



ORIGINAL ARTICLE

Impact of Audio Visual (AV) Aids on improving creative writing skills.

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ABSTRACT... Objectives: To investigate the impact of audio visual (AV) aids on improving creative writing skills and to assess the effectiveness of AV aids in improving students learning outcomes. **Study Design:** Cross Sectional Quantitative Study. **Setting:** Hira Secondary School, Peshawar. **Period:** Sep 2020. **Material & Methods:** We studied individuals and phenomenon in their natural settings hence, we chose quantitative approaches (Creswell, 2005). Then a sample size of 30 students was taken from the population that was 8th Grade students and was 20% of the target population Sample was collected through simple random sampling technique. The data was collected by distributing questionnaire among the study population who were shown some AV aids in order to improve their writing skills like accuracy, grammar and spelling skills etc. **Results:** About 38% of the study participants strongly agreed that the AV aids play a prominent role in developing writing skills in students and only 10% disagreed with the statement. Around 52% of the participants strongly agreed with the fact that visual representation of any material clicks the whole context of that material in one single word whereas none of the students disagreed to this fact. **Conclusion:** We concluded that despite being used to some extent by several teachers, using AV aids in improving writing skills still does not have enough attention as it would deserve, especially considering its benefits it may bring to developing writing skills.

Key words: Audio Visual Aids, AV Aids, Creative Writing Skills, Impact.

INTRODUCTION

Because the writer generates new language, writing is seen as a constructive talent. It is considered the most challenging of the four language abilities. Communication and learning need the use of writing. It is regarded as a highly effective form of communication. It assists us in conveying ideas, writing, revising, and editing in order to achieve flawless writing. A person who can write well is seen as well-educated, a good communicator, and a professional, and this will always be a plus.¹

Applying writing skills in the classroom from an early age provides children with a fantastic chance to improve their grammar, punctuation, vocabulary, syntax, and coherence abilities, as well as their imagination, creativity, passion, motivation, and, most importantly, practice in the topic. Writing skills using audiovisual assistance

is a type of writing that communicates feelings, thoughts, or ideas in a creative manner adds that images are frequently utilized to assist pupils practice with grammar and vocabulary in current circumstances.²

It was noticed in Grade 8th in Hira secondary school Almost all students in Peshawar actively studied photos to elicit concepts, attempting to write the precise comprehension that corresponded to the visuals and discussing their writing patterns with their professors in order to enhance their writing abilities.

Nowadays, students lack writing skills as they get all their materials by using technology like Google. Students may envision lessons and translate abstract concepts into real, easier-to-understand things with the use of audiovisual aids. We communicate our thoughts and ideas

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in an orderly manner through writing, and we go through a mental process to become a successful writer. Elementary children tend to benefit from concept maps in terms of organizing and recalling precise information and challenging language.³ It also appears to enhance self-efficacy for learning by encouraging the use of self-monitoring and information acquisition techniques. Integrating audiovisual resources with the prescribed course contents has a positive impact on teaching and learning process of language and gives them opportunity of free expression of feelings and experiences.⁴ When correctly understood, the teaching approaches that center on the principle of audio-visual aids are so practical and useful to the student when intelligently implemented that their wider acceptance in the teaching of current writing patterns warrants consideration.⁵ Visual technology encourages students to incorporate their writing abilities into current life, as though denying the moving picture in educational practice causes the kid to be ignorant.⁶

All audio-visual resources can help you improve your writing abilities if you utilize them at the appropriate time and in the proper location.⁷ A group that followed guidelines that included both text and graphics outperformed a control group that followed the same directions without the pictures by 32%.⁸ The audio-visual aids are used as a technique to aid in the presentation of knowledge, concepts and ideas; they are the valuable tricks to knit the pupil into learning, not means of entertainment.⁹ The goal of our research is to see how audio-visual assistance can help students improve their creative writing skills because there are several difficult areas in writing, the purpose of this study is to examine how learners perceive some of these issues.

MATERIAL & METHODS

A quantitative cross-sectional research approach was utilized. This research was carried out at Hira Secondary School, which is a private school in district Peshawar, Khyber Pakhtunkhwa, in September 2020.

First of all, students of elementary level were selected as population which was 150 students

in number comprised of three classes (6th, 7th, and 8th). Then, from the population of 8th grade pupils, a sample size of 30 kids was selected, accounting for 20% of the target population simple random sampling was done.

The data was collected by distributing questionnaire among respondents who were shown some AV aids in order to improve their writing skills like accuracy, grammar and spelling skills etc.

The completed questionnaires which were 25 in number checked for completeness and consistency before processing the responses. The data was tallied and evaluated using percentages and other statistics. The statistical software for social sciences (SPSS) version was used to create the data. Information remained later presented by means of tables and figures for analysis. The percentages and figures that are calculated, further explained in terms of analysis and to provide the conclusion of this study. The design used in my research questionnaire was "close ended". Questionnaire was developed online using "Google form" and the results were also generated automatically. Out of sample size of 30 students, 25 students responded and the remaining participants did not answer.

RESULTS

As shown in Table-I, and Figure-1 About 38% of the participants strongly agreed that AV-aids play a prominent role in developing writing skills in students and only 10% disagreed with the statement.

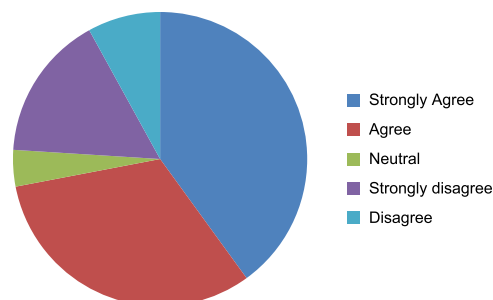


Figure-1. Showing percentages of participants responses to question No 1 (AV-aids play a prominent role in developing writing skills)

Question NO#	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1	10(38%)	8(31%)	1(5%)	4(16%)	2(10%)
2	13(54%)	6(25%)	3(12%)	1(2%)	2(7%)
3	15(62%)	7(23%)	3(12%)	0(0%)	0(0%)
4	8(34%)	6(25%)	4(18%)	5(20%)	2(6%)
5	13(49%)	8(29%)	2(10%)	2(10%)	0(0%)
6	10(41%)	8(29%)	1(8%)	4(10%)	2(5%)
7	12(48%)	8(29%)	2(10%)	2(10%)	1(2%)
8	17(68%)	6(24%)	2(10%)	0(0%)	0(0%)
9	12(48%)	10(40%)	2(10%)	1(2%)	0(0%)
10	14(54%)	8(29%)	0(0%)	1(2%)	2(5%)

Table-I. Statistics (Data output of student’s responses) for. N=25

Good writing skills helps to improve the creativity level of students and boost up the confidence level as 54% of the participants were strongly agreed with this statement and only 4% considered it wrongly as shown in Figure-2.

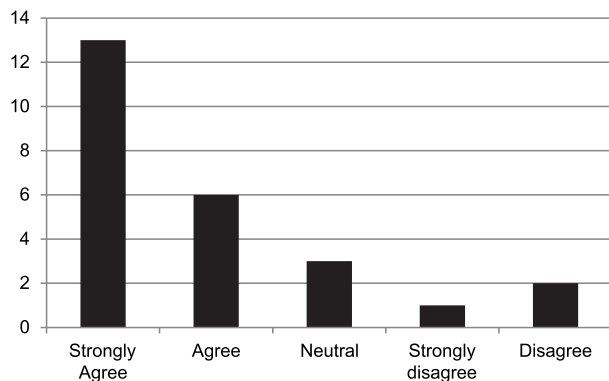


Figure-2. Show percentages of participants’ response to question 2 (Good writing skills helps to improve the creativity level of students and boost up the confidence level)

Writing skills plays a very essential part in broaden the views and bridges the gap between the teacher and the students. None (0%) of the participants were disagreed with the statement and 62% were strongly agreed with the statement as shown in the Figure-3.

34% of the participants strongly agreed that the parents’ involvement affects the student’s performance, 18% students were neutral, and 20% students were disagreed with the statement as shown in Figure-4.

From Figure-5 it is shown that 52% the majority

of the participants believed that visuals are important representation of any material clicks the whole context of that material in one single word while none of the students were strongly disagreed. Info graphics as AV-aids helps the individuals as 47% students answer in strongly agreed and only 5% of the respondents answer in strongly disagreed.

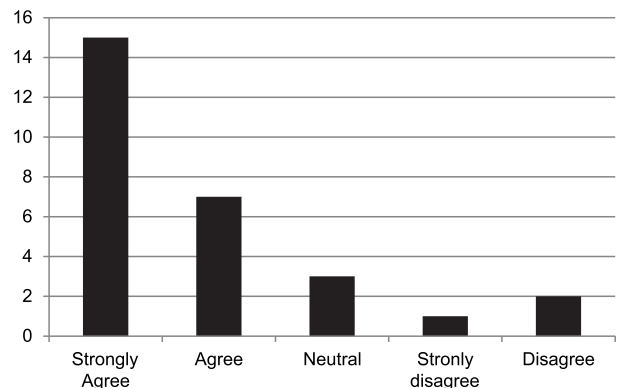


Figure-3. Participants’ responses to question 3 (Writing skills plays a very essential part in broaden the views and bridges the gap between the teacher and the students)

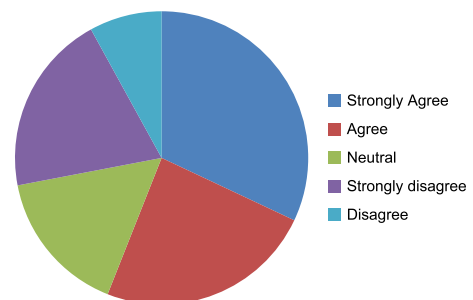


Figure-4. Shows percentages of participants’ responses toward question 4 (Parents involvements greatly effects the Students performances)

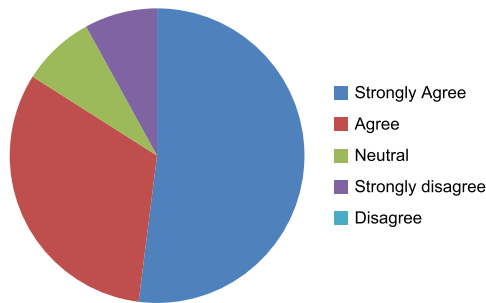


Figure-5. Showing percentages of participants responses to question No 5 (Parents oppose AV-Aids because they thought their children gets involved in useless activities)

Creative writing is the ability to create one's own experience because 48% students strongly agreed with the statement, 30% student agreed and only 2% strongly disagreed. Writing is a skill that interact and interrelate with brainstorming as 68% students strongly agreed, 24% agreed, 10% respondents were uncertain 0% respondents disagreed and strongly disagreed with the statement. 48%, 40%, 10% and 0% of the defendants were strongly agreed, agreed, neutral and strongly disagreed respectively with the statement that parents oppose AV-Aids because they thought their children gets involved in useless activities as shown in Figure-6.

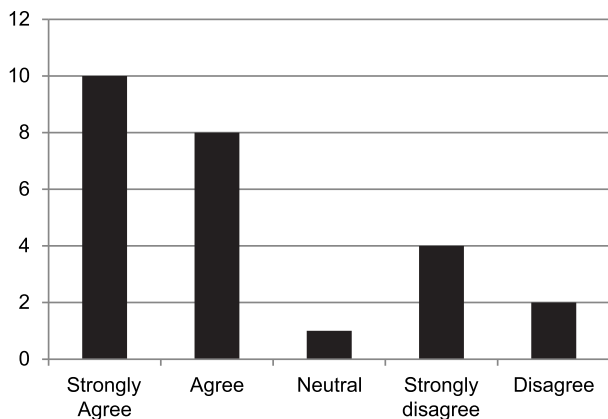


Figure-6. Show percentages of participants' response to question 6 (Creative writing is the ability to creates one's own experience)

AV-Aids promote learning but students did not get proper support because of uneducated parents as 50% students were strongly agreeing and only 5% were strongly disagree.

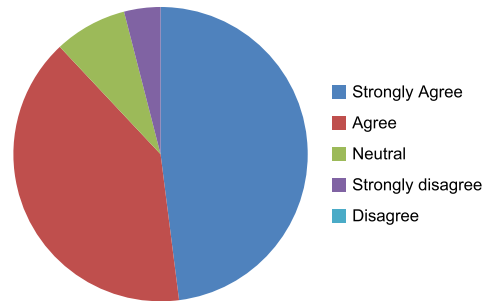


Figure-7. Showing percentages of participants responses to question No 7 (that visual representation of any material clicks the whole context of that material in one single word)

The data obtained from the questionnaire showed that the picture series-aided learning strongly improved writing skills of the students. The majority of pupils were interested in pictures, according to the results of the survey 5.00. 82% of the respondents thought that writing activity using picture-series was joyful as standard error of mean is always between (01). This is smaller than the standard deviation, indicating that the majority of pupils enjoyed using the picture-series.

DISCUSSION

By analyzing the data which the respondents provided about themselves and their experience with teaching writing skills, it was assumed that majority of the teachers are young at the beginning of their teaching career. We believe that this might be the reason why they took part in the survey, because they might be interested in various approaches to teaching writing skills which can enrich their teaching portfolio. We also assumed that they might not use AV-aids in order to improve writing skills or they might feel they do not have anything to share concerning topic.

Mean	5	5	5	5	5	5	5	5	5	5
Standard error of means	0.77	0.97	1.26	0.45	1.08	0.77	0.96	1.43	1.11	1.18
Standard Deviation	3.87	4.85	6.28	2.24	5.39	3.87	4.80	7.14	5.57	5.92

Table-II. Shows Mean, Standard Error of Mean and Standard Deviation.

We asked teachers to state the language skills of which they think might be developed the most by using grammar sentences. All the opinions are put together, it is apparent that writing is seen as the least important skill, with only 4% of the respondents checking it.

To learn more about the importance of language skills and how they can be developed, we asked the instructors which language abilities they think might be improved the most by using the writing skills exercises. The ability to utilize a foreign language in all of its forms is required, and writing skills may be a fun method to practice it.⁵⁻⁸ Whether, in the form of exchanging emails with pen-friends, writing short stories or poems. Despite the fact, that teacher believe that mostly writing can be practiced using grammar skills activities; its versatile character allows practicing all language skills.⁸⁻¹⁰ Teachers of the Hira secondary school Peshawar is aware of the fact that with the help of AV-Aids students writing skills gets improved and AV-aids might be beneficial for the development of their students writing skills. However, they believe they do not have enough time to exploit the tool themselves with their own students and thus use it rarely.⁷⁻¹⁰

CONCLUSION

We found out that despite being used to some extent by several teachers, using AV-Aids in improving writing skills still does not have enough attention as it would deserve, especially considering its benefits it may bring to developing writing skills. Taking into consideration all the obstacles revealed by the research, most of them






can be overcome easily by consulting the right materials.

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3	Muhammad Haris	Introduction writing and data analysis.	
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5	Muhammad Jehangir Khan	Discussion writing.	
6	Imran Zaman Khan	Abstract writing.	