

Analysis of Student's Writing Narrative Text Ability Using Audiovisual

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Abstract

Utilizing the existence of technology in English as a medium, it is hoped that it can provide a positive role for students through its nature that makes readers feel happy. Student's interest in videos and films gives a significant emphasis on the need to use audiovisual media for learning. This study aims to improve the English writing skills of class X students of SMK Bina Putra through English audiovisual media. This research is a qualitative descriptive research. The research was carried out at the SMK Bina Putra, South Jakarta, for the 2020/2021 academic year, in the odd semester with a total of 20 students. The results showed that before learning with audiovisual in English, many students did not understand. After learning to write through English radio, students' grades tenth to be higher than before. This demonstrates how engaging audio-visual media may pique students' interest and drive in learning English, particularly when it comes to enhancing their writing abilities. The percentage of unique grammatical material varies between 75% and 20%. The usage of audiovisuals increased student performance by 55 percent. Similarly, the percentage of people with a good command of the English language has plummeted from 60% to 25%. The total number of pupils has risen by 35%. The initial mechanics are 45 percent - 15%, which is then increased by 30%. Content, which runs from 40% to 15%, has increased by 25%, while Form, which goes from 25% to 10%, has increased by 15%.

Keywords: Writing; Narrative Text; Audio-Visual

INTRODUCTION

In today's interconnected world, knowing English is essential for success, as it is the language of international communication. The latest technology uses English as its primary language of instruction, implying that language abilities such as listening, speaking, reading, and writing are essential. Listening and reading are components of acceptance, whereas speaking and writing are variables of output. The most productive writing skills are the most active. Writers are often seen as difficult to teach, especially compared to other professions. This is because writing is more than just copying words and phrases. Yunus stated in his writing that not everyone is good at writing, but writing is part of the language activity. There is no 'correct' way to write, as each author has their own unique style. The author believes that by using audio and video media, they can better understand students' writing difficulties. This study was designed to determine the challenges students face when using audio-visual media to write. The potential benefits of this research are hoped to help teachers improve students' writing skills in junior and senior high school English courses. Even though not everyone is adept at it, Yunus feels that writing is a vital aspect of language activity. There is no such thing as a correct or incorrect manner to write. Writing is a skill that can be learned by studying, practicing, and practicing it continually (Yunus : 2017).

Another saying says that writing is the greatest level of language, hence it requires a lot of practice (Widiarto : 2017) He also stated that because writing is the greatest level of language, many children struggle to write excellent sentences. The authors hope to learn more about the

effectiveness of using audiovisual media in helping students improve their writing skills. This research was conducted to look at the difficulties students experience when writing in audiovisual media. The findings of this study might be used to improve English instruction in universities and high schools, with the goal of assisting students in improving their writing abilities. Writing is a deliberate process of communicating ideas, thoughts, experiences, and information in the form of notes using letters, symbols, or symbols that others may understand. Writing is a tough task that needs coordinated movements of the fingers, hand, arm, and eye. Writing, according to the above viewpoint, is an action that entails systematically converting complicated ideas/ideas into active productive acts in the form of symbols of letters and numbers so that they can be understood by others.

Writing skill is not a talent that is learned spontaneously, according to Solehan et al (2008, p.94) referenced in Jurnal Denita, A. (2021). Solehan argued that a person's capacity to write is acquired via learning activities, rather than being passed down from generation to generation. As a result, selecting a variety of fresh learning materials requires a teacher's creativity. Innovative learning media allows students to be more active, creative, and driven in developing their writing skills, making learning easier for them. Motivation, ambition, and the pupils' own abilities can all be discussed in this regard. This is the most crucial component in enhancing students' abilities. The use of audiovisual media in the language learning process is thought to be very appropriate and effective since it can elicit and promote students' motivation to enhance their language skills, particularly in the area of easy vocabulary knowledge. Audiovisual media should be used in all learning activities, but especially while writing narrative prose.

Audiovisual learning media are contemporary instructional media that incorporate both visual and audible media and are up to date (advancement of science and technology). (Youhanita & Ghofur, 2020). Audiovisual media is fundamentally an intermediary medium, or the use of material that is absorbed through the senses of sight and sound, with the goal of showing students authentic educational experiences (Duludu, 2017, p.51). One sort of audio-visual learning medium, films and videos, is mentioned by Arysad (2017, p.50). (Kemp & Dayton in Sadiman, 1985, p. 3-4) cite in Journal Zalmansyah, A. (2017) Learning can be more enjoyable. The media has a reputation for grabbing people's attention and keeping them awake and paying attention. The utilization of spectacular effects that could capture students' interest, as well as prompting pupils to laugh and ponder, are all evidence that media has a motivational component and might enhance interest. Eriyanto (2015, p.2) argues that story is a depiction of events or a set of events, citing Rohmati, N. (2021). If multiple events or a sequence of events occur in a new text, it is referred to as a narrative.

The term "narrative" refers to a collection of stories organized in a systematic order based on occurrences or events that tell about the characters' personal experiences. The teacher only offers students writing tasks with a set amount of paragraphs and a theme, after which they are free to write without the teacher's input. Many students do not comprehend the topic since the teacher merely offers material or tasks without media that motivates and enthusiastically engages students in studying. As a result, one of the causes of students' lack of desire to recognize and rectify flaws in their writing outcomes is this potential.

Students have difficulty producing narrative texts because they have spelling mistakes, such as not being able to identify capital letters correctly, the incorrect use of punctuation marks, and the unsuitable choice of words or diction. The goal of this study was to illustrate how students at SMK Bina Putra struggled to write narrative texts in class X during the even semester of the 2020/2021 school year. Theoretically, the findings of this study are intended to uncover students' issues in producing narrative texts and to enhance writing abilities via the use of audiovisual media, which may be utilized to contribute insight and knowledge to student education.

METHOD

The method is a method for putting a plan into practice. Approaches are straightforward to describe when they are guided by a well-defined strategy and follow well-defined processes. In order to conduct this study, the researchers used qualitative methods. Qualitative research focuses on the attitudes and perspectives of participants, as well as how they interpret their experiences. In order to determine the connection pattern in the classroom, this study used the descriptive qualitative study approach. The process of verbal engagement in the classroom was studied using the qualitative approach. Ugo Corte and P. Aspers (2019) defined qualitative research as an iterative process in which new significant differences develop when the scientific community acquires a deeper understanding of the issue. This formula was devised to help enhance scientific designs. Raco, J.R. feels that views have a significant impact on qualitative study results. As a result, some people feel qualitative studies are skewed as a result of the researchers' own data processing effect. According to Nasution (1988) in Sugiyono (2017, p.306), there is no other option in qualitative research except to use humans as the primary research instrument. Interviews with teachers to learn how to describe students' abilities in writing narrative texts, interviews with students to learn about the difficulties they face in writing narrative texts, questionnaires to collect data from students about difficulties in writing narrative texts based on specific aspects, and documentation of students' writings in writing narrative texts were the instruments used in this study.

Students from class X SMK Bina Putra Jakarta, a total of twenty students, in academic year 2020/2021 were the respondents in this study. The first task involves using questionnaires to evaluate student replies. Students were provided an example of a narrative text in the form of writing in the second exercise, and then were given the task of creating a narrative text from their own composition. Students were then given another sample of narrative text, this time in the form of a video, with the identical goal. Students were given the job of developing a new narrative text based on their essay's findings. The final activity involves evaluating the duties that have been assigned. Fourth, explain the data's findings. Fifth, use Excel to create data outcomes.

RESULTS AND DISCUSSION

Results

Based on the questionnaire provided to all students, the findings of the study analysis of students' challenges in producing narrative texts for class X Even semester of the 2020/2021 academic year at SMK Bina Putra are as shown in the table 1.

Table 1. Percentage of Analysis of Students Writing Narrative Text

No	Aspect of Problems	Total Problems	Total Percentage
1.	Content	8	40%
2.	Form	5	25%
3.	Vocabulary	12	60%
4.	Grammar	15	75%
5.	Mechanics	9	45%

The ability of students to write narrative texts differs. Some have been unable to convey ideas in accordance with the issue being discussed, while the majority have been able to do so. Some people have not paid attention to whether the material produced is in line with the title created when it comes to the correctness of the content with the title. There are students that grasp the usage of standard and clear words/multiple meanings in creating narrative texts, but there are other students who do not. Most students strive for neatness in their writing, although they do occasionally forget. Students' writing (narrative text) from a group of 20 students. Frequency 5 was found at intervals of 10–55. Obtain frequency 13 in the interval 56–75. Frequency 2 was found in the range 76–85. Frequency 0 was found in the range 86–100. (Figure 1).

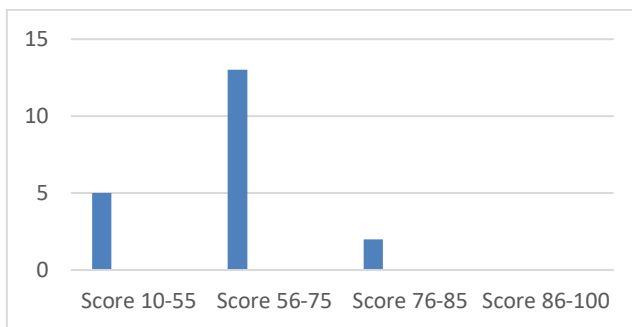


Figure 1. The Result of the Assessment Score for Writing Narrative Text for Class X SMK Bina Putra

Table 2. Percentage of Analysis of Students Writing Narrative Text Ability Using Audiovisual

No	Aspect of Problems	Total Problems	Total Percentage
1.	Content	3	15%
2.	Form	2	10%
3.	Vocabulary	5	25%
4.	Grammar	4	20%
5.	Mechanics	3	15%

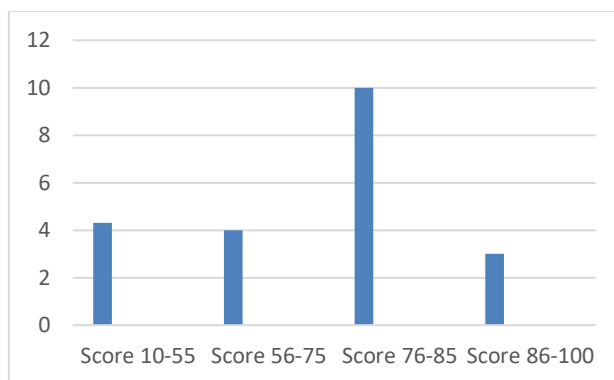


Figure 2. The Result of the Assessment Score for Writing Narrative Text Ability Using Audiovisual for Class X SMK Bina Putra

Table 1 Grammar was shown to be the most difficult part of students' writing English narrative writings. The absence of language is at the root of the most of the students' issues (75 percent). The second most prevalent issue students confront is a lack of vocabulary (60 percent). The final restriction is mechanics (45 percent). The fourth piece of material is (40 percent). The sixth challenge is one of form (25 percent). Based on data analysis, the researcher discovered that students struggled with grammar when writing narratives. When students were given the responsibility of constructing narrative texts using audiovisual medium, some components seemed to improve. Table 3.2 shows the percentage change. The original grammatical content ranges from 75% to 20%. The use of audiovisual resulted in a 55 percent boost in student performance. Similarly, the vocabulary proportion, which was previously 60%, has dropped to 25%. The number of students has increased by 35%. The initial mechanics are 45 percent - 15%, which is enhanced by 30%. Content, which ranges from 40% to 15%, has grown by 25%, and Form, which ranges from 25% to 10%, has increased by 15%.

Discussion

It turns out that the media that students utilize in their learning activities has an influence on how well they cope with challenges. Pangestu, et al. (2021) performed previous study in the 2019/2020 academic year on the use of animated short films in the teaching of text narrative writing to students in class X at SMK Praja Pandawa. Based on the findings and discussion of this study, it can be stated that using animated films in conjunction with group work improves students' narrative writing skills. As follows, he can be seen: The English instructor gains greater experience teaching writing animation films as a collaborator. The study discovered that students require a great deal of fresh information in order to focus their attention on all aspects of their English skills. Teachers should concentrate more on writing skills, according to researchers. Furthermore, in order to make the teaching and learning process more entertaining, teachers must be more creative in their media selection and creation. Students were uninterested in participating in the writing process before the action was taken. Learning to write is a long and tedious process. The teacher does not utilize any other materials except textbooks. Animated films assist the instructor in the writing learning process, and students are motivated to enhance their writing abilities. In comparison to the preceding condition, the process of teaching and learning English through writing exercises is more dynamic and enjoyable. The teaching environment has improved, making it easier for pupils to create thoughts with a good general structure, appropriate language, suitable punctuation, and correct tense. Writing exercises pique the students' attention and enthusiasm. All of the shows inspire them. Students are not tardy. Students can use animated videos to aid them with their writing assignments.

Looking at slides from movies might help them come up with new ideas. They don't have any problem learning new words since they always have a dictionary with them.

CONCLUSION

The findings revealed that employing audio-visual media improved students' writing skills, including writing to explore ideas, structuring ideas, using the right vocabulary in writing, composing paragraphs with proper syntax, and creating sentences. The findings of test scores, which demonstrate that the students' difficulty level in the usage of grammar and vocabulary is the most challenging, also support the growth of students' writing skills. Students improved their comprehension of grammar and vocabulary after utilizing audio-visual media to learn to compose narrative narratives. Audio-visual media makes studying more understandable and enjoyable. The obstacles that students have in writing can be solved based on the previous explanation of the findings. This demonstrates that using audio-visual as a medium for learning to write can help students enhance their narrative writing skills.

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