correlation coefficient between variables X and Y  
 N = number of subjects/respondents  
 X = Item score  
 Y = Total score of questions  
 $\sum X$  = Number of question scores  
 $\sum Y$  = total score of questions

Criteria:

The instrument is valid, if  $r_{count} \geq r_{table}$   
 The instrument is not valid, if  $r_{count} < r_{table}$  with a significance level of 5%.  
 The criteria for testing an item are said to be valid if:  
 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 is carried out by using the K-R 20 formula and the help of a computer statistical program series (SPSS Version 13.0 for windows):

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

Description:

- $r_{11}$  = overall test reliability  
 P = the proportion of subjects who answered the item correctly

- Q = proportion of subjects who answered the item in correctly (q= 1 p)
- $\sum pq$  = the number of multiplications between p and q
- N = deviation of the number of items
- S = standard deviation of the test (standard deviation is the root of variance)

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

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

Description:

- KD = K-Smirnov price you are looking for
- $N_1$  = number of samples obtained
- $N_2$  = expected number of samples

Whether or not the distribution of research data is normal can be seen from the value of significance. 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 ( $P < 0.01$ ), the data are not normally distributed. The calculation is obtained through computer assistance with the SPSS 13.00 program.

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

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

The criteria are used for drawing conclusions if  $F_{\text{table}}$  is greater  $F_{\text{count}}$  then the variance is homogeneous. However, if  $F_{\text{count}}$  is greater than  $F_{\text{table}}$  then the variance is not homogeneous.

The formulation of the t-test is as follows:

$$t = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\left(\frac{SD_1^2}{N_1 - 1}\right) + \left(\frac{SD_2^2}{N_2 - 1}\right)}}$$

Description:

- $X_1$  = mean on sample distribution 1
- $X_2$  = mean on sample distribution 2
- $N_1$  = Number of individuals in the sample 1
- $N_2$  = Number of individuals in the sample 2
- $SD^2_1$  = Value of variance in the sample distribution 1
- $SD^2_2$  = Value of variance in the sample distribution 2

## RESULT

To provide a clearer picture, the research data were grouped based on the experimental group and the control group.

### a. Writing Skill of Experiment Class

Before conducting the research and applying the treatment, the researcher wants to find out students' initial writing skill by doing pre-test. In experiment class, the result of pre-test can be seen in the table below:

**Table 4.1 Writing Skill of Experiment Test – Pre-test**

Student	Score	Category
Student_1	65	3
Student_2	70	4
Student_3	75	4
Student_4	70	4
Student_5	55	2
Student_6	60	2
Student_7	85	6
Student_8	70	4
Student_9	55	2
Student_10	55	2
Student_11	55	2
Student_12	50	1
Student_13	75	4

Student_14	85	6
Student_15	75	4
Student_16	75	4
Student_17	65	3
Student_18	90	6
Student_19	85	6
Student_20	80	5
Student_21	60	2
Student_22	65	3
Student_23	80	5
Student_24	60	2
Student_25	85	6
Student_26	85	6
Student_27	60	2
Student_28	75	4
Student_29	60	2
Student_30	80	5
Student_31	50	1
Student_32	70	4
Student_33	55	2
Student_34	45	1
Student_35	60	2
Student_36	65	3

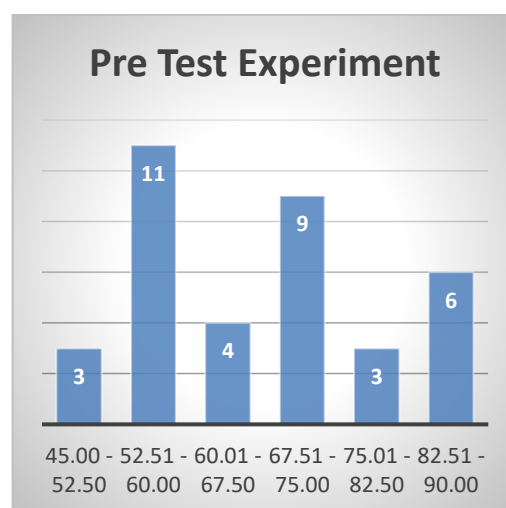
To make it easier to process the data as a whole, the researcher grouped the results into several categories which were summarized in the table below.

**Table 4.2 Distribution Table of Experiment Class – Pre-test**

No	Class Interval	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%

The researcher sorted the data from the highest score to the lowest score and grouped them into several category that each had equal score interval. Based on the table above, it can be seen that there are six class intervals. The total number of the students in the experiment class is 36 students, the majority of the them (11 students or 31%) get the core in the range of 52.51-60.00. It is followed by students that can score in the range of 67.51 - 75.00 as many as 9 students or 25%, followed by the students that get good score which is are in the rage of 82.51 - 90.00 as many as 6 students or 17%. The number of students that get score 60.01 - 67.50 is 4 students or 11% and in the range of 45.00 - 52.50 and of 75.01 - 82.50, there are 3 students or 8%.

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



**Figure 4.1 Pretest Result of Experiment Class**

After conducting pre-test, the researcher began to use the treatment by applying genre based approach using audio visual aid for several meetings. In the last meeting, at the end of the



teaching process, the researcher gave students post-test to measure their final writing skill. The result of the post-test can be seen in the table below:

**Table 4.3 Writing Skill of Experiment Test – Post-test**

Student	Score	Category
Student_1	75	2
Student_2	90	5
Student_3	85	4
Student_4	80	3
Student_5	75	2
Student_6	80	3
Student_7	100	6
Student_8	70	1
Student_9	80	3
Student_10	80	3
Student_11	70	1
Student_12	75	2
Student_13	95	6
Student_14	100	6
Student_15	85	4
Student_16	85	4
Student_17	75	2
Student_18	90	5
Student_19	95	6
Student_20	95	6
Student_21	75	2
Student_22	80	3
Student_23	75	2
Student_24	85	4
Student_25	85	4
Student_26	85	4
Student_27	85	4
Student_28	70	1
Student_29	95	6
Student_30	90	5
Student_31	70	1
Student_32	90	5
Student_33	80	3
Student_34	70	1

Student_35	85	4
Student_36	65	1

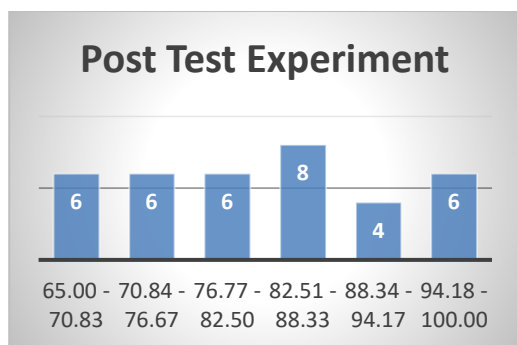
To make it easier to process the data as a whole, the researcher grouped the results into several categories which are summarized in the table below.

**Table 4.4 Distribution Table of Experiment Class – Post-test**

No	Class Interval	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%

The researcher sorted the data from the highest score to the lowest score and grouped them into several categories that each has equal score interval. Based on the table above, it can be seen that there are six class intervals. The total number of the students in experiment class is 36 students, the majority of the students (8 students or 22%) get the core in the range of 82.51 - 88.33. It is followed by other four score ranges that have the same frequency (6 students or 17%) which consist of range 65.00 - 70.83, 70.84 - 76.67, 76.77 - 82.50, and 94.18 - 100.00. Then, the last is students that get score 88.34 - 94.17 which is 4 students or 11%.

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



**Figure 4.2 Post-Test Result of Experiment Class**

b. Writing Skill of Control Class

Before conducting the research and applying the conventional method for control class, the researcher wants to find out students' initial writing skill by doing pre-test. In control class, the result of pre-test can be seen in the table below:

**Table 4.5 Writing Skill of Control Test – Pre-test**

Student	Score
Student_1	55
Student_2	75
Student_3	50
Student_4	75
Student_5	55
Student_6	50
Student_7	80
Student_8	55
Student_9	40
Student_10	65
Student_11	40
Student_12	60
Student_13	50
Student_14	95
Student_15	70
Student_16	60
Student_17	85
Student_18	90
Student_19	100

Student_20	75
Student_21	60
Student_22	60
Student_23	60
Student_24	40
Student_25	50
Student_26	65
Student_27	70
Student_28	70
Student_29	75
Student_30	85
Student_31	45
Student_32	55
Student_33	85
Student_34	90
Student_35	65

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

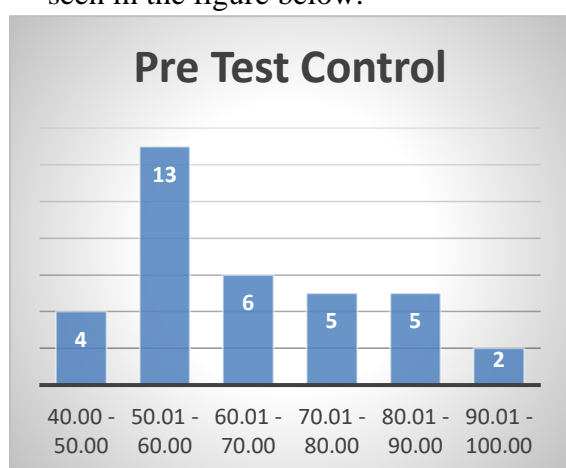
**Table 4.6 Distribution Table of Control Class – Pre-test**

No	Class Interval	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%

The researcher sorted the data from the highest score to the lowest score and grouped them into several category that each had equal score interval. Based on the table above, it can be seen that there are six class intervals. The total number of the students in control class is 35 students, the majority of the students (13 students or 37%) get the score in the range of 50.01 - 60.00. It is

followed by students that can score in the range of 60.01 - 70.00 as many as 6 students or 17%, followed by the students that get good score which is in the range of 80.01 - 90.00 and 70.01 - 80.00 as many as 5 students or 14%. The students that get score 40.00 - 50.00 is 4 students or 11% and in the range of 90.01 - 100.00, there are 2 students or 6%.

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



**Figure 4.3 Pretest Result of Control Class**

After conducting pre-test, the researcher began to use the conventional method for several meetings. In the last meeting, in the end of the teaching process, she gave them post-test to measure their final writing skill. The result of the post-test could be seen in the table below:

**Table 4.7 Writing Skill of Control Test – Post-test**

Student	Score
Student_1	60
Student_2	75
Student_3	70
Student_4	75
Student_5	80

Student_6	70
Student_7	80
Student_8	85
Student_9	55
Student_10	75
Student_11	75
Student_12	65
Student_13	65
Student_14	85
Student_15	75
Student_16	70
Student_17	75
Student_18	75
Student_19	100
Student_20	80
Student_21	65
Student_22	80
Student_23	70
Student_24	65
Student_25	60
Student_26	65
Student_27	70
Student_28	95
Student_29	90
Student_30	95
Student_31	65
Student_32	65
Student_33	90
Student_34	90
Student_35	60

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

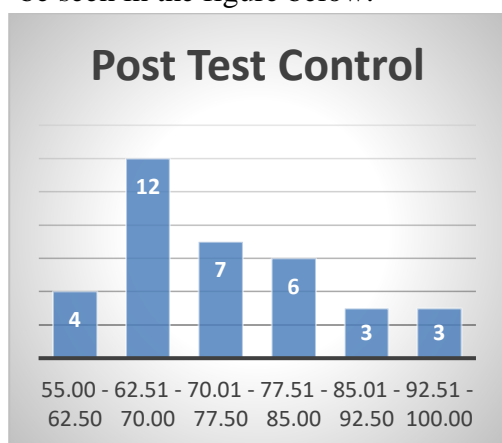
**Table 4.8 Distribution Table of Control Class – Post-test**

No	Class Interval	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%

The researcher sorted the data from the highest score to the lowest score and grouped them into several category that each has had equal score interval. Based on the table above, it can be seen that there are six class intervals. The total number of the students in control class is 35 students, the majority of the students (12 students or 34%) get the score in the range of 62.51 - 70.00. It is followed by students who got score range 70.01 - 77.50 as many as 7 students or 20%. Then, it followed by students that get score range 77.51 - 85.00 as many as 6 students or 17%. Then, there are 4 students or 11% that get score 55.00 - 62.50, and the last are students that get score range 85.01 - 92.50 and 92.51 - 100.00 as many as 3 students 9%.

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



**Figure 4.4 Post-test Result of Experiment Class**

### 1. Classical Assumption Test

Before conducting the analysis of the data findings, the instrument of the study is needed to be examined its normality and homogeneity test first. The result of analysis prerequisite test are as follow.

#### a. Normality Test

Normality test was conducted to test whether all variables were normally distributed or not. The normality test used the Kolmogorov-Smirnov formula in calculations using the SPSS 22.00 program. To know whether it is normal or not, if  $\text{sig} > 0.05$  then it is normal and if  $\text{sig} < 0.05$  it can be said to be abnormal. The calculation results obtained are as follows:

**Table 4.9 Normality Test Result**

	Group	Sig.	Alpha	Description
Pre-Test	Experiment	0.084	0.05	Normal
	Control	0.197	0.05	Normal
Post-Test	Experiment	0.200	0.05	Normal
	Control	0.054	0.05	Normal

Source: Data processed by the researcher (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 that it can be concluded that the data group is normally distributed.

b. Homogeneity Test

After knowing the level of normality of the data, then the homogeneity test was then carried out. It was used to determine the level 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 Levene's statistic with 0.05 ( $\text{sig} > 0.05$ ). The homogeneity test results can be seen in the following table.

**Table 4.10**

**Homogeneity Test**

	<b>Sig.</b>	<b>Alpha</b>	<b>Description</b>
Pre-Test	0.088	0.05	<b>Homogeneous</b>
Post-Test	0.379	0.05	<b>Homogeneous</b>

The results of the homogeneity test showed that the probability value of the Levene Statistic variable Pre-Test was 0.088 while the probability value of the Levene Statistic variable Post-test was 0.379. The probability value of Levene Statistics on the homogeneity test showed that all research variables had a probability value greater than 5% alpha degree ( $\text{sig} > 0.05$ ) so that it could be concluded that all research variables had homogeneous data variants.

2. Hypothesis Test

a. Paired Sample T-Test

Hypothesis testing was carried out after conducting normality tests and homogeneity

tests. If the assumption test for normality of distribution and homogeneity of variance had been met. This indicated that the parametric requirements had been met. Next was the test of differences in the results of writing skills on the pre-test and post-test in each class group. The test was carried out by the researcher with the help of IBM SPSS 22.0 Statistics for Windows, the decision was made by the researcher by comparing the t-value with the  $t_{\text{table}}$ :

1) Experiment

**Table 4.11**

**Results of Paired Sample T-Test of Experiment Class**

		<b>Mean</b>	<b>Std. Deviation</b>	<b>Sig</b>
<b>Experiment</b>	Post-test	82.36	9.218	0.000
	Pre-test	68.06	12.028	

Source: Data processed by the researcher (2022)

Table 4.11 shows there is a significant difference between the results of before and after the treatment is given. The condition before the treatment is shown by the result of pre-test and the condition after the treatment is shown by the result of post-test. The mean scores show that the difference is quite high, before the treatment, in the pre-test, the writing skill of students is 68.06 and after the treatment, shown by the post-test result, the writing skill of the students increases and

achieves 82.36. Additionally, the significance score is also lower than the p-value of 0.05, that indicates that there is a difference of students writing skill before and after the genre based approach using audio visual aid is applied.

2) Control

**Table 4.12**  
**Results of Paired Sample T-Test of Control Class**

		Mean	Std. Deviation	Sig
<b>Control</b>	Post-test	74.71	11.242	0.000
	Pre-test	65.71	16.231	

Source: Data processed by the researcher (2022)

Table 4.12 shows that there is a significant difference between the results of before and after the method is given. The condition before the teaching is shown by the result of pre-test and the condition after the teaching is shown by the result of post-test. The mean scores show that the difference is quite low, before the teaching process, in the pre-test, the writing skill of students is 65.71 and after the teaching process, shown by the post-test result, the writing skill of the students increases and achieves 74.71.

b. Independent Sample T Test

After paired sample t-test, independent sample t-test, is

conducted to compare the result between two classes, the result of independent sample t-test is shown in the table below:

**Table 4.13**  
**Results of Independent Sample T-Test**

		Mean	Std. Deviation	Sig
<b>Writing Skill</b>	Experiment	82.36	9.218	0.003
	Control	74.71	11.242	

Source: Data processed by the researcher (2022)

The results of the two-group difference 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 had an average value of 74.71. The average value of the two groups indicated that the experimental group had an average writing skill score that tended to be better than the control group. The statistical test showed that the significance value obtained in the Independent Sample T-Test was 0.003, or the significance value was smaller than the 5% alpha degree ( $0.003 < 0.05$ ). Thus, it could 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, applying genre based approach using audio visual aid was effective to improve 11 grade

students writing skill at the Madrasah Aliyah Negeri Serdang Bedagai. Writing skill is complex and sometimes it is difficult to teach. Requiring mastery is not only of grammatical and rhetorical devices but also of conceptual and judgmental elements. As students, they are increasingly expected to express what they know about many different subjects through writing. If a student fails to develop certain basic skills, he will be unable to write with the speed and fluency required to excel as these demands increase. Indeed, for a student's struggling with a writing problem, the writing process itself interferes with learning.

A GBA is one that language teachers frequently employ. According to Elashri (2013), the genre method aims to provide students with explicit language understanding. The genre approach's technique is based on the work of Russian psychologist, Vygotsky and American educational psychologist, Bruner. Each learner, according to Vygotsky, has two degrees of development: an independent performance level and a prospective performance level. The "zone of proximal development" (ZPD) is the space between these two stages.

An audio-visual aid is a teaching tool used in a classroom to enhance student learning and to make it more fun and engaging for the students. There are several types of teaching and learning aids that may be used to help students

learn. According to Neeraja (2013), an educational tool ~~that~~ may convey information both visually and audibly. Audio-visual aids are a powerful tool for bringing the past to life and giving it a sense of authenticity. In order to assist students comprehend historical events better, audiovisual tools may be used to provide them 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 get from reading on their own. Incorporating audiovisual tools into a lesson plan helps to make the information being taught more concrete and engaging for students. Audio visual aids are multimodal products that excite and inspire the person. It enhances the dynamic learning experience by making it more clear, realistic, and understandable. It improves one's ability to think critically and logically. To put it simply, audio visual aids are those that need learners' visual and auditory senses to be engaged simultaneously.

Based on the statistical analysis, it is obtained that the average value of the experimental group's writing skills was 82.36. In contrast, the control group had an average value of 74.71. The average value of the two groups indicates that the experimental group has an average writing skill score that tends to be better than the control group. The statistical test shows that the significance

value obtained in the Independent Sample T-Test is 0.003, or the significance value is smaller than the 5% alpha degree ( $0.003 < 0.05$ ). 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 the other words, applying genre based approach using audio visual aid is effective to improve 11 grade students writing skill of Madrasah Aliyah Negeri Serdang Bedagai.

The result of this study is supported by the Syafi'I, Ahmad (2017) which shows that Genre Based Approach (PGBA) Using Cartoon Movie (CARMOV) is able to improve students' writing ability. Besides, the mean scores of each aspect of writing; content, organization, grammar, vocabulary, and mechanism also improved. Furthermore, the students' attitude toward writing activities had improved. They were more confident in writing and felt that the use of cartoon movie was helpful for them in writing a narrative text.

## CONCLUSION

Based on the statistical analysis, it was found that the average value of the experimental group's writing skills was 82.36. In contrast, the control group had an average value of 74.71. The average value of the two groups indicated that the experimental group had an average writing skill score that tended to be better than the control group. The statistical test showed that the significance value obtained in the Independent Sample T-Test is was 0.003,

or the significance value is was smaller than the 5% alpha degree ( $0.003 < 0.05$ ). Thus, it could be said that there was a significant difference in the average value of writing skills between the experimental group and the control group. In the other words, applying genre based approach using audio visual aid is effective to improve 11 grade students writing skill of Madrasah Aliyah Negeri Serdang Bedagai.

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