CHARACTERIZING THE IDEAL AUDIO-VISUAL LEARNING CONTENT OF WRITING COURSE LEARNED IN DISTANCE

Patahuddin¹; Syawal²; Chester B. Esnara³; Muhaimin Abdullah⁴

¹²English Education Department, Faculty of Teachers Training and Education, Universitas Muhammadiyah Parepare
Jl. Jend. Ahmad Yani KM 6, Parepare, South Sulawesi 91112, Indonesia
³Benguet State University/University of the Cordilleras
Governor Pack Road, Baguio City 2600, Philippines
⁴English Education Department, Post-Graduate Program, Universitas Negeri Makassar
Jl. A. P. Pettarani, Makassar, Sulawesi Selatan 90221, Indonesia
¹elbazthakim@gmail.com; ²awal.umpar@gmail.com; ³c.esnara@bsu.edu.ph; ⁴muhaiminabdullah24@gmail.com

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ABSTRACT

The research aimed to discuss the need for a learning tool that was capable of presenting audio and visual aids to accommodate students in learning writing. It was urgently needed as a logical consequence of the COVID-19 pandemic, which disallowed face-to-face learning to be conducted. The research was conducted at the Department of English Education, Faculty of Teachers Training and Education, Universitas Muhammadiyah Parepare, by utilizing a questionnaire to explore the characteristics of ideal writing material restricted to visual aids. The research was participated by the second and fourth-semester learners as the population and recruited the samples based on simple random sampling. Every individual in the population had an equal chance to be chosen as a sample. There were 30 undergraduate students who enrolled in basic writing and advanced writing courses who became the subject of the research. Based on the research findings, eight characteristics of good audio visuals are recommended by the students. Those characteristics include the visual and audio elements/items, creative and innovative content, language and expression, operations and mechanisms (various learning opportunities and preferences), and eye-catching form/shape/design, which deliver brief and clear learning material under several considerations. Furthermore, following the findings, it also indicates that the effectiveness of delivering audiovisual aids materials in the learning process depends on how clear the audiovisual item (i.e. the text and audio, how efficient the material and audiovisual durations provided, how interesting and well-organized the design to attract students’ learning intention, how good the visual quality and how the audiovisual) can be produced into a small size to minimize the use of internet data. The research concludes that audiovisual learning materials need to be selectively chosen and periodically and systematically evaluated to best facilitate students in dealing with writing.

Keywords: audiovisual aids, learning content, writing course, COVID-19 pandemics

INTRODUCTION

The main goal of English instruction is that students could master language skills involving listening, speaking, reading, and writing at the end of the study. Concerning writing competence, the goal is to enable the students to express the meanings in written interpersonal and transactional discourses formally and informally in the forms of recount, narrative, procedure, descriptive, and report in the context of daily lives. Due to the changing learning system during the pandemic, today’s teachers need to adapt to the various media in supporting the learning process, especially the technology-based media.
Characterizing the Ideal Audio-Visual: A Need for Continuous Fun Writing and Effective Education

Mohammad Mashudi, M.A.,構成語, & Fahmi Irwan, M.A., PhD.

Abstract

The focus of this research is to determine the requirements of audiovisual aids in the learning process of writing. The research aims to explore how audiovisual aids can be used to solve the problem of student writing and the learning process. The research identifies the potential of audiovisual aids in helping students develop their writing skills and can be used to achieve the goals of the teaching-learning process. The study also highlights the importance of continuous fun writing and effective education to improve students' writing skills.

Keywords

Audiovisual aids, writing, continuous fun writing, effective education, learning process, student writing.
they also vote that the large size (1 GB, 500 MB, 250 MB) of audiovisual is one factor that also affects the effectiveness of content delivery and learning. In conclusion, they are the dominant choice ‘yes’, while just a few of them voiced ‘no’, where some think that the content can exist for a long duration according to the kinds of the material provided. In addition, a large content size with a less-coloured design is not a big deal.

To examine and strengthen students’ opinions related to the yes-no questions, the researcher provides 11 open-ended questions. The questions on these points: students’ obstacles, students’ expectations, students’ suggestions, and the benefit of audiovisual for students. There are some obstacles illustrated by the student related to the learning through audiovisual; they are difficult to understand, large size videos, and consuming many internet data. To solve the obstacles, they claim some expectations should be considered in providing audiovisual aids in learning.

They expect the visual item/element of audiovisual aids to provide clear video, clear sound, creative, and short in terms of duration. These items are the main factors to support students’ understanding of the materials. If one of the items/elements does not work optimally, then the student will not get an accurate understanding of what they learn. All items/elements should support each other so that the students can get the most benefit from learning through audiovisual aids. It will be useless if the video is clear but the sound is not clear or if the audio and sound are clear but do not engaging and are not sufficiently long in terms of duration because the factors potentially make the students bored and, in turn, decrease the students’ participation in learning.

Besides the focus on items/elements of audiovisual, it is also essential to create innovative, funny, and educational content that is supported by good language and expression with good intonation and clear pronunciation. Each student has a different motivational state and level of focus in the classroom. Therefore, innovative content is extremely needed. This is to avoid boring class and keep the level of students’ motivation and focus on decreasing. One of the innovations that can be chosen in creating content is to include funny elements in the video to create an enjoyable class for students. The enjoyable class will affect the students’ performance in class. The students will easily understand the lesson and actively participate. Furthermore, apart from providing innovative and funny content, the videos will continue to focus on matters related to education.

After creating innovative, funny, and educational content, another support comes from good intonation and clear pronunciation. To avoid misunderstanding, the students understand good information and clear pronunciation can be achieved. Intonation is the high and low tone that puts pressure on a sentence to properly convey the meaning of the sentence. Intonation errors in sentences will lead to misunderstandings that cause learning objectives to be difficult to achieve. In essence, different intonations lead to a different meaning. Therefore, intonation is one of the most important things to be noticed. In the same line, pronunciation is also a factor that determines whether or not audiovisual content is good or not. In English, there are several words with similar pronunciations (homophones). If there is any inaccurate pronunciation in producing a word, the person receiving the information will find it difficult to know the speaker’s meaning. In other words, the information received will potentially miss-interpret information.

On the same page, the students suggest to create appropriate and eye-catching content. The students perceive eye-catching content as good contrast. Furthermore, the students suggest that the color combination applied should match to make the content comfortable to watch. To maximize the degree of comfortability in watching the content, it is also momentous to create content that is easy to access and understand and exists in good quality, interactive, simple and well-organized. In addition, the content is suggested to be playable for around 5 to 10 minutes with approximately 250-500 MB in size.

The findings related to the long size audiovisual duration of around 5 to 10 minutes are also supported by research conducted by Chauvet et al. (2020). He has suggested short-run video to be applied in lectures because it brings more advantages and has a higher possibility of being viewed completely rather than the long duration. Followed by the assessment conducted by Slemmons et al. (2018), she has tried to compare 20 minutes video with 10 minutes video. The result shows that most students prefer the short video duration rather than the long video. The reason is simply that the short video can help students to recall the information contained in the video.

Supporting the results in the research, rationally, short video durations could minimize the internet quota consumption that is expected by students, depending on the size quality of the audiovisual presented. Interestingly, related to this, the content that is lifted into audiovisual needs to be considered to lift between the duration of the video and the ensuing quality. Research directed by van der Keylen et al. (2020) displays that the nature of the content can affect the quality of the resulting video over time. Nevertheless, this can happen when the audiovisual material contains visual content that comprises many details, such as in an action movie that presents fast-motion. Furthermore, to produce efficient audiovisual learning materials, teachers should consider several aspects, not only selecting the right content but also paying attention to how the video is displayed, having clear explanation and voice over, good intonation, and eye-catching design. All aspects are determining indicators of whether the learning process through audiovisual will run well. Therefore, it is necessary to ensure all aspects are represented properly because each aspect has its strength to support the audiovisual as media in the learning process. Furthermore, it should be in accordance with the student’s voice as collected through the questionnaire.

Based on the students’ expectations and suggestions, proper audiovisual aids are provided to increase and strengthen the benefits of audiovisual aids previously experienced. It is intended to increase their learning intention and vocabulary mastery to facilitate comprehension of the material by repeating the material in video. The audiovisual content could also help students with different learning problems during the pandemic, such as having difficulties accessing internet connection or having limited internet data and phone storage to accommodate the audiovisual material. In addition, by providing audiovisual aids according to the student’s needs, students can maximize their opportunities to learn through audiovisual aids.

CONCLUSIONS

It is observed that many audiovisual aids are difficult to correspond with the students learning desires. Therefore, the role of teachers in teaching and learning in this pandemic era should go along with the desired ideal audiovisual aids demanded by the students. Evaluation of the use of audiovisual aids in learning is very urgent to be carried out periodically to avoid student saturation in learning. In addition, the ability and foresight of a teacher in choosing audiovisual aids for learning purposes also greatly determine the results of the learning process. The teachers also need support, training, and technical direction to help them conduct online learning, especially in producing effective audiovisual material for their students. Having limited skills and avoiding the change will hamper the educators from producing better materials, being facilitators for their students, and contributing to society. Therefore, there must be a real effort to encourage the audiovisual literacy and mechanisms (various learning opportunities and learning preferences); (4) eye-catching form/shape/design. Furthermore, besides preparing the educators to be qualified in mastering the making of audiovisual material, further research on the audiovisual assessment rubric is also expected. The audiovisual assessment rubric for the purposes of the teaching and learning process prior to the COVID-19 pandemic needs to be reviewed in response to several findings in the research.

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