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Title: Utilizing Audio Visual Aids as an Instructional Media in Teaching Writing<br/>for the TenthGrade in SMAN 1 Baureno Bojonegoro

Has been corrected and approved to fulfill the requirement for the attainment of Bachelor Degree in English Education.

Surabaya, August 8<sup>th</sup> 2012

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### ABSTRACT

Name	: Eliana Maghfiroh
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Title	: Utilizing Audio Visual Aids as an Instructional Media in teaching
Keywords	writing for the tenth grades in SMAN 1 Baureno Bojonegoro : Utilizing audio visual aids, instructional media, teaching writing

In learning language there are four skills that must be learned by students, listening, speaking reading, and writing is one of language skills which are considered difficult because the learners are demanded to express their idea in writing English appropriately.

In teaching writing, a teacher needs a variety of techniques to motivate their students. The students will be bored if they learn writing without variations. Student's interest is one main factor to achieve the goal of teaching learning of English. One of the ways to motivate students in learning is using audiovisual media. Audiovisual will make them interested in learning writing.

This thesis specifically focuses on the implemented of audio visual aids as an instructional media in the teaching writing for the tenth grades in SMAN 1 Baureno Bojonegoro. According to the theorist that had been discussed, audio visual aids as instructional media are effective to motivate students to write actively

The main objectives of this paper are (1) to analyze the implementation of audio visual aids as an instructional media in the teaching writing (2) to discuss the students' responses to the implementation of audio visual aids as an instructional media in teaching writing, (3) to improve student's writing ability by using audio visual aids as an instructional media in teaching writing.

By using classroom action research design, the data of this research were obtained form, observation, questionnaires and test. The result of this study shown that the student accept the implementation of audio visual aids as an instructional media in the teaching of writing, student's responses are good to the implementation of audio visual aids as an instructional media in teaching writing and student's writing improved after implementing audio visual aids as an instructional media in teaching writing.

Based on the explanation above, the researcher conclude that the implementation of audio visual aids as an instructional media in teaching writing.

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# ABSTRACT

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Based on the explanation above, the researcher conclude that the implementation of audio visual aids as an instructional media in teaching writing.

# ACKNOWLEDGEMENT

First of all the writer would like to say *Alhamdulilah* to Allah SWT for the mercy and guidance, so that the writer could finish this thesis with the title "Utilizing Audio Visual Aids as an Instructional Media in teaching writing for the tenth grades in SMAN 1 Baureno Bojonegoro". Secondly, *Sholawat* and *Salam* be upon prophet Muhammad SAW who guidance us from the darkness into the brightness.

Particulary, I am grateful to many people who help me during my research directly or indirectly. They are:

- 1. Prof. Dr. H. Abd. A'la, M.Ag. as a Rector of State Institute for Islamic Studies of Sunan Ampel Surabaya
- 2. Dr. H Nur Hamim, M. Ag. As the dean of Tarbiyah Faculty, State Institute for Islamic Studies of Sunan Ampel Surabaya.
- 3. Dra. Irma Soraya, M.Pd as the Chairman of English Dapertement of Tarbiyah Faculty, State Institute for Islamic Studies of Sunan Ampel Surabaya.
- 4. Dra. Arbaiyah YS, MA and Afida Safriani, MA. As the writer's advisor that guides and gives advice to the writer to finish this thesis.
- 5. The principles, teacher, and students of SMAN 1 Baureno Bojonegoro who support the writer and give a chance to do this research
- 6. The writer's parents that always pray, love and support
- 7. The writer's husband that always support and love me.
- 8. My friend in English education Department year 2007 especially (Adik Diah, Mbak Elly and Neng Ifa) thank for your sharing and supporting.
- 9. Other people who help the writers to finish this thesis that she cannot mention one by one.

Finally, may god give best reward to you all and may this research be able to fill a part of gap in our knowledge.

Surabaya, July 23<sup>th</sup> 2012

Writer

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# CHAPTER I INTRODUCTION

#### A. Background of The Study

As an international language, English is broadly used by many people in the world and in many areas of everyday life. Therefore, using English is the easiest way to communicate with people from other countries about many aspects in human life such as technology, economy, social, and politics. Knowing this condition, in Indonesia, English is taught to the students since they are in elementary school up to university level.

Based Curriculum in Indonesia it is called Based Educational Curriculum (KTSP). According to KTSP, the students who graduated from senior high schools are expected to master the four language skills (listening, speaking, reading, and writing) and also to have ability to communicate both in written and oral language. Because of that, English in senior high schools is aimed at developing the four language skills in order for the students to communicate in English on the certain literacy, and writing is one of the four language skills that is very important to learn.

Writing involves some language components (spelling, grammar, vocabulary, and punctuation). This is in line with what is Braine and Claire stated that "Writing is a clear sentences requires you to learn the rules of English

grammar and mechanics such as the correct use of verbs and pronouns, as well as commas and other marks of punctuation"<sup>1</sup>.

In order to be able to communicate in a written form, the students need practice more. They have to practice expressing their ideas and feeling freely in a written form. Thus, the teacher should prepare the students to be able to write English composition. However, it is not easy to teach writing, Jack and Willy said that "writing is the most difficult skill for learners to master, the difficulties lie not only in generating and organizing ideas but also in translating these ideas into readable text".<sup>2</sup>

In additional, teaching writing still has some problem in senior high school and furthermore many teachers have not found the right media in teaching writing because he had a limited of time, place, equipment, etc. so that the teachers only give information or explaining material, discussion and gave a time for their student to ask, and sometime the teacher has a great dependence on text book. As a result, the student only take the available activity including presenting material. This approach will give a negative view to the students that writing is boring and difficult to do.

To raise the student's interest in learning writing, the teacher need to create situation in which the students could get and transfer their ideas in their

<sup>&</sup>lt;sup>1</sup> Braine, George and May, Claire. *Writing from Sources.* (London: Mayfield Company,1992) 60 <sup>2</sup> Richards, Jack C and Willy A. Renandya. *Methodology in Language Teaching*. An anthology of Current Practice, Cambridge University Press.

mind into a piece of good writing easily and find a good technique or good instructional media. In addition, there is also one aspect that must be considered by the teacher related to the techniques and media, whether it is interesting enough for the students that and avoid students' boredsome in learning English. Halliwel states that "Teaching language should be concerned with the real life, It means that the material should be familiar or related to the students' daily life, so that the students could be easily engaged and motivated"<sup>3</sup>.

On the use of teaching media cannot be separated from the effort to build learning process that is enjoyable. One type of teaching media is audio visual aids, "it can give an experience for the students, which can listen and see". The subject of the lesson is given by the students; it will be felt as reality, no abstract. Hoban and Zizman states that "The subject values which given for the student is function of reality level for itself"<sup>4</sup>. It can help student stimulate their ideas so that they are capable of expressing those idea in writing easily.

Furthermore, teaching writing still has problem in SMAN 1 Baureno Bojonegoro. Based on the interview with the English teacher, he is Mr Aminnudin. there were some problems found in the class when the teacher taught writing materials to the students. The first problem is that the students' writing is not comprehensible because the content of the composition is not relevant to the

<sup>&</sup>lt;sup>3</sup> Halliwel, Susan. Teaching English in the PrimaryClassroom. (Longman: Newyork 2002) 7

<sup>&</sup>lt;sup>4</sup> Hoban, Zizman. Visual Dictionary, The Factor the File, Indonesia – Inggris. (Jakarta: Multimedia Metropolitan (Kaset berbahasa inggris) 2006) 6

topic sentences, the ideas are not stated clearly, and the ideas and sentences are not well organized. The second problems there are many errors in vocabulary, grammar, and spelling. Another problem, the students have low motivation and are not interested in doing the task while the writing activities. Therefore, it is difficult for students to express their ideas and to tell their experience on writing task.

In additional. The English teacher in SMAN 1 Baureno seldom use audio visual aids as an instructional media in the class to create situation in which the students could get and transfer their ideas in their mind into a piece of good writing easily. This happens because they consider that is not easy to get the appropriate video which suitable for the students' level and interest. They need a lot of preparation and time. That is not true, it is not difficult to prepare audio visual aids if the teacher able to spend their little time for getting it. It is better to apply it since what we get is much and more important that what we done.

Based on the explanation above, the writer offers to use audio visual as a media to teach writing. There are some reasons why researcher chooses audio visual aids to teach writing: First, most of students like something that can be seen and listened like movie video, picture motion, etc, because by watch video or movie, it is pleasure to save the time. Second, audio visual aids can raise the student's interest in the teaching-learning because audio visual aids provide them with informative materials that attract them to see. Third, audio visual aids are the story materials that help the students to recognize the meaning of unfamiliar words easily. Besides, it can help them to understand the expression and situation in a dialogue happen,

By referring to the previous research which had been conduct by Umi Nahdliyah, the title was "The Effect of Teaching Using Video on Students' Speaking Ability At SMP Sedati". based on the result of observation, in the first meeting the students was still passive, but in the next meeting they were more be active. In each group, students expressed and shared their thought with others. The student's scores in speaking had become better in each meeting. In addition, through video, the students will get motivated to share their ideas in oral activity, it means that some of them are able to speak the language target with sufficient structural acquire. <sup>5</sup>

The second is written by Dea Herdiananda, the title was "Utilizing Audio Visual (cartoon movie) As A media to Teach Vocabulary at Senior High School" the statement of the problem is: What are the advantages of using audio visual (cartoon movie as media in teaching vocabulary? In her research , she used library research and stated that the audio visual (cartoon movie) give some advantages for teaching English for students, because it can arise student's creativity and can arise students' attention.<sup>6</sup>

<sup>&</sup>lt;sup>5</sup> Umi Nahdliyah. The Effect of Teaching Using Video on Students' Speaking Ability At SMP Sedati. ( Surabaya: State Institute for Islamic studies Sunan Ampel 2009).

<sup>&</sup>lt;sup>6</sup> Dea Herdiananda. Utilizing Audio Visual (cartoon movie) as A Media to Teach Vocabulary at Senior High School. (Surakarta: Universitas Sebelas Maret.2008)



Many previous case studies that is related in using audio visual aids such as, Joko Purwanto in his paper, "Using Video As A Media in Learning English ". He not only explains how to create a video as a media in learning English but also show the advantages of using video in learning English. Where is the students more interest to learn English more<sup>7</sup>. Also Riri Isriyah Suryati in her thesis "Teaching Speaking Through Audio Visual Media" believe that the application of audio visual aids in teaching speaking have so many benefit<sup>8</sup>. The result both of this study was satisfying.

Different from the previous study which only focused on the advantages of audio visual aids, in this research tries to find not only the respond but also the implemented this an instructional media and improvisation after the implementation of audio visual aids in teaching writing for the tenth grade in SMAN 1 Baureno Bojonegoro. In additional, by utilizing audio visual aids the teacher capable to make a different situation in order to the students not bored during writing activity.

Based on explanation above, finally, the researcher intends to have an action research about utilizing audio visual aids as an instructional media in teaching writing for the tenth grades in SMAN 1 Baureno Bojonegoro because some reason. First, this school had LCD Projector to support this study. Second,

<sup>&</sup>lt;sup>7</sup> Joko Purwanto. Using Video as A Media in Learning English.

<sup>&</sup>lt;sup>8</sup> Riri Isriyah Suryati. *Teaching Speaking Through Audio Visual Media*. (Malang: University of Muhamadiyah Malang. 2009)

the location of this school was easy to reach because this school was located near the city. Finally, it would become the first research in this school in using audio visual as aids for instructional media in teaching writing.

#### **B.** Research Problems

- 1. How is the use audio visual aid implemented in teaching writing for the tenth grades in SMAN 1 Baureno Bojonegoro?
- 2. What is the students' response to the implementation of audio visual aids in teaching writing for the tenth grades in SMAN 1 Baureno Bojonegoro?
- 3. How is the progress of students' writing skill after the implementation of audio visual aids for the tenth grades in SMAN 1 Baureno Bojonegoro?

#### C. Purpose of the Study

The study is aimed to find alternative techniques to be implemented in teaching writing skill.

- 1. Describing the implementation of using audio visual aids in teaching writing for the tenths grade in SMAN 1 Baureno Bojonegoro.
- 2. Describing students' response to the implementation of audio visual aids in teaching writing for tenth grade in SMAN 1 Baureno Bojonegoro.
- 3. To describe the progress of students' writing after the implementation of audio visual aids for the tenths grade in SMAN 1 Baureno Bojonegoro.

### E. The Scope and Limitation of the study

The scope of the study is the use of audio visual aids as an alternative intructional media in teaching writing. The limitation of the study is the tenth grades of senior high school with consideration that they have studied in their school. The chosen school was SMAN 1 Baureno Bojonegoro. The writer focuses on the using audio visual aids as an intructional media in teaching writing.

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### F. The Definition of Key Terms

1. Writing

Writing is experienced as the mechanical act of transcribing one's idea<sup>9</sup>.

2. Audio Visual

Audio Visual Aids is using both sight and sound<sup>10</sup>.

3. Teaching

According to the free Online Dictionary Learning. Teaching is the activities of educating or instructing which impart knowledge or skill.<sup>11</sup>

<sup>&</sup>lt;sup>9</sup> James Briton. The Composing Process and The Function of Writing. (London: ,Urbana, IL : national Council of teachers of English. Longman, 1978) 24

<sup>&</sup>lt;sup>10</sup> Oxford Advanced learner's Dictionary..

<sup>&</sup>lt;sup>11</sup> Faarlex, The Free online Dictionary. The definition of teaching (online) From: Http:// www. The freedictionary.com/teaching. Retrieved 2010-06-07

# CHAPTER II REVIEW OF RELATED LITERATURE

This chapter contains underlying theories which are needed to give relevant knowledge in the field. They are the definition of media, the definition of audio visual aids, writing, and the use of audio visual aids in teaching writing.

### A. The Definition of Media

Learning a foreign language needs a lot of patience, energy, time, creativity and competence. The success of teaching and learning foreign language skills including English is determined by a number of factors both linguistic and non linguistic such as the students, the teacher, the methods, materials and media.

According to Gerlach and Ely, "A medium is as any person, material or an event that creates circumstances that put the pupils in a position to acquire knowledge, skill and dispositions"<sup>12</sup>. De Corte et al state that "A medium is any means used or presented by a teacher to function in teaching situations in connections with reaching a particular teaching aims"<sup>13</sup>.

In correlation to learning process, media is everything that send message from study and also media can be defined as all something that can be used to

<sup>&</sup>lt;sup>12</sup> Gerlach, V, S and Ely,D,P *Teaching and Media: a systematic approach*, (Englewood Cliff: Prentice hall 1971) 282

<sup>&</sup>lt;sup>13</sup> De Corte E, at,al Beknopte Didaxologie, (Groningen: Wilink. 1974) 189

give a messages, So that media can stimulate mind, feeling, attention, and student enthusiasm.

Using media in teaching learning process is very important in the classroom. The teacher should know many kinds of instructional media that can be used in the classroom. There are many kinds of instructional media, but basically media is divided into three characteristic:

- 1. Audio media is a media that involves hearing. It can help in listening skill, like radio, record players and phonograph radio, etc.
- 2. Visual media is a media that involves sight. Visual aids are classified into two major categories, they are
  - a. Non Electronic equipment, such as blackboard, pictures, posters, flannel boards, chart, photographs, maps, etc.
  - b. Electronic equipment, such as tape recorder, overhead projector, picture motion, etc;<sup>14</sup>
- 3. Audio visual media is media that involves or directed at both hearing and sight. These kinds of media have a better ability because it has two kinds of audio and visual media such as television, video, etc.<sup>15</sup>

### 1. The Types of Media

The type of media could be divided into two categories, they are printed or non printed media.

<sup>&</sup>lt;sup>14</sup> Satterthwaite, L. The Selection and Use of Instructional Media, (New York: Wiley. 1990)21

<sup>&</sup>lt;sup>15</sup> A. Kosasih, Optimalisasi Media Pembelajaran.( Jakarta : PT Grasindo.2007) 20

- a. Printed media. These include text books, magazines, newspapers, journal, bulletins, web pages, blogs etc. They help learners to get more information through reading widely, research and providing more enjoyment from various sources of facts.
- b. Non printed media. These include television, film chart, pictures, graph, computer, etc. they help learners to get more information through hearing and sight.<sup>16</sup>

#### 2. Selecting Media

According to Romiszokowi, the following factors influence in the selection of media for a particular lesson, they are

- a. Learning content.
- b. Type of learning task.
- c. Teaching strategies.
- d. Students characteristic.
- e. Practical limitations.
- f. Presence of the teacher.<sup>17</sup>

The following 2 type of media characteristic have to be taken into account in media selection

a. Essential media characteristic

It is the characteristic that will improve clarity of these presentations.

<sup>&</sup>lt;sup>16</sup> Satterthwaite ,L. The Selection and Use of Instructional Media, (New York: Wiley. 1990)

<sup>&</sup>lt;sup>17</sup> Romiszowiski, A.J. The Selection and Use of Instructional Media, (New York: Wiley. 1974)56-58

b. Optional media characteristic

It is the characteristic that will improve quality of these presentations<sup>18</sup>.

The teacher should first reflect on what essential should be brought up in a particular lesson and then give attention to the optimal media characteristic then a list of appropriate media should be compiled in term of the essential media of characteristic. It is better to the media that are impractical, unavailable, or can be used in the limited space<sup>19</sup>

#### The Definitions of Audio Visual Aids **B**.

Language learning is a complex process. In this process, language teacher can not be far away. From the technology which is the application of scientific knowledge to practical task by organizations that involve people and machines. It is a fact that technology cannot be separated from the society. Therefore, teachers need technologies relevant to the teaching learning situations. If the educationalist want children to be technologically equipped, all the change and the preparation ought to be done within the curriculum school, architecture, teaching organizations and finance.

Basically learning process is communicative process. It must be created through delivering activity and exchanging instruction or information. It covers knowledge, skills, ideas, and experiences and so on. For the communication itself

<sup>&</sup>lt;sup>18</sup> Ibid 63-64 <sup>19</sup> Ibid 71-76

the teacher needs media. And we know that there are many kinds of media, one of them is the audio visual.

It is a well know fact audio visual aids material are great help in stimulating and facilitating in the learning of foreign language. According to Wright "Many media and many style of visual presentation are useful to the language learners"<sup>20</sup>. That is to say all audio visual material has positive contribution to language learning as long as they are used at the right time and place. In language learning process, the learners use his eyes as well as their ears but his eyes are basic in learning. Rivers Claims that "It is clearly contributes to the understanding of another culture by providing vicarious contact with speakers of the language, through both audio and visual means"<sup>21</sup>.

Sterm said "The principle feature of the audio-visual method is a visually presented scenario provides the chief means of involving the learner in meaning full utterances and contexts<sup>22</sup>".

Audio visual are classified into three major categories.

- 1. Auditory is sense related to listening. Such as the record players or the gramophone, the radio, etc.
- 2. Visual aids is sense related with learner sight such as blackboard, the bulletin, board pictures, specimens, text book, silent motion, pictures, etc.

<sup>&</sup>lt;sup>20</sup> Wright, A. Visual Material for the Language Teacher, Essex, (Longman: Wilson. 1976) 1

<sup>&</sup>lt;sup>21</sup> Rivers, W, M. 1981 .*Teaching Foreign Language Skill. (Chicago:* The University of Chicago Press. 1981) 399.

<sup>&</sup>lt;sup>22</sup> Strem, H. H. 1983. Fundamental Concept of Language Teaching. (Oxford: Oxford University Press. 1983). 446

 Audio visual. These aids seems that both the listening (ears) and viewing (eyes) sense are involved, Such as are television, video, motion, pictures, computer, etc<sup>23</sup>

Djamarah and Zain also classify media as follows:

- a. Audio is a media has capacity using sound.
- b. Visual is a media has capacity using eyesight.
- c. Audio- visual is a complete media because it has audio and visual<sup>24</sup>.

Hoban and Zizman state that the subject values which are given for the student is the function of reality level for itself<sup>25</sup>. It can help student stimulate their ideas so that they are capable of expressing those idea. The ability of this audio visual is considered better and more interesting because both contain elements of the media types that are the first and second.

### 1. Need for Audio Visual Aids

Audio visual aids are both complementary and supplementary in nature.

Sometimes, these aids extend the scope of a topic and they enrich or strengthen the presentation of the content made by a teacher.

a. Audio visual Aids as means of communication

Simply word whether written or spoken by a teacher can not provide adequate learning experience. We need to supplement the teachers'

<sup>&</sup>lt;sup>23</sup> Satterthwaite, L. The Selection and Use of Instructional Media, (New York: Wiley. 1990) 18

<sup>&</sup>lt;sup>24</sup> Drs. Ahmad Izzan MAg. Metodologi pembelajaran bahasa inggris. (Bandung: Humaniora.2008) 105

<sup>&</sup>lt;sup>25</sup> Hoban, Zizman, Visual Dictionary, the Factor file, Indonesia – Inggris. (Jakarta: multimedia Metropolitan (Kaset berbahasa inggris). 2006) 6

words. Visual aids are very helpful in this regard in the form of pictures, flash card, poster, etc. Again in language listening, it is a very important skill, if we do not get an opportunity to listen a long. We cannot speak it properly. Hence there is need for audio cassettes which contain recitation of poems, narration of stories, etc.

b. Audio visual aids as means for retention

We have seen that audio visual aids make a lesson more enjoyable and effective. The uses of audio visual aids also help in better retention of the content. Usually we hear something we tend to forgot it within specific time span, when we see it with our eyes, we remember it for a longer time and when we perform or activity with our own hands, and we understand its process.

c. Audio visual aids as means to save time

We want to tell the students a number of things in a very short time. The use of audio visual aids can be very helpful, such as we can say much in a short time and form what otherwise would take a lot of time and space.<sup>26</sup>

# 2. The Advantages and Disadvantage of utilizing audio visual Aids.

In general, using audio visual aids has the following advantages and disadvantages. Some of the advantages they are:

a. It is interesting.

<sup>&</sup>lt;sup>26</sup> Satterthwaite ,L. The Selection and Use of Instructional Media, (New York: Wiley. 1990) 21

- b. It is probably to serve the material interesting with many colors in it.
- c. It gives an opportunity for students to try themselves in or out of the class.
- d. It helps the teacher to give material
- e. It motivates students in learning process

And the disadvantages are:

- a. It overcomes space limitation and time.
- b. It is expensive<sup>27</sup>

### C. Writing

#### 1. The Nature of Writing

Writing is one of language skills which is considered difficult because the learners are demanded to express their idea in writing English appropriately. Dealing with this, Brittton says that "Writing is experienced as the mechanical of transcribing ideas<sup>28</sup>, when the language itself rather than "the purpose for which the language is used" become the focus, and when production becomes more important meaning.. According to Axelord and cooper in Ma'mun, "Writing is a complex process and such contains element of mastery and surprise<sup>29</sup>. When students want to write something they should have a lot of information, ideas, and thought in their mind so that they

 <sup>&</sup>lt;sup>27</sup>Drs. Ahmad Izzan MAg. Metodologi pembelajaran bahasa inggris. (Bandung: Humaniora.2008) 96
<sup>28</sup> James Briton. The Composing Process and the Function of Writing. (London: ,Urbana, IL : national Council of teachers of English. Longman, 1978) 24

<sup>&</sup>lt;sup>29</sup> Ma'mun K.N.R. 2005. A Descriptive Study of the Students' Ability in Writing Narration at the First Grade of SMUN 1 Tanjung. Unpublished Thesis Universitas Lambung Mangkurat. P 5

will be able to express them into sentences, paragraphs, and an essay. From the very simple, Byrne provides with the following definition of writing.

"On the level writing can be said to be act of forming graphic symbols: marking mark on a flat surface of some kind. But writing is clearly much more than the production of such symbols. The symbols have to be arranged. According to certain convention to form word, and words have to be arranged to form sentences."<sup>30</sup>

From the definition above writing is not merely an act of transforming words one produces into a written symbols known as letters and the combination of them. But it also states that those symbols should be put together into a larger unit namely words and words into sentence using certain rules. Further he said as a rule, a sequence of sentences should be arranged in particular order and linked together in certain ways to form a coherent whole paragraph to be well perceived by the reader. Therefore, in order to write well, knowledge of writing and its aspects should be taken into account and for the assessment. There are at least five weighted aspects in writing, namely: content, organization, vocabulary, language use and mechanic.<sup>31</sup>

From the five components above we see that the writing process as commonly conceived is a highly sophisticated skill combining a number of diverse elements.

Furthermore, writing is different from speaking because people who can speak well do not mean that they can write well too. It needs many practices

<sup>&</sup>lt;sup>30</sup> Byrne, Donn. *Teaching Writing School*. (London: Longman Group Ltd1971). P 1

<sup>&</sup>lt;sup>31</sup> Byrne, Donn. *Teaching Writing School*. (London: Longman Group Ltd1971). 3

since the writing skill is not coming automatically. As stated by Michael and Richard "Writing is not just speaking in written form. In order to teach writing as a form of communication, it is necessary to go beyond sentence level manipulation to the production of paragraph and subsequently"<sup>32</sup>.

Finally, writing requires thought, discipline and concentration, writing involves committing something to a relatively permanent form. It is a record b y which student is judged by who ever read what student has written.

#### 2. Techniques of Writing

We realize that language skill is very important in our life, especially writing skill. Many students still have problem how to make a good writing, especially in writing paragraph. There are three requirements in writing paragraph. They are:

a. Paragraph should have one central idea.

- b. Paragraph should have coherence and continuity.
- c. Paragraph should be able to develop.<sup>33</sup>

Based on the requirements of the paragraph, the students are expected to write by using roles of writing paragraph. First, when they write a paragraph, the paragraph should have one central idea. It means that they should limit the paragraph to avoid overworked and tend to break down under the strain.

<sup>&</sup>lt;sup>32</sup> H. Long, Michael and Jack C. Richard.. *Methodology in TESOL, A Book of Reading*. USA:University of Hawaii at Manoa. 1987) 265

<sup>&</sup>lt;sup>33</sup> Sullivan. Kethleen. Paragraph Practice (3<sup>rd</sup>, Ed)(London: Macmillan Publishing. 1971)

The second, the paragraph should have continuity and coherence. Coherence means that the part of the paragraph should be logically connected. If the students want to write a story, the paragraph should have chronological event. Besides, continuity means that the connection of the part should be smooth.

The last is paragraph should be able to develop. In paragraph, there are three basic parts, a beginning, middle and an end. These parts are often called the introduction, discussion and the conclusion. In introduction, it may be simply the topic sentence in the discussion, it talk about the topic, and in conclusion, it completes the discussion, often refers to main point in the introduction.<sup>34</sup>

#### 3. Procedure of Writing

Beside the technical of writing, the procedure of writing is also important. The following steps constitute the basic procedures.

- a. The teacher gives the assignment. The teacher must make students understand the model and the direction of what they are supposed to do.
- b. The students write the paragraph carefully. It means that they should know what they should write. It is better for them to write in the class because the teacher can help them to write a good paragraph.

<sup>34</sup> Sullivan. Kethleen.. Paragraph Practice (3<sup>rd</sup>, Ed)(London: Macmillan Publishing. 1971) 2-3

c. Paragraphs are corrected. It is important that the students receive feedback as soon as possible on their writing. The mistake of the writing should be indicated by underlining and correcting by the students themselves. In order for the student to be able to do that, the teacher will either have to explain the mistake to them.<sup>35</sup>

#### D. Teaching Writing Using Audio Visual Aids

We know that writing is one of the language skills. In teaching writing, a teacher needs a variety of techniques to motivate their students. The students will be bored if they learn writing without variations. Student's interest is one main factor to achieve the goal of teaching learning of English. One of the ways to motivate students in learning is using audiovisual media. Audiovisual will make them interested in learning.

Motivating interest is one factor to achieve the goal of teaching learning process. The teacher should be creative to find materials of writing. Of course it should not be beyond the students' knowledge, for example, writing about their family, daily activity, hobby, etc. express their own ideas in writing. Using audio-visual in writing can motivate students because students will get information on what they should write or tell in relation to the video, and then they will get an interest to develop their ideas. Garret says, "Using visual aids, chart, pictures, motion- picture, film, television, are all useful as means of

<sup>&</sup>lt;sup>35</sup> Sullivan. Kethleen. Paragraph Practice (3<sup>rd</sup>, Ed) (London: Macmillan Publishing. 1971) 6
creating interest, holding and on living the presentation of new material.. <sup>436</sup> It means that teaching writing by using media, the students will pay more attention to what the teacher explains, and it will develop students' motivation in learning. therefore the students will easily understand rules and will be able to use them correctly.

By using audio- visual the teacher can help the students get a clear description about what they have to write, but sometimes they still have difficulty an arranging the sentences. In this case the teacher should help the students. The teacher can give them some instructions through sequence questions to stimulate their ideas, because the students are still depending on the model to the teacher are often tempted to view writing tasks as individual activities that take place outside the classroom, partly because of the practical problems caused by some students working faster that other. It is, however, often bet for writing to be done, or at least started, in class rather than at home, so that we can monitor the work and provide encouragement. Possible modes for classroom writing are as follow:

- 1. Students write alone
- 2. Students write in pairs, with one student writing and the other making suggestion, collecting information, using a dictionary to check vocabulary.
- 3. Students work in small groups, with one student writing and the others helping.

<sup>&</sup>lt;sup>36</sup> Reid M, Joy. *The Process of Paragraphing Writing*. (New jersey: Prentice Hall Regents. 1994) 53

# CHAPTER III RESEARCH METHODS

This chapter describes the research design used in this study, which consists of subject of the study, setting of the study, research procedure, data colleting techniques, and data analysis. To get a clear view of the above matters, each of them is elaborated in the following description.

#### A. Research Design

In this research, the researcher choosed a classroom action research (CAR) as the research design. Classroom actions research for English instruction as stated by Richard and Lockhart that was quoted by Umi Nahdliyah is classroom investigation which seeks to increase the teacher understanding of classroom teaching and learning, and to make change in classroom practice.<sup>37</sup> There were two essential aims of all action research: to improve and to involve. Action research purposed at improvement in three areas: first, the improvement of the practice, second, the improvement of the understanding of the practice by its practitioners, and third, the improvement of the situation in which the practice takes place. In the practice being consider are two involved in the action research project in all its phases of planning, acting, observing and reflecting.<sup>38</sup>

 <sup>&</sup>lt;sup>37</sup>Umi Nahdliyah. The Effect of Teaching Using Video on Students' Speaking Ability At SMP Sedati. (Surabaya: State Institute For Islamic studies Sunan Ampel Surabaya. 2009) 29
 <sup>38</sup>Jhon E. Henning, Jody M. Stone, James L. Kelly, Using Action Research to Improve Instruction: an

<sup>&</sup>lt;sup>3°</sup>Jhon E. Henning, Jody M. Stone, James L. Kelly, Using *Action Research to Improve Instruction: an Interactive Guide for Teachers*, (New York: Taylor & Francis Routledge. 2009) 5

"Action research is undertaken for the purpose of improving students learning by introducing more effective teaching strategies. Action research has been shown to improve student achievement, provide opportunities for professional development, help teacher make their practice more explicit and serve as a pre-professional activity for pre service activity.<sup>39</sup>

Lewin in Arikunto says that action research has four steps: planning, acting, observing and reflecting.

In this study, the researcher acted as an English teacher in SMAN 1 Baureno Bojonegoro. The researcher used audio visual aids to teach writing at SMAN 1 Baureno Bojonegoro and she was expected to solve problems in learning writing.

This researcher used this design because she wants to find out the students' improving in writing ability by audio visual aids as an instructional media and to solve classroom's problem in teaching and learning writing.

The classroom action research in this study was done within two meeting in each cycle. First meeting is used for explaining and giving material, second meeting was used for submitting and evaluating material. The design of this classroom action research consists of four steps, which were planning, implementing, observing and reflecting.

#### **B.** Subject of the Study

The subject of this study was the first grade of SMAN 1 Baureno Bojonegoro. Actually there were eight classes of the first grade, they were X 1, 2,

<sup>&</sup>lt;sup>39</sup> Ibid.p6

3, 4, 5, 6, 7, And 8. In this research, the researcher chooses the class X7 as recommendation from the teacher.

## C. Setting of the Study

The data of this study were taken from the first grade students of SMAN 1 Baureno Bojonegoro which was located on Jl Raya Pasar Baureno. The researcher choosed this school for some reasons. First, this school had LCD Projector to support this study. Second, the location of this school was easy to reach because this school was located near the city. Finally, it would become the first research in this school in using audio visual as aids for instructional media in teaching writing.

#### **D.** Research Procedure

This research started from preliminary observation to identify the real problem on the teaching of writing as well as to find out the general description of the student's writing on narrative text.

The problem of identification would be found during the observation in the preliminary study as the starting point of the research procedure. Then, it would be followed with planning of the action, implementation, observation, and reflection. The classroom action research procedure was presented as follow:



<sup>&</sup>lt;sup>40</sup> Arikunto, Suharsimi. Penelitian Tindakan Kelas. (Bumi Aksara: Jakarta 2009).

#### 1. Preliminary Study

A preliminary study was done to get information about the model of teaching and learning English at SMAN 1 Baureno Bojonegoro especially teaching of writing. In addition, the researcher attempted to get information about the students' problem in learning writing.

The researcher met the headmaster of SMAN 1 baureno Bojonegoro to talk about the plan of research and she also met the English teacher of tenth grades students to do informal interview and direct observation in the teaching and learning process. The informal interview was conducted with the English teacher. The data obtained from those was used to set up the action plan.

#### 2. Planning

In the classroom action research, the researcher made a preparation to be implemented based on the result of the preliminary study. At this stage, the researcher prepares a suitable model of lesson plan, instructional material, and techniques and media.

In this activity, the teacher as the researcher would do some steps:

#### a. Problem identification

When the teacher taught in the classroom, the teacher would find some problems that came from observation. These problems would be taken and solved to improve students' ability.

# b. Analyzing cause of the problem

After finding the problems, the teacher would analyze what cause the problems.

### c. Developing lesson plan

The researcher would do this as an action to solve the problems in the classroom that had been identified. The teacher planed an action that would be done with preparing learning project, they were: lesson plan, learning techniques which are applied, materials and media which support the teaching and learning process. The materials and media must be interesting and were suitable to the topic for the writing class.

# d. The criteria of success

The teacher made indicator or criteria of success to judge whether audio visual aids as an instructional media was successful or not in improving students' writing skill. The criteria of success are:

- 1. The teacher had good performance in teaching writing activity in the classroom.( the criteria can see appendix V)
- 2. Enthusiasm of students in teaching and learning process was about 80% The data from questionnaire will be analyzed by using percentage

#### formula

$$M = \frac{\sum x}{N}$$

3. Students could reach score more than 70 in writing.

#### 3. Implementing

In this implementing stage, the researcher implemented the audio visual aids based on the lesson plan that had been designed before. The implementation of the plan was for each cycle for two meeting which in each meeting takes about 2 X 45 minutes.

# 4. Observing

Observation would be conducted to identify the classroom activities. Accruing during the teaching and learning process, the observation conducted when the action is being implemented in the classroom, the observation checklist and field notes were used to facilitated the observer conducting the observation. These observations were used to monitor the teacher' step of action and the students' response toward the action given by the teacher during the teaching and learning process, the result of the observation and the field notes would become input for the improvement of the teachers performance in the following cycles.

#### 5. Reflecting

Reflection was included in the analysis from the activity that had been done. It was done after finishing each cycle. If the data fulfilled the criteria of success, the action would be stoped. On the other hand, if the data did not fulfill the criteria of success, the action would be continued to the next cycle. It was already stated before that the action could be considered successful if the mean of the score of student tasks could reach 70 and there were more student who were actively involved in the writing activity.

# E. Data Collecting Techniques

In collecting the data, the researcher used observation, questionnaire and the students' task.

1. Observation

Observation is an evaluation by observing the object directly, accurately and symmetrically.<sup>41</sup> It is about the situation of learning process, when the researcher implements audio visual aids in teaching writing in the class, the situations that was observed based on the students' responses to the activity, and the material used in the classroom activity.

The activity must be followed by giving a thick ( $\sqrt{}$ ) to the observation checklist. This means that in this research the researcher must make research variable of observation, then asked help to the formally – appointed English teacher to give checklist to every item. The form of observation of the material may comprise whether the materials are interesting or not. ( see Appendix )

2. Questionnaire

Questionnaires are some questions given to the students asking about some problems that have purpose of getting opinion of the students.

<sup>&</sup>lt;sup>41</sup>. Burhan Nurgiantaoro. *Pengajaran dalam Pengajaran Bahasa dan Sastra*. Third Edition, (Jogjakarta: anggota IKAPI), p 57

The students must answer several question based on what they get after the teacher used audio visual aids in teaching writing. This questionnaire would be given for each student at the end of the teaching learning process. The students asked to choose the appropriate answer from the opinions provided based on their opinion. There are some question in which the questionnaire would be build to find out what the students did with the materials given, the students' respond on the task given by the teacher, the problems faced by the teacher and students when using audio visual aids in writing. At this point, the researcher used questionnaires in Indonesian language in order for the student to be able understand more clearly about what the researcher meant.

3. Test

The test score of the student would be described on the table form, in order to know the increasing score of students from first cycle up to the last cycle. The researcher asks the students to do the exercise in the end of each cycle. The study consisted of two cycles; it means that the researcher gave the students test for twice. The total score for each cycle were divided the total of students, so that the researcher got the average score for each cycle. This way was very important to determine whether the study was effective or not for students.

#### F. Data Analysis

In data analysis, the researcher analyzes the result of teaching and learning process using audio visual aids.

There were some kinds of the data which must be analyzed. First, the data that concerned the result of students' activity in the classroom when audio visual aids were implemented in the teaching writing. In this research, the English teacher in SMAN 1 Baureno Bojonegoro filed to observation checklist to the researcher's performance as a teacher and the students in teaching learning process during two meeting in each cycle. The observation checklist is needed to know whether or not students are active in teaching and learning process.

Second, the data concerned with the student's responses after the implementation of audio visual aids in teaching writing. At this point, the researcher got the data using questionnaire in the last meeting. The questionnaire was needed to know the students responses toward teaching writing process by using audio visual aids.

The data from questionnaire will be analyzed by using percentage formula

$$M = \frac{\sum x}{N}$$
P = the total score

 $\sum x$  = the total earned

33

# N = Total of the student

The last is the data concerning the students' score of writing class during applying of audio visual aids. The task would analyze organization, content, grammar, mechanic and style and quality of expression. Since there will be five components that will be analyzed, The final score would be counted using formula as follow

X1+X2+X3+X3+X4+X5= X

X : Final Score

- X1: Score of vocabulary
- X2: Score of Organization
- X3: Score of Content
- X4: Score of Mechanic
- X5: language use criteria

.

# CHAPTER IV DATA ANALYSIS

This chapter discusses the finds of the research and the interpretation of the data to answer the research problem stated in the first chapter.

### A. The Glance Description of Research Object

SMAN 1 is located in Baureno Bojonegoro. The school has many facilities that the students can use in their activity, such as large yard, meeting hall, laboratories, classes, UKS, canteen, parking, library, and laboratory of computer.

The student has a good interaction, with their teachers and their friends whether in the classroom or outside of the classroom like they were greet when they meet. One of the classrooms where the researcher did her researcher was X7. There are 30 students that consist 13 boys and 17 girls. The classroom would equip with the pictures of Indonesians hero and students creativity pictures. There is a large white board is used for reaching learning process and others for data attend students attendance list. They decorate the class very well so it makes the researcher and the students comfortable to stay there.

#### **B.** Preliminary Study

At the beginning of the study, the researcher has conducted preliminary study which was done on May 16<sup>th</sup>, 2011. During the teaching learning process of

writing, the researcher and the teacher as a collaborator observe the student's writing ability with gave a test. (see appendix 6)

The researcher and collaborator found some problem that the learner's ability to write was low. As a result, most the learners got difficulty to make paragraph, they got difficulties to express their ideas, and they did not know how to begin and arrange sentence to be a good paragraph because they lack of idea. The average score of students was 54.9. The researcher's target of minimum average score was 70. To know the range of the classification, the researcher used Brown and Bailey Analytical score for rating composition task as a score guide to evaluated the students' writing. Here the result of the pre-test on preliminary study.

#### Table 4.1

No	Name	1	2	3	4	5	Total
1	A. Badrut Tamam	9	10	10	7	6	42
2	Ahmad Samsudin	10	10	10	9	11	50
3	Andrianto Prastiyo	9	10	10	9	11	49
4	Bayu Anggara Putra	11	9	10	8	11	49
5	Dewi Maryam Susanti	11	11	10	10	12	54
6	Dewi Puspita	10	11	10	10	11	52
7	Dewi Sri Wahyuni	10	10	11	9	12	53
8	Durrotun Narikhatin	9	11	12	9	11	52
9	Eko Budi Susanto	11	10	10	10	11	52
10	Hamam Asrori	10	9	11	10	11	51
11	Khoirudin Zuhri	11	9	9	10	12	51
12	Maslakah	13	14	13	10	10	60

# **Preliminary Test**

13	Millatul Wafiroh	12	13	14	9	11	59
14	M. Khoirum	11	10	9	9	12	51
15	M. Misbakhul Ulum	10	10	11	10	12	53
16	M. Nur Qolbi	12	11	11	10	13	57
17	Moch. Apta yusuf	11	10	8	8	11	48
18	Ni'ina Maghfiroh	11	11	11	11	11	55
19	Novia Mahmudah	- 11	12	11	10	13	57
20	Nur Faida	10	11	11	10	12	54
21	Nurul Hayati	9	11	10	10	13	53
22	Ria Hidayati	11	11	10	10	12	54
23	Ria Rahmawati	9	11	10	10	13	53
24	Sri Wulan	9	10	11	10	11	51
25	Sofiatur Rizkiyah	12	13	14	10	11	60
26	Siti Aisyah	10	11	11	10	12	54
27	Siti Khoirun Nisya'	14	14	13	11	11	63
28	Siti Nur Qomariyah	11	10	10	9	13	53
29	Ulil Absor	12	9	10	9	11	51
30	Umi Mahfudhotin	11	12	12	9	12	56
	Total Score	330	334	333	296	354	1647
	Mean	11	11	11.1	9.86	11.8	54.9

Note

- 1 : Organization
- 2 : Content
- 3 : Mechanic
- 4 : Grammar
- 5 : Style and Quality of expression

13	Millatul Wafiroh	12	13	14	9	11	59
14	M. Khoirum	11	10	9	9	12	51
15	M. Misbakhul Ulum	10	10	11	10	12	53
16	M. Nur Qolbi	12	11	11	10	13	57
17	Moch. Apta yusuf	11	10	8	8	11	48
18	Ni'ina Maghfiroh	11	11	11	11	11	55
19	Novia Mahmudah	11	12	11	10	13	57
20	Nur Faida	10	11	11	10	12	54
21	Nurul Hayati	9	11	10	10	13	53
22	Ria Hidayati	11	11	10	10	12	54
23	Ria Rahmawati	9	11	10	10	13	53
24	Sri Wulan	9	10	11	10	11	51
25	Sofiatur Rizkiyah	12	13	14	10	11	60
26	Siti Aisyah	10	11	11	10	12	54
27	Siti Khoirun Nisya'	14	14	13	11	11	63
28	Siti Nur Qomariyah	11	10	10	9	13	53
29	Ulil Absor	12	9	10	9	11	51
30	Umi Mahfudhotin	11	12	12	9 ·	12	56
	Total Score	330	334	333	296	354	1647
	Mean	11	11	11.1	9.86	11.8	54.9

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# Note

- : Organization : Content 1
- 2
- 3 : Mechanic
- 4 : Grammar
- 5 : Style and Quality of expression

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# **C. Classroom Action Research**

- 1. First Cycle
  - a. Planning



At this stage, the researcher prepared a lesson plan that was adapted with the curriculum of school ( se appendix 1), instructional materials and media.

The lesson plan was designed by considering the following item: course identity, the aim, stage of teaching and learning activities, material and assessment. In this lesson plan there were three steps to do writing activity, namely pre- activity, main activity and final activity. To be more specific, the following are the steps of using audio visual aids in the teaching of writing. First stage is warming up which aims to make student's mind fresh and ready to study about the topic. Second stage is main activity which aims to practice writing for detail. Third stage is closing activity which aims to give feedback.

In other hand, the researcher also prepared the instructional material and media which were suitable to the topic of writing class. Both the material and media were taken from the text book, internet, or other sources that support this research. . It was increasing learners writing skill by using audio visual aids to make a good narrative text.

#### b. Implementing

The first meeting was held on 18<sup>th</sup> October 2011. The time used was 2X45 Minutes. The teacher started the class by saying greeting and checking students' attendance to make class become conductive.

#### a) Meeting 1

### 1) Pre-writing Activity

In the Pre- writing activity, the teacher shows a video about the beauty and the beast. After that, The teacher asked students by the following question:

- 1. Have you watched this story?
- 2. What was the story about?
- 3. Who was the main character of this story?
- 4. What was the conclusion of this story?

Those questions aimed to build the students schemata, in order to make students ready to receive the lesson.

### 2) Main Writing Activity

In this occasion the teacher gave a text based on the video showed in pre writing activity. After that, the teacher explaining everything about narrative text based on generic structure and language features used and give some example of how to make a good narrative text. Then the teacher divided students into six groups. Every group consisted fife students and every group made a narrative text about the Onion and Garlic story systemically and grammatically by looking video as audio visual aids media. Before students made their own narrative text the teacher had given the chance for them to clarity if they still did not understand the topic. It should be done in 45 minutes.

#### 3) Final Steps of Writing

After the students finished their assignments, the teacher got the students to finish their work. Then, the teacher gave general evaluation on students' writing work. The evaluations were about grammatical error, language use and others.

Before closing the class, the teacher evaluated the teaching and learning process by asking the students about the difficulties and responses on using audio visual aids. As a result, the teacher got some information from the students' responses. The teacher also could know to what extent the techniques helped the students to comprehend the text.

#### b) Meeting 2

The second meeting was conducted on October 22<sup>th</sup>, 2011. The activity along 90 minutes, the learning process was described as follow:

#### 1). Pre activity

For the warming-up stage, the teacher opened the class by greeting and checking the learners' attendance.

#### 2). Main Activity

The teacher gave a video about the Cinderella story in front of the class and the students made a good narrative text equivalent video using a good language features and generic structure.

#### 3). Final Activity

Finally the researcher gave motivation to students to prepares themselves before going to the class.

### c) **Observation**

In this stage, the real English teacher acted as the observer. Her name was Mr. Aminudin S.Pd. The text used in this cycle was narrative text. This meeting was the first time for the students to use a new strategy introducing the topic of the text of the video and then asking students by some questions, then the teacher explained and gave some example about material, then the students identified a text using correctly. At the end of the activity the teacher make a group and every group made a simple narrative text. The result of the observation checklist of the first cycle can be seen on the table below:

Table 4.2

No	Research Variable		So	core		Note
		1	2	3	4	1
1	Learning process	Γ				The teacher can
	Teacher give clear instruction					gave clear
	Simple language			$\checkmark$		instruction
	Clear explanation					
	• Giving the equal rights to the students			$\checkmark$		
	• Give many examples		V			
	The techniques used during the teaching by					The teacher
	using audio visual aids					show s a video
	The techniques are understandable				$\checkmark$	about the
	• Show a audio visual aids as a media			$\checkmark$		Cinderella story
	Simple language					
	Clear explanation			$\checkmark$		
	• Giving the equal rights					
	the topic					The topic was
	the topic is taken from the text book					taken from text
	• taken from BSE				$\checkmark$	book
	• taken from Cakrawala				$\checkmark$	
2	Students interest					Some students
	> Student show interest to the audio					were not
	visual aids as an instructional media					interested
	• Face expression					because the
	<ul> <li>Students pay attention while the teacher is explaining</li> </ul>					students had
	the teacher is explaining					watched this
						movie
	Students comfortable					
	Student fell comfortable in natural					Some student
	setting					still talk self
	• Face expression			1		with their friend
	Seating position					
	Behavior			√		
	Active students					Some student
	• Student actively participate in the			√		still got

	<ul> <li>learning process</li> <li>Students can ask question to the teacher when facing the difficulties</li> <li>Students discuss the topic together</li> <li>Students give and think their opinion independently</li> <li>Students answer the question from the teacher</li> </ul>			difficulties to express their idea in English
3	<ul> <li>Students comprehension</li> <li>Students are capable to understand the lesson</li> <li>Students answer the question correctly</li> <li>Students undertake the assignment</li> </ul>		√ √	Not all student could answer the question from the teacher
	<ul> <li>Students' Liveliness</li> <li>Students ask question to the teacher when facing difficulties</li> <li>students make discussion with other</li> <li>students answer the question from the teacher</li> </ul>	V	1	The student could discuss with their friend and the teacher

From the table above, the researcher found some problems when teaching and learning was conducted. The situation in the first cycle was crowded. It was because some students who got difficulty in translating the text from Indonesia to English, even in making simple sentences. The students tended to make the draft of writing in Indonesian then translating it into English and for the materials were quite good, they could make the students interested because, it was about the students' behavior in their daily life.

Because of enjoying her work, the researcher could not control the time. She did not give limited time to the students when they did a task.

The researchers' performance as the teacher was quite good, she gave explanation clearly when she explained the materials. She walked around in order to help the students in understanding narrative text. She also gave instruction to the students. Finally the students understood what the teacher explained, but there were still some students who asked about their difficulties about the materials. Then the researcher always walked around to monitors the students' activities while teaching and learning process using audio visual aids was applied.

The data obtained were quantitative and presented in the table above, from the data we can see that there is an improvement on the student writing task on narrative text in general compared to the data obtained from the preliminary study.

The instrument used to collect data was observation done by the researcher by making use of observation format and field note that was used to complete the data. The techniques used to collect data were by observing the student task to do make a narrative text. The sources of data were the student through student task, field note made by the researcher.

#### d) Reflection

In the first cycle the researchers evaluated the ability of student's written text as well as the procedures and framework of learning process. The results of this phase indicated that students made progress more than the

progress in the preliminary test. Most students had a better condition when the learning process happened. They seemed very excited and confident. The results achieved on the second cycle have shown 20% of students reached the limit mastery of learning. Because the completeness limit defined 84% was not reached, the study was continued with the second cycle. Here the result of the post-test on cycle 1

## Table 4.3

#### Cycle I

No	Nama	1	2	3	4	5	Total
1	A. Badrut Tamam	13	12	13	12	13	63
2	Ahmad Samsudin	14	14	12	12	13	65
3	Andrianto Prastiyo	13	14	12	12	13	64
4	Bayu Anggara Putra	14	13	12	12	15	66
5	Dewi Maryam Susanti	15	13	13	12	14	68
6	Dewi Puspita	14	14	12	12	15	68
7	Dewi Sri Wahyuni	15	13	12	12	14	66
8	Durrotun Narikhatin	15	14	12	12	15	68
9	Eko Budi Susanto	14	13	12	12	14	65
10	Hamam Asrori	15	13	12	13	14	67
11	Khoirudin Zuhri	14	13	12	12	13	64
12	Maslakah	15	15	15	13	14	72
13	Millatul Wafiroh	14	15	15	12	14	70
14	M. Khoirum	14	13	12	12	14	65
15	M. Misbakhul Ulum	14	14	12	12	13	65
16	M. Nur Qolbi	15	13	12	12	13	65
17	Moch. Apta yusuf	14	13	12	12	13	64
18	Ni'ina Maghfiroh	15	13	12	12	14	66
19	Novia Mahmudah	13	13	12	12	13	63

20	Nur Faida	14	14	14	14	14	70
21	Nurul Hayati	13	14	14	13	14	68
22	Ria Hidayati	14	13	13	13	14	67
23	Ria Rahmawati	14	15	13	14	14	70
24	Sri Wulan	13	13	13	13	14	66
25	Sofiatur Rizkiyah	15	14	15	12	14	70
26	Siti Aisyah	13	13	13	13	13	60
27	Siti Khoirun Nisya'	16	16	14	12	14	72
28	Siti Nur Qomariyah	13	13	12	12	14	64
29	Ulil Absor	13	12	13	13	13	64
30	Umi Mahfudhotin	15	14	13	13	14	70
	Total Score	434	417	394	382	424	2050
	Mean	14.46	13,9	13,13	12,7	14,13	68.33

Note

- 1 : Organization
- 2 : Content
- 3 : Mechanic
- 4 : Grammar
- 5 : Style and Quality of expression

# 2. Second Cycle

## a. Planning

The first meeting in the second cycle was held on 29<sup>th</sup> October 2011. The time used was 2X45 Minutes. The teacher started the lesson not only by greeting and checking students' attendance but also motivating the students to become active in this lesson. The teacher had prepared the lesson plan, media, instrument which would be used to develop the implementation of audio visual aids, same as before. In this cycle the teacher used a narrative text as a topic.

# b. Meeting 1

#### a) Pre- writing Activity

In this pre-writing activity, the teacher showed a video about the secret of furious five in front of the class. After that the teacher gave following question to them.

1. Have you watched this story?

2. What was the story about?

- 3. Who was the main character of this story?
- 4. What was the conclusion of this story?

Those questions were to build students schemata, in order to make students ready to receive the lesson.

#### b) Main Writing Activity

The teachers explained the structure used to make a narrative text, because the students score showed that many students had difficulty with the structure. After that, the teacher gave some examples of narrative text and asked for students to identify the text. At this time, the teacher asked students to make a simple narrative text based on video showed in prewriting activity then the teacher gave general evaluation on students' written work. The evaluation was about the grammatical errors language use, content, mechanic and style and quality of expression.

### c) Final Writing Activity

Before closing the class, the teacher evaluated the learning process by asking the students about the difficulties and response toward the use of audio visual aids. As a result, the researcher got some information from the students' responses and many students said that they like this media.

#### c. Meeting 2

The second meeting was conducted on May 29<sup>th</sup>, 2011. The activity took 45 minutes, the teaching learning process was described as follow:

#### a) Pre activity

For the warming up stage, the teacher opened the class by greeting and checking the learners' attendance.

#### b) Main Activity

The teacher asked to students to make a narrative text based on the video. Different from the first cycle, in this cycle the teacher provided and showed three videos which had duration 5 minutes. There were sponge bob series. It was all to making students become creative to write the text. While. All of the students were made a narrative text, the teacher controlled the students' work by coming to their desk and giving motivation to them.

#### c) Final Activity

Finally the researcher gave motivation to student to be prepared before going the class.

#### d. Observation

In this stage, the collaborative English teacher acted as observer. The researcher collected the information about the topic, material, teacher and students activities during acting stage by using the observation checklist and the field notes.

He also noted down some aspects of the teaching and learning process which had not been covered yet in the observation checklist by using field note

As a result of observation checklist on the second cycle, according to the collaborative English teacher (observer), the situation and the condition in the second cycle were better than before. The students could enjoy the material. They also had motivation to do it.

The material used by the teacher was quite good. It means that the material could make the students interested and the performance of the researcher as a teacher was also quite good. For example, she gave clear explanation and instruction; her voice also could be heard by the students at the back of the class. Besides, the teacher always walked around the class to monitoring the students' activity. It can be seen from the table below:

Table 4.4

No	Research Variable		Score			Note
			2	3	4	1.000
1	Learning process	$\vdash$	<u> </u>	<u> </u>	<u> </u>	The teacher
	Teacher give clear instruction					gave clear
	Simple language			$\checkmark$		instruction
	Clear explanation			V		
	• Giving the equal rights to the students			V		
	Give many examples			$\checkmark$		
	The techniques used during the teaching by					The video was
	using audio visual aids					interesting
	The techniques are understandable				$\vee$	
	• Show a audio visual aids as a media			$\checkmark$		
	Simple language			,		
	Clear explanation			$\checkmark$		
	• Giving the equal rights			$\checkmark$		
	the topic					The topic is
	• take from internet				V	good
	• made self				V	
2	Students interest					all students were
	Student show interested to the media				$\checkmark$	interested to the
	• Face expression			$\checkmark$		video about the
	• Students pay attention while		ĺ	Í		secret of furious
	the teacher explain					five because the
						student never
						watched this
						movie
	Students feel comfortable					
	Student fell comfortable in natural					Almost of
	setting			,		students feel
	• Face expression	ĺ		V		comfortable in
	Seating position	1		1		natural setting.
	Behavior					

	<ul> <li>Active students</li> <li>Student actively participate in the learning process</li> <li>Students can ask question to the teacher when facing the difficulties</li> <li>Students discuss the topic together</li> <li>Students give and think their opinion independently</li> <li>Students answer the question from the teacher</li> </ul>			Almost of students can express their idea with easy by using audio visual aids
3	<ul> <li>Students comprehension</li> <li>Students are capable to understand the lesson</li> <li>Students are answer the question</li> <li>Students undertake the assignment</li> </ul>	1		The student can answer the question.
	<ul> <li>Students' Liveliness</li> <li>Students ask question to the teacher when facing difficulties</li> <li>students make discussion with other</li> <li>students answer the question from the teacher</li> </ul>	1	1	The student can discuss with their friend and the teacher

#### e. Reflection

Based on the results of observation and tests, researchers evaluated the ability of student's written text as well as the procedures and framework of learning process. The results of this phase indicated that students made progress more than the progress in cycle I. Most students had a better condition when the learning process happened. They seemed very excited and confident. Results achieved on the second cycle have shown that 84% of students reached the limit mastery learning. Therefore, follow-up is not required as indicators of research have been reached. Prior to conducting classroom action research, the researcher as a teacher did not use the

techniques of teaching writing using of the audio visual aids as a media to teach writing. Teaching techniques and the role of teachers had not previously affected the increase of learning outcomes in writing. Improvement can be seen in the table above. The change came after an understanding of action research derived class, and was practiced in the learning process. The research used technique teaching writing with the help of audio visual aids as a media. The technique used by the researcher to give enough improvement in writing, here the result of the post-test on cycle 2

#### Table 4.6

No	Nama	1	2	3	4	5	Total
1	A. Badrut Tamam	16	14	13	12	15	70
2	Ahmad Samsudin	17	14	14	12	16	73
3	Andrianto Prastiyo	17	14	14	13	17	75
4	Bayu Anggara Putra	18	16	15	14	17	80
5	Dewi Maryam Susanti	18	17	16	14	17	82
6	Dewi Puspita	18	15	14	13	16	76
7	Dewi Sri Wahyuni	18	16	15	14	17	80
8	Durrotun Narikhatin	18	17	15	14	17	<b>8</b> 1
9	Eko Budi Susanto	17	14	15	13	17	76
10	Hamam Asrori	17	14	15	13	16	75
11	Khoirudin Zuhri	17	14	14	13	15	73
12	Maslakah	19	17	17	16	18	87
13	Millatul Wafiroh	18	17	16	15	18	84
14	M. Khoirum	17	16	15	13	15	76
15	M. Misbakhul Ulum	17	15	14	13	14	73
16	M. Nur Qolbi	18	16	15	14	16	79
17	Moch. Apta yusuf	17	15	14	14	16	76

Cycle II

18	Ni'ina Maghfiroh	18	16	15	14	17	80
19	Novia Mahmudah	18	16	15	14	17	80
20	Nur Faida	18	15	14	13	16	76
21	Nurul Hayati	18	15	14	14	15	76
22	Ria Hidayati	18	15	15	14	15	77
23	Ria Rahmawati	18	15	15	15	16	79
24	Sri Wulan	17	15	14	13	15	74
25	Sofiatur Rizkiyah	19	17	15	15	18	84
26	Siti Aisyah	17	15	14	13	15	74
27	Siti Khoirun Nisya'	19	18	15	16	19	87
28	Siti Nur Qomariyah	18	16	14	15	14	77
29	Ulil Absor	17	15	14	-15	15	76
30	Umi Mahfudhotin	18	16	14	14	14	76
	Total Score	530	465	439	415	483	2332
	Mean	17,67	15,5	14,63	13,83	16,1	77,73

Note

- 1 : Organization
- 2 : Content
- 3 : Mechanic
- 4 : Grammar
- 5 : Style and Quality of expression

# **D. The Result of Students' Responses**

To know the students responses, the teacher gave questionnaires to the

students and then analyzed it.

In the questionnaires, the teacher used linker item to measures students' responses. There were 20 statements on this linker item. Below was the result of student's response. The researcher analyzed every number of the statements one by one. To measures the students' responses, the teacher used the following formula:

The results of student's responses were:

1. I can improve my writing ability through Audio Visual Aids.





# 2. Writing easier to be understood through Audio Visual Aids.

3. My writing skill improved after the implementation of Audio Visual Aids.



Strongly agree	30 %
Agree	50 %
Undecided	17 %
Disagree	0%
Strongly Disagree	0 %



# 4. I am comfortable learning English using Audio Visual Aids.

5. I am more confident to collect writing task by using Audio Visual Aids.



Strongly agree	14 %
Agree	66 %
Undecided	20 %
Disagree	0 %
Strongly Disagree	0 %



# 6. To me, writing is difficult although using many kinds of media

7. I am more confident to do writing task through Audio Visual Aids alone.



Strongly agree	25 %
Agree	56 %
Undecided	16 %
Disagree	3 %
Strongly Disagree	0 %


8. In do appropriate to learn writing using the Audio Visual Aids.

9. I always try to improve my writing skill through the Audio Visual Aids.



Strongly agree	6 %
Agree	80 %
Undecided	14 %
Disagree	0 %
Strongly Disagree	0 %



Strongly agree	24 %
Agree	70 %
Undecided	16 %
Disagree	0%
Strongly Disagree	0%

### 10. Although English is difficult lesson. I still would do it for my success.

11. I am more diligent in learning English using Audio Visual Aids.



Strongly agree	16 %
Agree	64 %
Undecided	20 %
Disagree	0 %
Strongly Disagree	0 %



12. Using audio visual aids, I am more interested in learning writing.

13. I think in the future the use of audio visual aids is necessary to improve writing ability.





### 14. In my opinion, using audio visual aids as a media is more interesting.

### 15. After using audio visual aids my knowledge becomes increased.





### 16. I believe that by using audio visual Aids will increase my writing skill.

17. I believe that the use of audio visual aids made me more active in the class.





18. I believe that the use of Audio Visual Aids enable me to express my opinion in the class.

19. I am not doubt writing material can be covered thorough Audio Visual Aids.





20. I agree if audio visual aid isimplemented as one of teaching technique in learning writing.

### **E.** Discussion

In this section, the discussion is divided into three points, namely the discussion of the classroom activities during the implementation of audio visual aids in teaching writing, the discussion of the students' responses toward the implementation of blogs in the teaching of writing, and the discussion of the students' writing progress after the implementation of audio visual aids. The explanation of each discussion is described as follow:

# 1. The Discussion of the learning process during the implementation of audio visual aids in the teaching of writing

This point discusses the whole activity of learning process during the implementation of audio visual aids in the teaching of writing from the first cycle to the second cycle.

In this part, the discussion is divided into three points. First is about the teacher's preparation, second is about the implementation of audio visual aids, and the last is about teaching result. First is about the teacher's preparation. In the first cycle, the teacher's preparation was not good. The teacher forgot to motivate the students and built the students' schemata on the topic. In the second cycle, there was an improvement in the teachers' preparation. The teacher had prepared the lesson well. Before beginning the lesson, the teacher motivated the students and activated their background knowledge.

The second is about the implementation of audio visual aids in the teaching of writing. In the first cycle, the students might be a little bit confused with the implementation of audio visual aids because it was the first time for them to apply such a strategy and the teacher much more dominated the classroom. On the contrary, in the second cycle, the teacher showed an improvement in implementing the audio visual aids in the teaching of writing. The teacher also no longer dominated the classroom so that the students were motivated to write the narrative text. They were also active to participate in the classroom.

The last one is about the result of the implementation of the techniques. In the preliminary-study, the students had difficulties, Such as the students had difficulty to begin making a simple paragraph and translating Indonesian to English. There were so many mistakes in vocabulary, grammar and organization. However In the first cycle, the teacher found that in general the students had some difficulties in translating Indonesian to English, even in making simple sentences. The students tend to make the draft of writing in Indonesian then translating it into English. On the contrary in the second cycle, the teacher found a few of students' mistake when they wrote the text. The class was so conductive because the teacher had controlled the time allocation and motivated students to do their work effectively.

### 2. The Discussion of the students' responses to the implementation of audio visual aids in the teaching of writing.

In the description of the research finding, the result of questionnaire had been briefly explained. The result of questionnaire is analyzed based on the research problem that is going to be revealed. To measure students' responses toward the implementation of audio visual aids in the teaching of writing, the teacher analyzed the data by using liker scale measurement.

No	Nama	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
1	A. Badrut Tamam	3	5	2	5	3	5	2	4	3	3	3 ·	4	5	4	2	4	3	3	3	4
2	Ahmad Samsudin	5	5	3	4	3	4	3	4	3	4	4	5	5	5	3	5	3	3	4	4
3	Andrianto Prastiyo	5	5	4	5	4	4	4	4	3	4	4	5	4	4	3	5	3	3	3	5
4	Bayu Anggara Putra	5	5	5	4	4	4	4	4	3	4	4	5	4	5	3	5	3	3	4	5
5	Dewi Maryam Susanti	5	5	4	4	4	3	4	4	4	4	4	5	4	4	4	5	4	4	4	5
6	Dewi Puspita	5	5	4	5	4	3	4	4	4	4	4	5	5	5	4	5	4	4	4	5
7	Dewi Sri Wahyuni	5	4	5	4	4	3	4	4	4	4	4	5	5	4	4	5	4	4	4	5
8	Durrotun Narikhatin	5	4	5	5	4	3	4	4	4	4	4	5	5	4	4	4	4	4	4	5
9	Eko Budi Susanto	5	4	4	5	3	4	3	4	4	4	3	4	5	3	3	4	4	4	4	4
10	Hamam Asrori	5	5	3	4	3	4	3	4	4	4	3	3	4	3	3	4	3	3	4	4
11	Khoirudin Zuhri	5	5	3	5	3	4	3	4	4	3	3	4	4	4	3	4	3	3	4	4
12	Maslakah	5	5	4	5	4	2	5	4	4	4	4	4	4	5	5	5	4	4	5	5
13	Millatul Wafiroh	5	5	5	5	4	2	5	4	4	4	5	3	5	5	4	5	5	5	4	5
14	M. Khoirum	5	5	5	5	4	3	4	5	4	4	4	4	5	4	4	5	4	4	4	5
15	M. Misbakhul Ulum	5	5	4	5	5	3	4	5	4	4	4	4	5	4	4	5	4	4	4	5
16	M. Nur Qolbi	5	5	3	4	4	4	4	5	4	4	4	4	5	4	5	5	5	5	4	5
17	Moch. Apta yusuf	5	4	3	4	5	3	4	4	5	4	3	3	5	3	4	4	5	5	5	5
18	Ni'ina Maghfiroh	5	4	4	5	4	5	4	4	4	4	5	5	4	5	4	4	4	4	5	5
19	Novia Mahmudah	5	4	5	4	4	4	5	4	4	5	4	5	4	4	3	4	4	4	4	5
20	Nur Faida	5	4	5	4	4	4	4	5	4	5	4	5	5	4	5	4	4	4	3	5
21	Nurul Hayati	4	5	4	5	4	4	4	4	4	4	4	5	5	5	4	5	4	4	3	5
22	Ria Hidayati	5	4	4	5	4	4	5	4	4	5	5	4	5	5	5	5	5	4	3	5
23	Ria Rahmawati	4	5	4	5	5	3	5	5	5	4	3	4	4	5	4	5	5	4	5	5
24	Sri Wulan	5	4	5	5	4	2	5	5	4	4	4	4	4	4	5	5	3	4	4	5
25	Sofiatur Rizkiyah	5	5	5	5	4	2	4	5	4	5	4	4	4	5	5	5	4	4	4	5
							· · · · · · · · · · · · · · · · · · ·		·	<b></b>	L	1	1			L	L	L	1	· ·	-

Siti Aisyah	5	5	4	4	4	3	5	4	4	5	4	4	5	4	4	5	4	4	5	5
Siti Khoirun Nisya'	5	4	4	5	5	2	4	5	4	5	4	4	4	4	4	5	4	4	5	4
Siti Nur Qomariyah	5	4	4	5	4	3	4	4	4	4	4	5	5	4	3	5	4	4	4	4
Ulil Absor	5	5	4	5	3	3	3	3	4	4	4.	5	4	4	3	5	4	4	4	4
Umi Mahfudhotin	5	5	4	5	4	3	4	4	4	5	4	5	4	5	4	5	4	4	4	4
Total Score	146	139	122	140	118	100	120	127	118	125	117	131	136	128	115	141	118	117	121	141
Mean	4,8	4,6	4,0	4,6	3,9	3,3	4,0	4,2	3,9	4,1	3,9	4,3	4,5	4,2	3,8	4,7	3,9	3,9	4,0	4,7
۰	Siti Khoirun Nisya' Siti Nur Qomariyah Ulil Absor Umi Mahfudhotin Total Score	Siti Khoirun Nisya'5Siti Nur Qomariyah5Ulil Absor5Umi Mahfudhotin5Total Score146	Siti Khoirun Nisya'54Siti Nur Qomariyah54Ulil Absor55Umi Mahfudhotin55Total Score146139	Siti Khoirun Nisya'544Siti Nur Qomariyah544Ulil Absor554Umi Mahfudhotin554Total Score146139122	Siti Khoirun Nisya' 5 4 4 5   Siti Nur Qomariyah 5 4 4 5   Ulil Absor 5 5 4 5   Umi Mahfudhotin 5 5 4 5   Total Score 146 139 122 140	Siti Khoirun Nisya'54455Siti Nur Qomariyah54454Ulil Absor55453Umi Mahfudhotin55454Total Score146139122140118	Siti Khoirun Nisya' 5 4 4 5 5 2   Siti Nur Qomariyah 5 4 4 5 4 3   Ulil Absor 5 5 4 5 3 3   Umi Mahfudhotin 5 5 4 5 4 3   Total Score 146 139 122 140 118 100	Siti Khoirun Nisya' 5 4 4 5 5 2 4   Siti Nur Qomariyah 5 4 4 5 4 3 4   Ulil Absor 5 5 4 5 3 3 3   Umi Mahfudhotin 5 5 4 5 4 3 4   Total Score 146 139 122 140 118 100 120	Siti Khoirun Nisya' 5 4 4 5 5 2 4 5   Siti Nur Qomariyah 5 4 4 5 4 3 4 4   Ulil Absor 5 5 4 5 3 3 3 3   Umi Mahfudhotin 5 5 4 5 4 3 4 4   Total Score 146 139 122 140 118 100 120 127	Siti Khoirun Nisya'544552454Siti Nur Qomariyah544543444Ulil Absor554533334Umi Mahfudhotin55454344Total Score146139122140118100120127118	Siti Khoirun Nisya'544552454Siti Nur Qomariyah544543444Ulil Absor5545333344Umi Mahfudhotin554543444Total Score146139122140118100120127118125	Siti Khoirun Nisya' 5 4 4 5 5 2 4 5 4 5 4   Siti Nur Qomariyah 5 4 4 5 4 3 4	Siti Khoirun Nisya' 5 4 4 5 5 2 4 5 4 4   Siti Nur Qomariyah 5 4 4 5 4 3 4 4 4 4 4 4 5   Ulil Absor 5 5 4 5 3 3 3 3 4 4 4 4 5   Umi Mahfudhotin 5 5 4 5 4 3 4 4 4 5   Total Score 146 139 122 140 118 100 120 127 118 125 117 131	Siti Khoirun Nisya'544552454544Siti Nur Qomariyah5445434444444Siti Nur Qomariyah5445434444455Ulil Absor5545333344454Umi Mahfudhotin554543445454Total Score146139122140118100120127118125117131136	Siti Khoirun Nisya' 5 4 4 5 5 2 4 5 4	Siti Khoirun Nisya' 5 4 4 5 5 2 4 5 4 3	Siti Khoirun Nisya' 5 4 4 5 5 2 4 5 4 5 5 4 3 5   Ulil Absor 5 5 4 5 3 3 3 3 4 4 4 4 5 4 4 3 5   Umi Mahfudhotin 5 5 4 5 4 3 5 4 3 4 <t< td=""><td>Siti Khoirun Nisya' 5 4 4 5 5 2 4 5 4 4 4 4 4 4 4 5 4   Siti Nur Qomariyah 5 4 4 5 4 3 4 5 4 3 5 4 3 5 4 3 5 4 3 5 4 4 4 5 4 4 3 5 4 4 4 5 4 5 4 5 4 5 4 5 4 5</td><td>Siti Khoirun Nisya' 5 4 4 5 5 2 4 5 4 4 4 4 4 4 4 5 4 4   Siti Nur Qomariyah 5 4 4 5 4 3 4 3 5 4</td><td>Siti Khoirun Nisya' 5 4 4 5 2 4 5 4</td></t<>	Siti Khoirun Nisya' 5 4 4 5 5 2 4 5 4 4 4 4 4 4 4 5 4   Siti Nur Qomariyah 5 4 4 5 4 3 4 5 4 3 5 4 3 5 4 3 5 4 3 5 4 4 4 5 4 4 3 5 4 4 4 5 4 5 4 5 4 5 4 5 4 5	Siti Khoirun Nisya' 5 4 4 5 5 2 4 5 4 4 4 4 4 4 4 5 4 4   Siti Nur Qomariyah 5 4 4 5 4 3 4 3 5 4	Siti Khoirun Nisya' 5 4 4 5 2 4 5 4

From the result above, 84% were in the range 71% - 85% which means is good. Therefore we can conclude that student's responses toward the implementation of audio visual aids in the teaching of writing were good and acceptable.

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## 3. The Discussion of the students' writing progress after the implementation of audio visual aids in the teaching of writing

In this section, the researcher presents the result of implementing audio visual aids in the teaching of writing. The teacher documented the students' score in each meeting in order to know students' writing progress.

Based on the target of this research, the minimum standard score was 70, while the maximum score is 100. The cycle of this research will be stopped when all the students have reached the minimum standard score. In this research, the second cycle is considered as the last cycle because all the students have achieved the minimum standard score.

After collecting the students' writing score, then the teacher analyzed the data. In the preliminary test the data above showed that 100% student were unable to get score 70. Then in the first cycle 20% students were able to get score more than 70% while the 80 % students almost get score 70. In the second cycle all the students got the minimum standard score. The percentage of the minimum of standard score between first and the second cycle is 57%. It means that all the students accepted the implementation of audio visual aids in the teaching of writing, because all the students have been able to reach the minimum standard score.

### CHAPTER V SUGGESTION AND CONCLUSION

#### **A.** Conclusion

This study focuses on the implementation audio visual aids in the teaching of writing. Based on the result of the study, it could be concluded that:

- 1. The implementation of audio visual aids as an intructional media in teaching writing which show a video could be done on the plan. First stage is warming up which had purpose to make the student's mind fresh, raiser their interest and ready to study about the topic. This stage consists of opening and pre writing with showed a video and gave some question were to build students schemata in order to make students ready to receive the lesson. Second stage is main activity. It discusses about the material. Third stage is closing activity which has aims to give feedback and evaluate student understanding. Although there were some difficulties in general, students can receive this technique effectively.
- 2. Based on the result of questionnaire there are 84% of the students accept that audio visual aids can be implemented in teaching of writing, which help them to improve their writing skills.
- 3. The utilizing of audio visual aids in the teaching of writing improved student's writing ability. The result of the research has shown that 100% of

70

the students could get the minimum standard score achievement in the second cycle.

### **B.** Suggestions

### 1. For the Teacher

- a. In reference to the conclusion above, it is suggested that the teacher can used audio visual aids as an alternative media for teaching English, especially for writing skill.
- b. Create fun situation and activity in the classroom is very important, it means that a teacher should create fun activity and situation in the classroom, because it stimulates students to enjoy the teaching and learning process of writing.

### 2. For the Future Researcher

The researcher realizes that this study can be used as reference to conduct further study about the effectiveness of UTILIZING AUDIO VISUAL AIDS AS AN INTRUCTIONAL MEDIA IN TEACHING WRITING.

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