

Effectiveness of Audio- Visual Teaching on the Writing Performance of Grade 8 Students

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Abstract: The researchers aimed to find out the effectiveness of audio- visual teaching on the writing performance of Grade 8 students of Pudtol Vocational High School, Pudtol, Apayao, Philippines. They employed the two-group pretest- posttest quasi-experimental design which made use of a video clip in the experimental group. Students were tasked to write based on a situation and their writings were evaluated using a rubric. The data were analyzed with the use of weighted mean.

The analysis and interpretation of the data yielded the following results: the pretest writing performance of both the experimental and control group was satisfactory; the pretest writing proficiency level of the experimental group in the different areas of writing namely, accuracy, mechanics and organization was satisfactory; the writing proficiency level of the control group in the area accuracy was unsatisfactory; mechanics and organization were rated satisfactory; there was no significant difference between the writing performance of the control group and the experimental group in the pretest; the posttest writing performance of the experimental group was exemplary while the control group was satisfactory; the posttest writing proficiency level of the experimental group in the different areas of writing namely, accuracy, mechanics and organization was exemplary; the writing proficiency level of the controlled group in the area accuracy was unsatisfactory; mechanics and organization were rated satisfactory; and there was a significant difference between the writing performance of the experimental group and control group; the writing performance of students exposed to the traditional method was satisfactory while the writing performance of students exposed to the video clip was exemplary.

Based from the foregoing findings, the following conclusions were arrived at: the respondents had satisfactory writing performance in the pretest because there was no form of teaching done yet relative to the topic of writing; the results of the writing proficiency in the pretest imply that the students had a good grasp of the mechanics and organization; in terms of accuracy, the students in the control group had a problem about how they word their thought; the performance suggested the students need more assistance from the teacher in their writing activities; there was no significant difference between the writing performance of the control group and the experimental group in the pretest; the use of audio- visual enhances the writing skills of students; the experimental group had better performance than the control group because they were exposed to audio- visual material; and there was a significant difference in the performance of the respondents after they are exposed to traditional and audio-visual teaching.

Based on the findings and conclusions, the researchers offered the following recommendations: teachers should always assist students in their writing activities; audio- visual material (video clip) should be used in enhancing writing performance of students; the Shakuntala video clip is recommended for use particularly to improve students' writing performance; since students can easily write after watching a video clip, it is recommended that language teachers should endeavor to develop audio- visual materials (video clip) for wide use in writing class; and the researcher should see to it that the teaching- learning environment has sufficient writing materials to enhance the students' writing skills.

Keywords: Writing Skills, Audio Visual Teaching, Writing proficiency.

1. INTRODUCTION

Writing is an essential lifetime skill [1] that enables students to continually expand their personal horizons and serve them far beyond the confines of the classroom.

Writing is one of the language skills [2] which is important in our life. Through writing, we can inform others, carry out transactions, persuade, infuriate, and tell what we feel [3]. However, we know that writing or learning to write especially in a second language is not simply a matter of “writing things down”. It is one of the four basic skills that are very complex and difficult to learn.

Writing is one of the ways to give an idea or message which is form in writing on a piece of paper or the other area. It is an act of making marks on certain surface. Specifically, writing is one kind of expression in language which is created by particular set of symbol, having conventional values for representing the wordings of particular language which is drawn up visually.

Unfortunately, in the Philippines, the language problem on the deteriorating quality of the written English in many schools, poses a threat to the efficiency of our educational system. Ocampo, Martinez, Menor and Dalig [4] assessed the content-based needs of pre service elementary education teachers of the Apayao State College (ASC) found out that respondents committed most errors on tenses, pronouns, conjunctions and prepositions. Tenses of verbs are commonly committed error on verbs while the use of possessive pronouns on pronominal errors. Ocampo, Wanasen and Guted [5] also found out that ASC laboratory high school students writing proficiency is fairly proficient in terms of organization and grammar accuracy and proficient in mechanics. The general level of the respondents writing proficiency is proficient.

Writing is very significant in the learning process. It must be noted that the modern society is in need of people who, aside from being able to read and speak could also write in English. Hence, the students must acquire a solid foundation in writing which is primarily, though not solely, build on accuracy. It is ones view that once bad language habit has formed, it is difficult to break it. Moreover, for the students who are learning writing in non-English speaking country, they just have a little chance to learn an acceptable form of English outside the classroom and for them to achieve accuracy, students or learners must have vigorous language training included in writing.

It is sad to say that writing skills has declined among students in spite of the fact that English is used as the medium of instruction. This problem is openly expressed in remarks such as “our students are poor in English”. There are certain task the students shall meet outside the classroom or outside the school which demand good writing skills- e.g. essay or journalistic writing competitions, application for a scholarship which requires the applicant to submit a personal essay or personal statement, or an application to a university for their college education.

Students had several problems in writing narrative text namely: difficulties in composing narrative text based on writing criteria, organization of each paragraph, grammar, content, mechanics and low vocabulary [6].

Study showed that students’ capability in writing recount text is good, but they had several problems in organization, use of correct grammar, limited vocabulary, difficulties in arranging sentences, and difficulties in looking for the ideas [7].

With this scenario of students’ incompetence in writing, there is an immediate need for teachers to develop or enhance students’ writing skills. There is a need to develop instructional materials which help students develop confidence in writing because a good hand at writing is apparently an edge in a competitive world where ability and proficiency in English language is called for. As an English teacher, I in our school experience difficulty in motivating the students to write because they are frustrated in their attempts at written expression because of difficulty with the mechanical aspects of writing. Problems with spelling, punctuation, and handwriting may draw attention away from the writer’s focus on ideas. Also, they feel hard in expressing their thoughts and ideas because of the lack of not enough information from what they read and what they heard. Every time the students are asked to make writing assignments; they feel reluctant to do it. The results of writing English assignments are not good as expected. The truth, as revealed in so many researches, is that so many students today cannot write correctly in English. Teachers are very much aware of this fact, that many of their students are not fluent in expressing their ideas and feelings in writing. Thus, with the observed deterioration of the quality of writing performance among learners, this study was conducted.

There are some ways to cope the problems that make the students unable to write. One is by using the traditional method in teaching and by the utilization of audio- visual in teaching. By studying the effectiveness of audio- visual teaching, the writing skills of Grade 8 students shall be better.

2. THEORETICAL AND CONCEPTUAL FRAMEWORK

In any educational institution, writing is certainly one of the necessary ways for learners to master the basic literacy skills. Writing can help individual discover gaps in understanding and flaws in thinking. Through writing, students will be more aware of themselves since it is a sort of an inner- directed activity which enables them to willfully project their goals for themselves and define their own expectations.

Edgar Dale’s [8] Cone of Experience suggests that when choosing an instructional method it is important to remember that involving students in the process strengthens knowledge retention. It reveals the “action-learning” technique. Good writing can be taught by teachers by letting students experience writing. Students learn best when they use perceptual learning styles. The more sensory channels possible in interacting with a resource, the better chance that many students can learn from it.

Students can write basing from the heard and seen. In this study, the effectiveness of the audio- visual teaching will be measured by the writing performance of the students.

Research Paradigm:

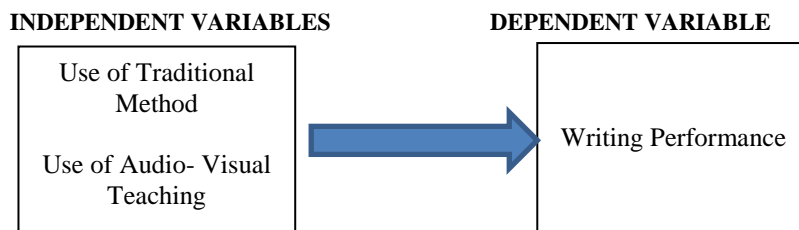


Figure 1. A paradigm showing the process of the study

Statement of the Problem:

The researcher aimed to find out the effectiveness of audio- visual teaching on the writing skills of the Grade 8 students of Pudtol Vocational High School.

Specifically, the following questions were answered:

1. What is the writing performance of the Grade 8 students before and after they are exposed to:
 - A. the traditional method of teaching and
 - B. audio- visual teaching?
2. Is there a significant difference in the writing skills of grade 8 students before and after they are exposed to traditional method of teaching and use of audio-visual teaching?

Method of Research Used:

The researcher made use of the two –group pretest-posttest quasi experimental design[9] . The design was quasi experimental because respondents were from intact classes. There were two groups of respondents namely the experimental group and the control group. The research design is presented below:

O ₁	no X	O ₂	control group (traditional method of teaching)
O ₃	x	O ₄	experimental group (exposed to AV Teaching)

Where O₁ - pretest of the control group
 O₂ – posttest of the control group
 x- the use of audio-visual teaching
 O₃- pretest of the experimental group
 O₄- Posttest of the experimental group

Locale of the Study:

This study was conducted at Pudtol Vocational High School located at Brgy. San Luis, Pudtol, Apayao.

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Pudtol Vocational High School is the first public secondary school in the municipality of Pudtol which was created by virtue of R.A. 4170, sponsored by the then William F. Claver of the Lone District of Kalinga- Apayao, approved on August 22, 1991 by former President C. Aquino.

Respondents:

The respondents of this study were the Grade 8 students of Pudtol Vocational High School. Complete enumeration was used by the researcher to ensure more reliable results. The experimental group and the control group were identified through draw lots.

Research Instrument:

The main instrument used in collecting the data needed was the audio- visual teaching for one class and the traditional method of teaching for the other class. It consisted of the video clip and the copy of the short story, Shakuntala (taken from the English 8 Module used in DepEd) which the control group listened to as it was being read by the teacher and which the experimental group watched as its video clip was played on a screen. Directions were provided for the respondents to be guided accordingly. A rubric was used for easier administration of the writing activity and for checking. After viewing and listening, the respondents narrated the story in writing.

Data Gathering Procedure:

Permission to conduct the study was sought from the Principal of Pudtol Vocational High School. Upon approval, the researcher utilized her time in her English subject for the writing activity of the two classes.

Furthermore, the compositions were checked and rated by two (2) teachers in English to ensure the effectiveness of audio-visual teaching on the students writing skills. Their answers were evaluated based from accuracy (morphology and syntax), mechanics (spelling, capitalization and punctuation), and organization (coherence, relevance and supporting details).

The results of the respondents writing test were checked using the rubric below:

Criteria	4- Exemplary	3- Proficient	2- Satisfactory	1- Unsatisfactory
Accuracy (Morphology and Syntax)	-extensive use of accurate vocabulary -extraordinary word choice -extensive variation in sentence form and structure	-ample use of accurate vocabulary -effective word choice -substantial variation in sentence form and structure	-acceptable use of accurate vocabulary -adequate word choice -suitable variation in sentence form and structure	-occasional use of accurate vocabulary -limited word choice -negligible variation in sentence form and structure
Mechanics (spelling, capitalization and punctuation)	commendable control of standard writing conventions	effective control of standard writing	adequate control of standard writing	limited control of standard writing
Organization (coherence, relevance and supporting details)	-consistently coherent and reads extraordinary well -introduction, body and conclusion are present, enriching and commendable	-usually coherent and reads well -introduction, body and conclusion are present and effective	-sometimes coherent and reads well some of the time -introduction, body and conclusion are present and acceptable	-rarely coherent and does not read well -introduction, body and conclusion are limited

Statistical Treatment:

Descriptive statistics such as mean and standard deviation were used. The scale below was used in analyzing the data.

Scale	Score range	Verbal Description
4	3.25-4.00	Exemplary
3	2.50-3.24	Proficient
2	1.75-2.49	Satisfactory
1	1- 1.74	Unsatisfactory

To compare the pretest and posttest scores of the experimental and control group, the t-test for independent samples was used. The data were processed using the Microsoft Excel.

3. RESULTS AND DISCUSSION

Table 1. Mean and standard deviation of the pretest scores in control and experimental group

Groups	Mean	Verbal Interpretation	Standard deviation
Control (Traditional)	1.91	Satisfactory	0.33
Experimental (Use of AV)	1.86	Satisfactory	0.28

The writing performance of both the experimental and control group is satisfactory with the mean of 1.86 and 1.91, respectively. Before the intervention, the standard deviation of the control group is 0.33 while the experimental group has a standard deviation of 0.28. This shows that in their pretest the experimental group is more intact than the control group. It is also evident that both the experimental and control groups are homogeneous due to the low standard deviation of below 1. The reason for the satisfactory performance must be because the two groups did the writing without any form of teaching yet relative to the topic for writing. The performance suggests the students need more assistance from the teacher in their writing activities.

TABLE 1.1. Pretest Writing Proficiency of the experimental and control group in the different areas of writing

Groups	Mean					
	Accuracy	Verbal Interpretation	Mechanics	Verbal Interpretation	Organization	Verbal Interpretation
Experimental	1.80	Satisfactory	1.90	Satisfactory	1.91	Satisfactory
Control	1.59	Unsatisfactory	2.40	Satisfactory	1.72	Satisfactory

The pretest writing proficiency of the experimental group in terms of accuracy, mechanics and organization is satisfactory with the mean of 1.80, 1.90 and 1.91, respectively. The writing proficiency of the control group in terms of accuracy is unsatisfactory with the mean of 1.59; mechanics and organization were rated satisfactory with the mean of 2.40 and 1.72, respectively. The results imply that the students have a good grasp of the mechanics and organization. In terms of accuracy, the students in the control group have a problem about how they word their thought. The performance suggests the students need more assistance from the teacher in their writing activities.

TABLE 2. Differences in the mean scores of the control and experimental groups in their pretest

Groups	Mean	t computed	t tabular @5%
Controlled	1.91	0.49 ns	2.01
experimental Group	1.86		

The computed value of t is 0.49 which is less than the tabular value of t at 5 percent level of significance. This means that the null hypothesis is accepted, thus the difference in the writing skills of the experimental and the control group in their pretest is not significant. This could be attributed to both groups having not received any form of instruction yet on the topic for writing.

TABLE 3. Mean and Standard Deviation of the Experimental and control group in their posttest.

Group	Mean	Verbal Interpretation	Standard deviation
Experimental	3.41	Exemplary	0.37
Control	1.92	Satisfactory	0.32

The writing performance of the experimental group is exemplary with a mean of 3.41 while the control group is satisfactory with a mean of 1.92. This implies that the use of audio- visual enhances the writing skills of students. This finding is substantiated by the study of Reid [10]. Owing to the fact that audio- visual materials can be used in English classes, it may affect writing skill. Reid has investigated the use of listening and viewing in writing classes. Reid has

concluded that listening and viewing are input for writers. When writing, they often become keenly aware of information and serendipities that relate to what they are writing about.

Table 3.1. Posttest writing Proficiency of the experimental and control group in the different areas of writing

Groups	Mean					
	Accuracy	VI	Mechanics	VI	Organization	VI
Experimental	3.5	Exemplary	3.5	Exemplary	3.23	Exemplary
Control	1.59	Unsatisfactory	2.4	Satisfactory	1.78	satisfactory

The posttest writing proficiency of the experimental group in terms of accuracy, mechanics and organization is exemplary with the mean of 3.50, 3.50, and 3.23, respectively. The writing proficiency of the control group in terms of accuracy is unsatisfactory with the mean of 1.59; mechanics and organization were rated satisfactory with the mean of 2.40 and 1.78, respectively. The experimental group has better performance than the control group because they are exposed to audio-visual material (video clip). Krashen [11] believes that through viewing and listening we have the opportunity of being exposed to well-organized and well-written pieces of writing which help us to improve our language abilities and to build writing schemata using of interactive strategies to create an atmosphere of discourse[12].

Table 4. Difference in the mean scores of the control and experimental group in their posttest

Groups	Mean	t computed	t tab @5%
Control	3.41	14.16	2.01
experimental Group	1.92		

When the mean scores of the experimental and the control group were subjected to t-test for independent samples, the computed t value is 14.16. This value is greater than the tabular value of t at 5 percent level of significance which means that the mean difference is significant. This further implies that the experimental group has better writing skills than the control group. The use of audio- visual enhances students writing skills. Video clip is one of the visual aids that can be used in a writing class. It is used to create a situation for writing classes in which the students have big enthusiasm in learning the process of writing. [13] stated that multimedia appears to provide additional channels for writing exposure. A number of researchers have discussed the effects of presenting information using multimedia to improve main skills especially in writing. There is a significant difference in the performance of the respondents after they are exposed to traditional and audio-visual teaching.

4. SUMMARY

The researcher aimed to find out the effectiveness of audio- visual teaching on the writing performance of Grade 8 students of Pudtol Vocational High School.

The researcher employed the two-group pretest- posttest quasi-experimental design which made use of a video clip in the experimental group. Students were tasked to write based on a situation and their writings were evaluated using a rubric. The data were analyzed with the use of weighted mean.

The analysis and interpretation of the data yielded the following results:

1. the pretest writing performance of both the experimental and control group is satisfactory;
2. the pretest writing proficiency level of the experimental group in the different areas of writing namely, accuracy, mechanics and organization is satisfactory; the writing proficiency level of the control group in the area accuracy is unsatisfactory; mechanics and organization were rated satisfactory;
3. there is no significant difference between the writing performance of the control group and the experimental group in the pretest;
4. the posttest writing performance of the experimental group is exemplary while the control group is satisfactory; the posttest writing proficiency level of the experimental group in the different areas of writing namely, accuracy, mechanics

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and organization is exemplary; the writing proficiency level of the controlled group in the area accuracy is unsatisfactory; mechanics and organization were rated satisfactory; and

5. There is a significant difference between the writing performance of the experimental group and control group; the writing performance of students exposed to the traditional method is satisfactory while the writing performance of students exposed to the video clip is exemplary.

5. CONCLUSIONS

Based from the foregoing findings, the following conclusions are arrived at:

1. the respondents have satisfactory writing performance in the pretest because there is no form of teaching done yet relative to the topic of writing;
2. the results of the writing proficiency in the pretest imply that the students have a good grasp of the mechanics and organization; in terms of accuracy, the students in the control group have a problem about how they word their thought; the performance suggests the students need more assistance from the teacher in their writing activities;
3. there is no significant difference between the writing performance of the control group and the experimental group in the pretest;
4. the use of audio- visual enhances the writing skills of students;
5. the experimental group has better performance than the control group because they are exposed to audio- visual material; and
6. there is a significant difference in the performance of the respondents after they are exposed to traditional and audio-visual teaching.

6. RECOMMENDATIONS

Based on the findings and conclusions, the researcher offer the following recommendations:

1. Teachers should always assist students in their writing activities;
2. audio- visual material (video clip) should be used in enhancing writing performance of students;
3. The Shakuntala video clip is recommended for use particularly to improve students' writing performance;
4. Since students can easily write after watching a video clip, it is recommended that language teachers should endeavor to develop audio- visual materials (video clip) for wide use in writing class; and
5. The researcher should see to it that the teaching- learning environment has sufficient writing materials to enhance the students' writing skills.

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