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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

Table 4.2

No	Research Variable	Score				Note
		1	2	3	4	
1	Learning process Teacher give clear instruction <ul style="list-style-type: none"> • Simple language • Clear explanation • Giving the equal rights to the students • Give many examples 		√	√	√	The teacher can gave clear instruction
	The techniques used during the teaching by using audio visual aids The techniques are understandable <ul style="list-style-type: none"> • Show a audio visual aids as a media • Simple language • Clear explanation • Giving the equal rights 			√	√	The teacher show s a video about the Cinderella story
	the topic the topic is taken from the text book <ul style="list-style-type: none"> • taken from BSE • taken from Cakrawala 				√	The topic was taken from text book
2	Students interest <ul style="list-style-type: none"> ➤ Student show interest to the audio visual aids as an instructional media <ul style="list-style-type: none"> • Face expression • Students pay attention while the teacher is explaining 			√	√	Some students were not interested because the students had watched this movie
	Students comfortable <ul style="list-style-type: none"> ➤ Student fell comfortable in natural setting <ul style="list-style-type: none"> • Face expression • Seating position • Behavior 			√	√	Some student still talk self with their friend
	Active students <ul style="list-style-type: none"> • Student actively participate in the 			√		Some student still got

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 pre-writing 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 29th, 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
		1	2	3	4	
1	Learning process Teacher give clear instruction <ul style="list-style-type: none"> • Simple language • Clear explanation • Giving the equal rights to the students • Give many examples 			√ √ √ √		The teacher gave clear instruction
	The techniques used during the teaching by using audio visual aids The techniques are understandable <ul style="list-style-type: none"> • Show a audio visual aids as a media • Simple language • Clear explanation • Giving the equal rights 			√ √ √	√	The video was interesting
	the topic <ul style="list-style-type: none"> • take from internet • made self 				√ √	The topic is good
2	Students interest <ul style="list-style-type: none"> ➤ Student show interested to the media <ul style="list-style-type: none"> • Face expression • Students pay attention while the teacher explain 			√	√	all students were interested to the video about the secret of furious five because the student never watched this movie
	Students feel comfortable <ul style="list-style-type: none"> ➤ Student fell comfortable in natural setting <ul style="list-style-type: none"> • Face expression • Seating position • Behavior 			√ √ √		Almost of students feel comfortable in natural setting.

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

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

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