

DEVELOPING EVALUATION OF WRITING SKILL BY USING VISUAL MEDIA FOR ACCOUNTING STUDENTS OF MUHAMMADIYAH UNIVERSITY OF METRO

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Abstrak

Media sangat penting dalam bahasa Inggris khususnya secara tertulis. Beberapa media pembelajaran di atas dapat dimanfaatkan untuk mendukung pengajaran keterampilan menulis yang efektif. Media pembelajaran adalah sesuatu yang membantu siswa memahami materi keras. Karena menggunakan media pembelajaran yang tepat, dapat memudahkan motivasi belajar siswa. Namun ada beberapa masalah dalam proses pembelajaran seperti faktor eksternal, faktor eksternal adalah kondisi di masyarakat, keluarga dan kemudahan dalam belajar. Tujuan penelitian untuk mengembangkan evaluasi keterampilan menulis siswa dengan menggunakan Media Visual di Jurusan Akuntansi Universitas Muhammadiyah Metro. Peneliti mendapatkan data dengan menggunakan dua jenis kuesioner, seperti instrumen keterbacaan dan instrumen kemampuan untuk mengetahui bagaimana siswa merespon dan memahami keterampilan menulis. Peneliti menggunakan model tesser yang memiliki beberapa langkah seperti self-evaluation, one-two-one, small group dan field test. Subjek penelitian ini adalah mahasiswa semester dua jurusan Akuntansi Universitas Muhammadiyah Metro. Hasil penelitian menunjukkan bahwa evaluasi keterampilan menulis dengan menggunakan media visual dapat diterapkan oleh siswa.

Kata Kunci: pengembangan, evaluasi, keterampilan menulis, media visual

Abstract

Media is really important in English especially in writing. Some of the instructional media above can be utilized to support effective teaching of writing skill. Learning media is something which helps students to understand about hard materials. Because using the right learning media, it can facilitate students' motivation to study. But there are some problem in the learning process such as external factor, external factor is the condition in society, family and the facilitate in learning. The purpose of the research to develop evaluation of students writing skill by using Visual Media in Accounting Department of Muhammadiyah University of Metro. The researcher got the data by using two kinds of questionnaires, such as readability instrument and implementability instrument to know how students respond and understand of writing skill. The researcher use tesser model which have some steps such as self-evaluation, one-two-one, small group and field test. The research subject of this study is second semester students in Accounting Department Muhammadiyah University

of Metro. The result of the study showed that an evaluation of writing skill by using visual media can be applied by the students.

Keyword: *developing, evaluation, writing skill, visual media*

1. INTRODUCTION

Education is one of the most important human development in Indonesia which includes many field of study including English language. People should get it in order to get more knowledge. In this era, education play some prominent roles. It has a lot of parts in this life. One of its part is language which has to be learn in order to communicate with other people. It is a set of rules used by human as a tool of their communication. The use of language is governed by the conventional rules shared by the speaker of the language.

The process of how the students learn English is inevitably through developing the four skills such as listening, speaking, reading and writing. It is important skill which must be mastered. Writing is an act of a message, idea, opinion and argument, the form of communication uses written language as words, sentences, and good structure. Writing is form of communication to deliver through or to express feeling through written form [1].

Writing is not language but a form of technology that developed as tools developed human society. Writing is the most difficult skill among other skills. In writing, students not only master the vocabulary and structure, but they also must master the rhetoric or the way to express their ideas/ in writing, the reader does not communicate with the writer directly. Writing also is the media that give written information to the world.

The lecturer have given the best material for the students, but the students having problem in the evaluation. In doing evaluation, the students thinked by themselves without given idea from other because writing is the most hard skill among other skill. By this, the researcher aim to develop evaluation of writing skill for the students. Research and development is investigative activities of a teaching chose to conduct with the intention of making a discovery that can either lead to the development of new product or recounts, or to improve the exiting product or recounts.

Media is really important in English especially in writing. Some of the instructional media above can be utilized to support effective teaching of writing skill. Learning media is something which helps students to understand about hard materials. Because using the right learning media, it can facilitate students' motivation to study. Many learning media (book in exception) do not give evaluation to the learner directly. Visual Media more interesting and help student understand easier. One of them is Video Visual, which develop for instant and easy learning. In Visual Media especially education visual only contain materials and line story, so the students just focus on the visual. Therefore, the researcher developed Visual Media to Evaluate Writing Skill at Accounting Department of Muhammadiyah University of Metro.

Writing is a two-step process. The first is figuring out the meaning and the second process is putting the meaing into language [2]. Writing represents what we think. It is because the writing process reflect thing, which stay in the mind. Students who are reluctant write down often suffer for this activity. The student fine difficulties when they start looking for some reasons to write and producing sentence.

Means students revise throught the process, frequently moving back and forth among the stages. Then, students should learn strategies for invention and

discovery, and teachers should help students generate and discover a purpose. Also, it is stated that readers, purpose, and occasion define all types of writing and effective writing fulfills the writer's intention and meets the reader's need. It means that writing is a complex process and it seems reasonable to expect, then, that the teaching of writing is complex as well.

Writing encourages students to focus on accurate language use. It is because students consider the language use when the students engage in their writing process [1]. This activity will provoke language development because the students resolve problem what writing puts in students' minds.

Base on those definitions, it can be stated that writing skill is a complex activity in producing a qualified writing. The complex activity consist of stages as the steps in writing. To improve student' writing skill, learning and evaluating process of writing needs to be done well with developed input and effective activities. As a result, teachers need to consider the teaching of writing skill well based on their student's need, ability and capacity.

Media can serve or facilitate student evaluating process. Media can provide a stimulus-rich environment because they can provide vicarious experiences for students [3]. Based on the statements, it can be stated that media are everything that can transmit learning materials from the sources based on a certain plan in order to create a helpful learning process so that the receivers can learn effectively and efficiently.

There are three kinds of media that can be used in teaching writing skill. 1) *Visual*, for example: pictures and photos. 2) *Audio*, for example: tape recorder, cassettes, and radio. 3) *Audiovisual*, for example: movies, and videophotographs. (4) *Audiovisual / Video*, shows motion, for example: movies, DVDs and computer animation. (5) *Manipulatives*, are three dimensional and can be touched and handled by students. (6) *People*, for example: teachers, and students. All kinds of media can be utilized, if the media are relevant to the materials and effective to support the teaching of writing skill.

Visual, elle est qui appartient a la vue. That visual is all that seems or looks. In lessons, visual aids are viewing. Visual media is media that rely on the sense of sight. There are visual media that displays still images such as film strips, slide photographs, drawings or paintings and printing. And also visual media displays Picture or symbol that moves like a silent movie and cartoons [4]. Visual media divided into two stationary visual media and visual media motion. Visual media is silent, among others: photographs, illustrations, flash cards, message option and pieces of images, movie frames, movie chain, transparency, opaque projectors, microfiche, overhead projectors, stereo projectors, micro-projectors and tachistoscopes. As well as graphics, charts, diagrams, posters, cartoons, maps and visual media globe. Which motion includes moving pictures projected as a silent film, cartoons, and so on .

Based on that explains, the researcher conclude visual median is a tool or means of communication that can be seen with the sense of sight (eyes). Visual media is also delivering a message or information in a creative technique which displays picture, graphics and layout and its location clearly, so that recipients of the message and the idea is acceptable target.

In this case, media can facilitate when evaluating processing. Or in the specific meaning of media in the learning process is tools, such as graphic tools, photographic, or electronic for catching, processing and rearranging visual or verbal information. Because using the right learning media, it can facilitate students' motivation to study. Many learning media (book in exception) do not give evaluation to the learner directly. Visual Media more interesting and help student understand

easier. One of them is Video Visual, which develop for instant and easy learning. In Visual Media especially education visual only contain materials and line story, so the students just focus on the visual. Therefore, the researcher will develop media using Visual Media to Evaluate Writing Skill at Accounting Department of Muhammadiyah University of Metro.

2. METHOD

The research design used in this study was educational research and development (R&D). Educational research and development (R&D) is the process to develop and validate educational product [5]. Some products developed in R&D were a variety of teaching tools such as curriculum, syllabus, learning modules, including teaching materials and evaluation. The researcher here chose to develop evaluation, the researcher adopt in tessmer model use self-evaluation, expert review, one-two-one, small group and field test.

The researcher wants to develop evaluation of visual media to evaluate writing skill for university students. This research produce some prototypes, like first prototype (the result of self-evaluation), second prototype (revision and expert review and one-to-one) and the third prototype is the last prototype (revision in small group), and each of prototypes is focusing on: language, readability, and implement ability.

After the researcher do the self-evaluation, the researcher do the expert review, in expert review the researcher needs validators to give suggestion or to observe the prototype. Here, the researcher use two validators. They are Yasmika Bayhaqi, M.Pd as media validator and Amirudin Latif, S.Pd., M.Pd as evaluation validator. They will give a validation to the prototype that has two components indeed.

In one-two-one, the researcher utilize two students as the testier and ask to observe and give the comment about Evaluation in Visual Media. The result of the suggestions and comments from on-two-one can be used to revise the product. In the small group step, the researcher takes some group in the class. Each group consists of 3-5 students. They given the second prototype that the result of revising the first prototype after getting reviews from the experts and suggestion from one to one step. After trying the product, they must answer the questions of questionnaire to know readability ability. The result of this step will be the third prototype (product). But it must be revised before to be the product.

And the last step is to getting the standard of the product. To get the standard of the product, researcher conducts this step as a final step. Purposing develop visual media that can be used for learning, this research focus on the product applicability, readability. This research does not focus on the effectiveness of the product.

3. FINDIING AND DISCUSSION

3.1. Finding

In this part, the researcher presents the charts of the data taken from the research conducted by the researcher. The result of the data are from One-to-One, Small Group, and Field Test step.

From the data taken in Expert Review step, it can be generally concluded that the product have applied but the product should be received especially in some video or submit more video in prototype and gave owner in prototype. From the data taken in One-to-One step, it can be generally concluded that the prototype unreadable for the students in some aspect. But, the researcher need to improve it especially in

video and revise in questions, so the students can answer the questions easily. Based on the data of Small Group step, it can be concluded that the material product are readable for the students. Because it has been valid to be applied in the class. It can be concluded that the product which was applied in Small Group step is more applicable than the product which was applied in the One-to-One step. Field Test step, it can be seen that the product was suitably applicable. It can be proved from the questionnaires if most of the students feel interested with the product. In conclusion, the product was ready to be used in the learning process.

3.2. Discussion

The main objective of this research is to develop an evaluation by using visual media in writing skill especially in recount text. The product is about evaluation with visual media for second semester students Accounting Department of University Muhammadiyah Metro. It develops consisting visual media for writing skill consisting of some videos and two type exercises short essay and true false questions.

The advantage of the product is the students do the evaluation themselves and make memories of the material. The disadvantage is the video in the product can't pause when doing the evaluation, so the students must replay. In the implementation of the product there are some problems that happen such as: there are some students don't bring laptops, some laptops can't connect to the product, some of the students can't understand the direction. From the statement, it can be generally conclude this product can be applied well, and most students can understand the instruction in the product.

There are some functions in teaching media such as; auxiliary tool to create effective learning situations, integral part of all learning situations, the concrete and the abstract concepts, so it can decrease verbal comprehension, and to build up students' motivation to learn. So the benefit of using visual media in evaluation writing skill it can help students more interested to do evaluation in learning.

4. CONCLUSION and SUGGESTION

From the result of this research shows that the researcher can develop an evaluation of writing skill in recount text therefore the product of this research can be implemented for students based on the questionnaire given.

For all those who want to further develop the product, the researcher recommends to develop more evaluation to mend the weaknesses in this imperfect product. Therefore, it will be useful for students, not only Recount Text but also other texts. The developed product is not just used offline but can be developed with an online system.

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