OPTIMIZING THE USE OF AUDIO VISUAL MULTIMEDIA AND THINK-PAIR-SHARE TECHNIQUE TO ENHANCE STUDENTS’ WRITING SKILL OF ANALYTICAL EXPOSITION TEXT

(A Collaborative Action Research in the Eleventh Grade of SMA Al Islam 1 Surakarta in the Academic Year 2011/2012)

MIFTAHUL RIFQI
X2207016

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ENGLISH EDUCATION DEPARTMENT
TEACHER TRAINING AND EDUCATION FACULTY
SEBELAS MARET UNIVERSITY
SURAKARTA
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ABSTRACT


This thesis aims to (1) describe whether and to what extent the use of audio visual multimedia as the teaching media which is combined with think-pair-share can improve the students’ writing skill of analytical exposition text; and (2) describe the class situation when multimedia and think-pair-share technique are implemented in the writing class.

The method used in this research is a collaborative action research. The research is conducted from September 15th until November 10th 2011 at class XI IPA 3 of SMA Al Islam 1 Surakarta. The research is conducted in two cycles, in which there are 4 meetings in the first cycle and 2 meetings in the second cycle. Every cycle consists of four steps: planning, implementing, observation, and reflection. The research data are collected by using techniques of observation, interview, diary review, document analysis, and test (pre-test and post-test). The data are analyzed through descriptive analysis which consists of assembling the data, coding the data, comparing the data, building interpretation, and reporting the outcomes for the qualitative data and descriptive statistics for the quantitative data.

The research findings prove that think-pair-share technique and the video can improve students writing skill. Based on the students’ pre-test: 41.26 and post-test 1: 77.03, it improves up to 86.70%. In cycle two it improves 1.54 with 78.22 as the mean score. The improvements of writing skill which include: (1) students’ writing skill of analytical exposition text and (2) classroom situation. (a) write analytical exposition text in better detail of the story and longer paragraph; (b) state ideas clearly and organize the paragraph better with satisfactory use of cohesion and logical sequencing; (c) produce grammatically correct sentences; (d) use better choices of words and use a variety of vocabulary and idiomatic expressions; (e) use good accuracy in punctuation and spelling. Meanwhile, concerning on the improvement of classroom situation (2), the students became: (a) more active to the activities with more enthusiasm; (b) have more interests in writing; (c) have more concern to bring dictionary in English lesson, especially writing. It can be concluded that the implementation of video and think-pair-share can improve the students’ writing skill of analytical text and the situation in writing class.

The combination of think-pair-share technique with the use of video is an alternative teaching technique that benefits both for the students’ achievement and for the students’ learning motivation. Based on such findings as presented above, the researcher expects that think-pair-share and video can be applied in teaching other writing types.
APPROVAL

This thesis has been approved by the consultants to be examined by the Board of Thesis Examiners of the English Education Department of Teacher Training and Education Faculty, Sebelas Maret University Surakarta.

Consultant I
Dra. Dewi Rochsantiningsih, M.Ed, Ph.D
NIP. 19600918 198702 2 001

Consultant II
Drs. Suparno, M. Pd
NIP. 1951127 198601 1 001
BOARD OF EXAMINERS LEGITIMATION

This thesis has been examined by the board of thesis examiners of Teacher Training and Education Faculty, Sebelas Maret University, Surakarta, and has been accepted as a partial fulfillment of requirements for the Undergraduate Degree of English Education.

Day
Date
Board of Examiners:
1. Chairman:
   Teguh Sarosa, S.S., M. Hum
   NIP 19730205200604 1 001
   (.................................)

2. Secretary:
   Hefy Sulistyawati, S.S
   NIP 19781208 200112 2 002
   (.................................)

3. Examiner I:
   Dra. Dewi Rochsantiningsih, M.Ed., Ph.D
   NIP 19600918 198702 2 008
   (.................................)

4. Examiner II:
   Drs. Suparno, M. Pd
   NIP 1951127 198601 1 001
   (.................................)

Teacher Training and Education Faculty
Sebelas Maret University
The Dean,

Prof. Dr. Furqon Hidayatullah, M.Pd
NIP. 19600727 198702 1 001

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MOTTO

This is not a difficulty which makes us fearful. But it is fear which makes everything become difficult

-Miftahul Rifqi-
DEDICATION

This thesis is whole-heartedly dedicated to those who support me to keep on struggling to get a better future:

♥ My beloved mother and father
♥ My beloved sisters
♥ My lovely grandma and grandpa
♥ My beloved aunties

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The writer realizes that this thesis is still far from being perfect. He hopes and accepts gratefully every comment and suggestion. Hopefully, this thesis will be useful for the readers.

Surakarta, Maret 2012

Miftahul Rifqi
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CHAPTER I
INTRODUCTION

A. Background of the Research

In Junior and Senior High School Curriculum, writing ability is one of the competent standards to be acquired by the students. School-based curriculum in Indonesia suggests that one of writing competences is to develop ideas and express them in short functional texts and essays in the form of narrative, descriptive text, and news items in the context of daily life activities and to access knowledge. This kind of writing competence has been taught since they are at junior high school. In addition, the goal of writing is that the students are able to develop ideas with critical thinking and produce a functional text. Teaching English is now using communicative approach or text-based approach in order to be in line with the curriculum. Students have to be able to know and functionally use the kind of text in many daily life situations. This approach is also hoped to be able to reach the goal to the students in the new curriculum (KTSP), which refer to the improvement of students’ competence.

English skill is an integrated skill. It means, students must be able to go through of receptive skill to productive skill. The productive cycles are the main goal for the students to produce the text and functionally use them to access knowledge from the daily life. Reading and listening belong to receptive skills and speaking and writing are productive skills. Therefore teacher must guide for the students to reach the success of text based approach. In productive skill, writing becomes the centre of the case in our educational program of producing texts. Mostly, students copied some texts from the internet when teacher asks them to make a summary of the text or make a full of text. They do not need to deal with the difficult of making a text.

In fact writing which requires students to be creative and critical in producing text is one of the students’ problems. They have some English commit to user
language problems in writing like: 1) dictions, 2) mechanic, 3) grammar, 4) text organization, 5) development of ideas. And there are several examples found by the writer when he collected the data using observation, interview with the students, and documents analysis during his pre-research. The limited vocabulary makes the students have difficulties in using the appropriate words to express their ideas. Dealing with diction, for example in one of the students’ writing assignments of making recount, the writer found several mistakes dealing with word classes like, “I was so boring”/“I was very tiring”/“I am interesting to buy some books”/etc. Poor awareness of English spelling made students unable to spell words appropriately. For example in one of the students’ writing exercise the writer found the students misspell words like resent-recent/cigarrate-cigaratte/drag-drug/getting-getting, etc. The students made mistakes in applying the appropriate tenses in the texts. They wrongly use the past and past participle verb. Another data, grammar, for example students answer the teacher in incorrect grammatical pattern like:

“T: Did you read a lot?”
“Ss: No, I do not”
“T: Are you fine?”
“Ss: Yes, I do ma’am”

And in their exercise books the writer also found “because its can cause...”/”if we using drugs...”/”why it is very dangerous for us?”/etc. The students found difficulties when they write the texts using a certain structure and the language features. The example of organization text is also in the students in their exercise book write reorientation in orientation,

“last week I went to jogja and I was very happy because it was very interesting”/or combining orientation with the event, “I went to tw with my friends by bus. There we spent on my friend”s house. We were enjoy the scenery and took some pictures......”/etc.”

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Lacks understanding of the use of conjunction made it difficult to combine sentences appropriately and it makes their writing a simple one. About the use of conjunctions, “Smoking is very dangerous that can make people die (although) people always buy cigarette everyday to smoke” in an assignment of when analytical exposition. Related to the development ideas the writer found errors of students’ in organizing thoughts into a paragraph. One of the students’ assignments in making analytical exposition says, “in this world many people have married early. Before the time. Maybe. They want to have a baby early”. Those introductory paragraphs had not stated the thesis yet but if we read it we can get the point that early marriage had a positive and negative effect. It proved that this student found it very difficult to implement thought.

Those problems are getting worse in the writing class, because: (1) the classroom situation run very noisy. The students were asking to make summary of a song without given any guidance to make a good summary. That is why they asked to each other, although some students discussed the lesson but most of them were having a chat. (2) students could not focus on their own work and tended to move around the class and borrowing dictionary to each others. (3) The students needed more time to finish their work. When the teacher asked the students to write the summarize in front, most students had not finish yet. As a result, the students could not finish their task when it should be submitted. This kind of situation is the habit caused by teacher’s teaching technique. They did not experience a real writing class, therefore, they never prepare a thing deal with reading activity like dictionary. Moreover the teaching learning process mostly took place in the classroom using traditional aids while teaching English should be attractive to the students and teacher should use appropriate method or media to teach. This was also supported by some students being interviewed by the writer during his pre research. One of the students ND said, “writing itu bikin bosen mas, cuma nulis. Dulu cuma sekali tok ada game ngisi-ngisi paragraf

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The other one, HD, said, “ga pernah pake ruang multimedia mas, Cuma beberapa kali pas ada mbak ppl dulu.” The writer asked two things about the method of teaching writing and the optimization of the use of multimedia, and it was proved that it has not been optimized.

Based on Development Draft of Curriculum, The National Regulation of Education Minister (Kerangka Dasar Pengembangan Kurikulum, Permendiknas No 22 in 2006 of 23 Mei 2006) about standard concept, the curriculum must be developed with the awareness that knowledge, technology, and art perform dynamically, and therefore, attract students to follow and make the benefit of the development in knowledge, technology, and art. It means, teaching language and technology must be in line with the government program.

Nowadays, teachers must improve themselves in facing globalization era. In this time, technology and communication develop rapidly. They have to match the technique used with the goal of the lesson that always changes from time to time. The old method that is no longer appropriate with the condition now is gradually ignored. Information and communication technologies (ICTs)—which include radio and television, as well as newer digital technologies such as computers and the Internet—have been touted as potentially powerful enabling tools for educational change and reform. When used appropriately, different ICTs can help in expanding access to education, strengthen the relevance of education to the increasingly digital workplace, and raise educational quality by, among others, making teaching and learning an engaging, active process connected to real life.

There are several reasons why multimedia is important in teaching learning process. Using multimedia to create a context to teach English has its unique advantages. First of all, multimedia teaching stresses the role of students, and enhances the importance of “interaction” between teachers and students. A
major feature of multimedia teaching is to train and improve students’ ability to listen and speak, and to develop their communicative competence. During this process, the teacher’s role as a facilitator is particularly prominent. Using multimedia in context creation creates a good platform for the exchange between teachers and students, while at the same time providing a language environment that improves on the traditional classroom teaching model. In this way, teachers in the classroom no longer blindly input information and force students to receive it in a passive way. Instead, the English context from multimedia creation enables students to participate actively during the process.

Secondly, according to As Zhang (2006: 111) multimedia teaching creates a context for language teaching. This method makes the class lively and interesting, as well as optimizing the organization of the class. Multimedia has its own features such as visibility and liveliness. During the process of teaching English with multimedia, sounds and pictures can be set together, which enhances the initiative of both teachers and students. When using multimedia software, teachers can use pictures and images to enrich the media used in the class, and also imagine different contexts in the process of producing teaching courseware. Students in the class can use multimedia to understand the class in a clear way. Through the whole interactive process, it is apparent that using multimedia in ELT is effective in nurturing students’ interest in learning English, as well as enhancing teachers’ interest in English teaching. He also points out that through multimedia and network technology the teacher can offer students not only rich sources of authentic learning materials, but also an attractive and a friendly interface, vivid pictures and pleasant sounds, which to a large extent overcome the lack of authentic language environment and arouses students’ interest in learning English.

In addition, multimedia teaching is also flexible. It is obvious that the context can be created not only in the classroom, but also after class. Multimedia
in language teaching can also create teaching language with multimedia as a center of teaching learning process for the purpose of conducting language teaching. English teaching itself must focus on the guidance of teachers and be student-centered, which we believe is one of the principles for language teaching. Students are bound to have some problems in classroom teaching, which can be addressed under the guidance of teachers. In such circumstances, students can use the new technology to their advantage, such as manipulating the network to contact teachers, and receiving answers by e-

The media and the technique should be well integrated and the writer suggests that the series of activities will bring together two key elements: write-pair-share as a vehicle for language learning, and computer technology to enhance learning. Think-pair-share is a structure first developed by Professor Frank Lyman at the University of Maryland in 1981 for college students, and adopted by many educationists in the field of co-operative learning over succeeding years (Lyman 1981). The approach introduces into the peer interaction elements of co-operative learning the idea of ‘wait and think’ time, a procedure that has been demonstrated to be a powerful factor in improving pupils’ responses to questions. The procedure begins when the teacher poses a problem or asks an open ended question. Students are then given opportunity to think independently about the issues involved before turning to face their partners, after which they share ideas, discuss, clarify and challenge each other’s ideas. After an appropriate amount of time, each pair joins with another pair to exchange and interrogate their views and conclusions. Think-pair-share is more likely to ensure a high level of engagement and can feel more secure than speaking publicly in front of a large group of classmates. The strategy is particularly valuable for work with older primary-age students and encourages less confident students to offer an opinion and be involved in discussions. A variation on think-pair-share called Formulate-Share-Listen-Create was developed by Johnson et al. (1991) as a strategy to use
with problems or questions that invite a variety of solutions. Pupils formulate an answer or response to the question individually; share with a partner; listen carefully to the partner’s answer, noting points of agreement and disagreement; and create a final response that synthesises all the ideas. The ‘create’ step allows pupils to synthesise their ideas and offer a consensus about the best solution to a problem.

Computer technology plays a central role in the think-pair-share activities presented here. The computer is used for gathering, organizing, and presenting information. Regarding the role of the teacher, it should be noted that in think-pair-share is the organizer and facilitator. Consistent with these roles, teachers should make sure to convey, from the outset, a clear rationale for the activity as well as clear expectations for the final product of the project. Teacher has many benefits in using multimedia like allow for creative work, save time for more challenging topics, replace ineffective learning activities, increase student contact time for discussion. However, to make this plan work smoothly the teacher should also provide clear guidelines at each step and assign clear roles to students in the peer work.

In conclusion these two elements are hoped to solve students’ problems dealing with vocabulary because the vocabulary will be used for the sake of writing in a communicative way. The interactions and the discussions are also hoped to lead the students to systematically express ideas, share information and generate the text in a good order.

B. Problem Statements

The problems can be formulated as follows:

Do and to what extend Audio Visual Multimedia and Write-Pair-Share improve students writing skill?
2. What happens to the classroom situation when Audio Visual Multimedia and Write-Pair-Share improve students writing skill?

C. The Aims of the Study

1. Identify whether or not Audio Visual Multimedia and Write-Pair-Share improve students’ writing skill.
2. Describe students’ activities during writing class by optimizing the use of Audio Visual Multimedia and Write-Pair-Share.

D. The Benefits of the Study

The benefits expected by the writer are:

1. For the students in senior high school, the study can enhance the students’ ability in conducting writing critically and communicatively. Moreover the use of multimedia is also hoped can improve students’ motivation in English lesson especially in writing class.

2. For English lecturers and teachers, the study can give understanding about teaching and learning in writing class. This study is also expected to give more choices to teachers to teach writing with various media and technique, therefore the teacher's competence in teaching English will improve.

3. For the writer, this research may be used as a starting point to conduct further research in order to evaluate and improve the student’s ability in writing.

4. For SMA Al Islam 1 Surakarta, the study can be a source that teaching English using various media is important and later is hoped as the starting point to provide more facilitations in leanguge teaching.
CHAPTER II

REVIEW ON RELATED LITERATURE

A. Review on Writing

1. The Nature of Writing

There are some definitions of writing proposed by some experts. According to Hedge (1998: 19), writing is a process. In fact, it is a complex process with members of operations going on simultaneously. Moreover, some writers seem to have a much better understanding of how to make the process work effectively for them and consequently produce more successful pieces of writing.

The next definition is given by Byrne (1997: 1). He states that writing is producing a sequence of sentences arranged in particular order and linked together in certain ways. A sequence of sentences, whether short or long, after being put in order and linked together, will form a coherent whole. This coherent whole is called as text. A text may consist of one paragraph or more.

Gardner and Johnson (1997) describe writing as follows:

Writing is a fluid process created by writers as they work. Accomplished writers move back and forth between the stages of the process, both consciously and unconsciously. Young writers, however, gets benefit from the structure and security of following the writing process in their writing.

In line with Byrne, Elbow in Brown (1994: 336) states that writing is a two-step process; firstly is figuring out the meaning, then putting it into language. More than that, Brown (1994: 335) states that there are several important components in writing which should be considered to measure the final product: content, organization, vocabulary use, grammatical use, and mechanical consideration such as spelling and punctuation.
Bell and Burnaby in Nunan (1998: 36), for example, point out that writing is an extremely complex cognitive activity in which the researcher is required to demonstrate control of a number of variables simultaneously. At the sentence level, these include control of content, format, sentence structure, vocabulary, punctuation, spelling, and letter formation. Beyond the sentence level, the researcher must be able to structure and integrate information into cohesive and coherent paragraphs and texts.

The other definition is from Widdowson (1996: 62), who states that writing is described as the use of medium to manifest the graphological and grammatical system of the language. It means that writing in this sense is the production of sentences as instances of usage but it is not just a production of a sequence of English sentences.

According to Phillips, and Walters (1995: 113), Writing skills involve some aspects, including the following:

a. Handwriting, this may be a problem for students who are not familiar with Roman script. Japanese and Arabic-speaking students, for example. In using handwriting, a writer should consider the legibility, the acceptable appearance, and the neatness of the writing.

b. Spelling, it also may become a problem for students of non-English Languages. The basic goal of spelling instruction is to teach students to spell correctly all of the words they write. Certainly, spelling correctly is not as important as content, but it has to be noticed that content is unintelligible if the graphic symbols have no meaning because of misspelled words.

c. Punctuation, the convention of English capital letters and punctuation are not universal and need to be taught. Punctuation is fundamentally a means of marking boundaries and relationship between the grammatical units of texts. Moreover, Fruehling and Oldham state that punctuation is nothing more than an attempt to do in writing what the researcher do with
gestures, a change of voices, or pauses, when speaking (Fruehling and Oldham, 1988: 7).

d. Sentence construction, the construction of sentences must be grammatically correct and using the correct word order.

e. Organizing a text and paragraphing, a composition is usually divided into paragraphs. Writers have to know when to start a new paragraph and how to order the paragraphs so that they can present a logical arrangement.

f. Text cohesion, this involves the appropriate use of linking words and phrases so that the organization of the text is clear to the reader. In other words, text cohesion makes the writing understandable for the reader.

g. Register/style, the researcher should use language, including structures and vocabulary, which is appropriate to the formality and style of the text.

In addition, Hampton (1989) mentions several writing skills, including the following:

a. Comprehensibility skills
b. Fluency skills
c. Creativity skills

d. Purpose of Writing

When a person writes something, he or she has purposes for writing. The writer may have motivations of which he or she is unaware. The writer may also have mixed, and even contradictory, motivations for writing. For instance, a student writing an essay for a class may wish to please the teacher and to amuse his or her
classmates. Unfortunately, what might amuse classmates the teacher could find unacceptable. In general, people write either because they are required to or because they choose to write for their own reasons.

Required writing happens on the job and in school. Self-chosen writing happens in many circumstances. Both required and self-chosen writing can be of many kinds. In either case, reflection on different purposes for writing can help one produce the most effective piece of writing.

Brookes and Grundy (2000: 3) elaborate the purposes of writing. First, writing is used for transcending time and space. If someone wants to communicate with others living far away from him while he does not have leisure time to phone them, writing can be the answer of this problem. The second purpose is that people can solve the problem of volume of having to store more than the human brain can remember. For instance, most of us keep an address book with the names, addresses, and telephone numbers of people the researcher may wish to contact at some time in the future, as the researcher cannot remember them all. A third purpose of writing is to filter and shape experience. To filter and shape experience mean thinking about what to write and how to represent experience so that the result is that the writing provides readers with a condensed, economical, carefully considered version of what the researcher might say to them.

In addition, McMahan, et al. (1996: 8) state the purpose of writing as follows:

a. To express the writer’s feeling

The writer wants to express his feeling and thought through the written form, as in a diary or a love letter. It is what is so called as expressive writing.

b. To entertain the readers

The writer intends to entertain the reader through written form, and he usually uses authentic materials. It is called as literary writing.

c. To inform the readers

It is used to give information or explain something to the readers. It is a kind of informative writing.
d. To persuade the readers

The writer wants to persuade or convince the readers about his opinion or concept or idea. It is called as persuasive writing.

Based on the explanations above, therefore, it is important for the learners to be aware of the purpose of their writing piece. Knowing the purpose of writing will help the learners to match what they want to convey and how it should be written.

According to Harris (1993:18), there is a consideration about the purpose of the text that is its communication function. Text can be differentiated, for example, according to whether they are intended to entertain, inform, instruct, persuade, explain, argue a case, present argument, and so on.

Halliday in Nunan (1998: 84) points out that written language is used for:


b. Information: newspapers, current affairs magazines, advertisements, political pamphlets.

c. Entertainment: comic strips, fiction books, poetry and drama, newspaper features, film subtitles.

2. Kinds of Writing

Hedge (1998: 95-96) proposes six types of writing as follows:

a. Personal Writing, personal writing is writing for oneself, and it includes aide-memoires, as well as the diaries and journals.

b. Study Writing, it is also for oneself and may never be shown to others. The student makes notes while reading, takes notes in lectures, and makes summaries for exam revision.

c. Public Writing, public writing is writing as a member of the general public to organizations, or institutions. It includes such activities as writing letters of inquiry, complaint, and applications.
d. Creative Writing, creative writing can include poems, stories, rhymes, and drama. It is writing that shows imaginations and the personal involvement of the researcher.

e. Social Writing, it is a category which includes all the writing that establishes and maintains social relationships with family and friends, that is, personal letters, invitations, condolences, and notes with congratulations.

f. Institutional Writing, it relates to professional roles and is needed by business executives, teachers, engineers, and students.

3. Process of Writing

Hedge (1998: 21) nominates that the process of writing is often described as consisting of three major activities or group of activities: prewriting, writing, and post writing or revising.

a. **Prewriting**

The prewriting phase helps writers gather information and ideas. It includes discussion of proposed writing, namely the theme or topic, ideas and related words, and feelings and thoughts.

In this phase, the researcher should consider two important points. The first one is the purpose of the writing. It has something to do with function. It is a report, an explanation of how something works, or a letter of invitation or a letter applying for a job.

The second important point is the target reader. The reader may be an individual, one you know well, or a group of colleagues, an institution, and so on. Considering the target reader helps the researcher to select the most appropriate style and word choices- formal, friendly, serious, or tentative.

b. **Writing**

The writing phase includes pausing and rereading as the writing occurring, interaction with others (further discussion), consulting resources (looking up word...
meaning or spelling, for example), and reformulating the ideas and organization of composition.

Good writers tend to concentrate on getting the content right first and leave the details like correcting, spelling, punctuation, and grammar structures, until later the writing phase focuses primarily on what the researcher wants to say, while rewriting progressively focuses on how to say it most effectively.

c. Post writing or revising

Post writing phase means rewriting, rewriting, and then rewriting some more. This phase consists of reading through and trying to apply a reader’s perspective in order to access how clearly readers might flow the ideas. It means that this phase guides the researcher to make final readjustment and check accuracy so that the text written is maximally accessible to the readers.

Meanwhile, according to Harris (1993:46) there are three stages of writing process. Stage 1 is assembling strategies; stage 2 is creating and developing the text; and the stage 3 is editing. The following is the brief explanation of each.

a. Stage 1- Assembling strategies

Any piece of writing requires some thought before committing pen to paper. One needs time to sort out and develop ideas. One may need time to read or undertake other forms of research, to talk to other people to talk ideas, and to clarify his or her thoughts or to gain necessary information.

b. Stage 2- Creating and developing the text

The next stage of writing process is to translate plans and ideas into provisional text. It is the case that as writer proceeds with creating a text they come to redefine ideas, perceive a different and more significant way of sequencing their ideas, think of new linkages between ideas and indeed, may even change their minds over a point of view or argument.
c. **Stage 3-Editing**

When the decision is made that the draft is finished there remains the task of editing and publishing. Editing involves the careful checking of the text to ensure that there are no errors that will impede communication—errors of spelling, punctuation, word choice, and word order. Skillful writers know that they need to read a text carefully. However, this is not a naturally acquired habit. It is something that needs to be taught.

4. **The Micro and Macro Skills of Writing**

Brown (1994: 343) proposes that the following are the micro-skills which should be mastered by writers.

a. Produce graphemes and orthographic patterns of English.

b. Produce writing at an efficient rate of speed to suit the purpose.

c. Produce an acceptable core of words and use appropriate word order patterns.

d. Use acceptable grammatical systems (e.g., tense, agreement, and pluralisation), patterns, and rules.

e. Express a particular meaning in different grammatical forms.

f. Use cohesive devices in written discourse.

g. Use the rhetorical forms and conventions of written discourse.

Writers not only have to master the micro skills of writing, but also the macro skills of writing. The followings are macro skills of writing proposed by Brown (1994: 344).

a. Use the rhetorical forms and conventions of written discourse.

b. Appropriately accomplish the communicative functions of written texts according to form and purpose.

c. Convey links and connections between events, and communicate such relations as main idea, supporting idea, new information, given information, generalization, and exemplification.

*commit to user*
d. Distinguish between literal and implied meanings when writing.
e. Correctly convey culturally specific references in the context of the written text.
f. Develop and use a battery of writing strategies, such as accurately assessing the audience’s interpretation, using pre-writing devices, writing with fluency in the first draft, using paraphrases and synonyms, soliciting peer and instructor feedback, and using feedback for revising and editing.

5. The Construct of Writing

Based on the explanations above, it can be concluded writing is producing a sequence of sentences and complex cognitive activity, arranged in a particular order and linked together in a particular way which involves the process of translating thoughts into language by considering the content, organization, vocabulary use, grammatical use, and mechanical consideration.

Writing has several aspects which should be comprehended by students. The aspects are as follows:

a. Content; it covers knowledge of subject, substantive, thorough development of thesis, and relevance to assigned topic.
b. Organization; it covers fluency of expressions, clearly stated/supported ideas, succinctness, well organization, logical sequence, cohesiveness.
c. Vocabulary; it covers sophisticated range, effective word idiom choice and usage, word form mastery, appropriate register.
d. Language use or grammar; it covers effectiveness of constructions, agreement, tense, number, word order/function, articles, pronouns, prepositions.
e. Mechanics; it covers mastery of conventions, spelling, punctuation, capitalization, and paragraphing.
6. Teaching Writing

Based on school based curriculum (Kurikulum Tingkat Satuan Pendidikan 2006) for SMA and MTs, the program of teaching learning English as a foreign language focuses on the development at students’ four language skills. The students are expected to achieve competencies to communicate in oral and written English by using appropriate language variation, fluently, and accurately in interaction or monologue in the form of descriptive, recount, narrative, procedure, and report. The teaching purpose conducted by the teacher should be based on syllabus of Kurikulum Tingkat Satuan Pendidikan 2006 for SMA and MA. The expected learning outcomes outlined for the students of the tenth, eleventh, and twelfth grade on the writing skill are as follows: (1) Tenth grade: the students are able to: write simple functional sentences, agreement and disagreement, refuting or accepting an invitation, and meet someone and say goodbye, and to produce text in the form of a procedure, recount, and narrative. (2) Eleventh grade: the students are able to: write, among others texts, in the forms of a narrative, analytical exposition, and hortatory exposition, and also short functional text; personal letter, banner, poster, invitation card and announcement. (3) Twelfth grade: the students are able to: write texts in the form of narrative, review, and report, and also short functional text; making a wish, advising someone, criticizing something, and announcement.

According to Raimes (1983: 6-11) the teachers may develop a variety of approaches to the teaching of writing:

a. The Controlled-to-Free Approach. The controlled-to-free approach in writing sequential: students are first given sentences-building exercise, then paragraph to copy or manipulate grammatically by, for instance, changing question to statements, present to past, or plural to singular. The students might also change words or clauses or combine sentences.

b. The Free-Writing Approach. The emphasis of this approach is that intermediate-level students should put content and fluency first and not worry
about form. Once ideas are down on the page, grammatical accuracy, organization, and the rest will gradually follow. For the fluency exercise, the teacher begin by asking student to write freely on any topic without worrying about grammar and spelling for five of ten minutes.

c. The Paragraph- Pattern Approach. This approach is based on the principle that in different cultures, people construct and organize their communication with each other in different ways. So, even if students organize their ideas well in their first language, they still need to see, analyze, practice the particularly language that they used.

d. The Grammar-Syntax-Organization Approach. This approach links the purpose of a piece of writing to the forms that are needed to convey the message. Writing task is devised in order to lead the students to pay attention to organization while they also work on the necessary grammar and syntax.

e. The Communicative Approach. The communicative approach stressed of a piece of writing and the audience for it. Students are encouraged to behave like writer in real life and to ask themselves the crucial questions about purpose and audience.

f. The Process Approach. This approach gives the students two crucial supports: time for students to try out ideas and feedback on the content of what they write in their drafts. They find that then the writing process becomes a process of discovery for the students: discovery of new ideas and new language forms to express those ideas.

7. Criteria for Good Writing

Fachruddin Ambo (1988:8) states about the good writing by saying, “tulisan yang baik ialah tulisan yang dapat berkomunikasi secara efektif dengan pembaca keada siapa tulisan itu ditujukan.” A good written form is a communicative writing effectively with the reader to whom it may be concern.
Enre (1988:9-11) also states the criteria for good writing as follows:

a. Meaningful. Good writing must be able to convey something in which it is meaningful to someone and can give the evidences about what it’s said.

b. Clear. It can be said as a clear writing if the intended reader can read in constant speed and catch the meaning. Clear writing shouldn’t have been simple, but mustn’t be more difficult than the situation as it ought to be.

c. Coherent. Other characteristic of good writing is coherent. It means that the information is clearly connected and arranged. It has been organized systematically so the reader can follow the composition easily.

d. Economic. If the main purpose of the writer is giving information, s/he should avoid pleonasm. In a good writing, the words used are appropriate, and the sentences are clear, concise, emphatic, and correct. So, it doesn't waste the reader's time by veering away from focus without reason.

e. Cohesive. It means that the writing doesn't contain tons of grammar or spelling errors. It uses appropriate grammatical patterns, substitution, elliptical construction, preposition, conjunctions to relate among the clauses within paragraphs.

8. Correction and Scoring Rubric for Writing

Correction of written work can be done by both teacher and student. It should focus more on the content which shows the students where the work was effective and where it was not. In correcting students’ writing, the teacher may use a variety of codes, instead of underlying the wrong point. By those codes, he not only indicates where the mistake is, but also what type of mistake it is. Meanwhile, there are two general types of scoring students’ writing: holistic and analytic scoring (Genese and Upshur, 1997: 206).

In holistic scoring, a single score is assigned to a student’s overall test performance. It represents the teachers’ overall impressions and judgments of students’ writing. Genesse and Upshur (1997: 206) emphasize that this type of
scoring provides no detail about specific aspects of performance so that it is not very useful in guiding the teaching and learning process of writing.

In analytic scoring, different components and features of students’ writing are given separate scores. The components are content dealing with the appropriateness to the title, organization dealing with the text cohesion and paragraph unity, vocabulary dealing with the precision of choosing and using words, language use or grammar dealing with tenses, and mechanics dealing with spelling and punctuation. The scoring of each component is as follows:

Table 2.1. Scoring Rubric from Genesse and Uphsur

<table>
<thead>
<tr>
<th>No.</th>
<th>Categories</th>
<th>Score</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Content</td>
<td>30-27</td>
<td>Excellent to very good: Knowledgeable, substantive, thorough development of thesis, relevant to assigned topic</td>
</tr>
<tr>
<td></td>
<td></td>
<td>26-22</td>
<td>Good to average: Some knowledge of subject, adequate range, limited development of thesis, mostly relevant to topic but lack detail</td>
</tr>
<tr>
<td></td>
<td></td>
<td>21-17</td>
<td>Fair to poor: Limited knowledge of subject, little substance, inadequate development of topic</td>
</tr>
<tr>
<td></td>
<td></td>
<td>16-13</td>
<td>Very poor: does not show knowledge of subject, nonsubstantive, not pertinent, OR not enough to evaluate</td>
</tr>
</tbody>
</table>

|     | Organization        | 20-18  | Excellent to very good: Fluent expression, ideas clearly stated supported, succinct, well organized, logical sequencing, cohesive |
|     |                     | 17-14  | Good to average: Somewhat choppy, loosely organized but main ideas stand out, limited support, logical but incomplete sequencing |
|     |                     | 13-10  | Fair to poor: non-fluent, ideas confused or disconnected, lacks logical sequencing and development |
|     |                     | 9-7    | Very poor: does not communicate, no organization, OR not enough to evaluate |
### 3. Vocabulary

<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>20-18</td>
<td>Excellent to very good: sophisticated range<em>effective word/idiom choice and usage</em>word from mastery*appropriate register</td>
<td>sophisticated range effective word/idiom choice and usage word from mastery appropriate register</td>
</tr>
<tr>
<td>17-14</td>
<td>Good to average: adequate range*occasional error of word/idiom form, choice, usage but meaning not obscured</td>
<td>adequate range occasional error of word/idiom form, choice, usage but meaning not obscured</td>
</tr>
<tr>
<td>13-10</td>
<td>Fair to poor: limited range*frequent error of word/idiom form, choice, usage meaning not obscured</td>
<td>limited range frequent error of word/idiom form, choice, usage meaning not obscured</td>
</tr>
<tr>
<td>9-7</td>
<td>Very poor: essentially translation<em>little knowledge of English vocabulary, idioms, word form</em>OR not enough to evaluate</td>
<td>essentially translation little knowledge of English vocabulary, idioms, word form OR not enough to evaluate</td>
</tr>
</tbody>
</table>

### 4. Language use

<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>25-22</td>
<td>Excellent to very good: effective complex construction*few error of tense, pronouns, prepositions</td>
<td>effective complex construction few error of tense, pronouns, prepositions</td>
</tr>
<tr>
<td>21-18</td>
<td>Good to average: effective but simple constructions<em>minor problems in complex constructions</em>several errors of tense, pronoun, preposition but meaning seldom obscured</td>
<td>effective but simple constructions minor problems in complex constructions several errors of tense, pronoun, preposition but meaning seldom obscured</td>
</tr>
<tr>
<td>17-14</td>
<td>Fair to poor: major problem in simple/complex constructions<em>frequent errors of tense, pronoun, preposition</em>meaning confused or obscured</td>
<td>major problem in simple/complex constructions frequent errors of tense, pronoun, preposition meaning confused or obscured</td>
</tr>
<tr>
<td>13-10</td>
<td>Very poor: virtually no mastery of sentence constructions dominated by errors<em>does not communicate</em>OR not enough to evaluate</td>
<td>virtually no mastery of sentence constructions dominated by errors does not communicate OR not enough to evaluate</td>
</tr>
</tbody>
</table>

### 5. Mechanism

<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>Excellent to very good: demonstrate mastery of conventions*few error of spelling, punctuation, capitalization, paragraphing</td>
<td>demonstrate mastery of conventions few error of spelling, punctuation, capitalization, paragraphing</td>
</tr>
<tr>
<td>4</td>
<td>Good to average: occasional errors of spelling, punctuation, capitalization, paragraphing but meaning not obscured</td>
<td>occasional errors of spelling, punctuation, capitalization, paragraphing but meaning not obscured</td>
</tr>
<tr>
<td>2</td>
<td>Fair to poor: frequent errors of spelling, punctuation, capitalization, paragraphing<em>poor handwriting</em>meaning confused or obscured</td>
<td>frequent errors of spelling, punctuation, capitalization, paragraphing poor handwriting meaning confused or obscured</td>
</tr>
<tr>
<td>1</td>
<td>Very poor: no mastery of conventions<em>dominated by errors of spelling, punctuation, capitalization, paragraphing</em>handwriting illegible*OR not enough to evaluate</td>
<td>no mastery of conventions dominated by errors of spelling, punctuation, capitalization, paragraphing handwriting illegible OR not enough to evaluate</td>
</tr>
</tbody>
</table>

For clearer explanation, the following are the criteria for scoring students’ writing which is used in this study:

1. Content: the agreement with the title chosen
2. Organization: paragraph unity, coherence, and cohesion
3. Vocabulary: the precision of using vocabulary
4. Language Use or Grammar: tenses and pattern

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e. Mechanics: spelling and punctuation.

To make it easier and appropriate with the problems, the writer did some changes in the writing rubrics dealing with students’ characteristics. The writing scores can be formulated as follows:

Table 2.2. Modification Genesse and Uphsur’s Scoring Rubric

<table>
<thead>
<tr>
<th>Categories</th>
<th>Score</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Topic and idea</td>
<td>30</td>
<td>Fully focused and relevant to the assigned topic.</td>
</tr>
<tr>
<td></td>
<td>20</td>
<td>Consistently focused on the assigned topic; most supporting ideas are relevant to the topic.</td>
</tr>
<tr>
<td></td>
<td>10</td>
<td>Minimally focused on the topic; some details and supporting ideas are irrelevant to the topic.</td>
</tr>
<tr>
<td></td>
<td>5</td>
<td>Ideas are unclear, irrelevant and/or repeated.</td>
</tr>
<tr>
<td>Organization</td>
<td>20</td>
<td>Ideas clearly stated and well organized; logical sequencing, satisfactory use of cohesion.</td>
</tr>
<tr>
<td></td>
<td>15</td>
<td>Loosely organized but main ideas stand out, incomplete sequencing.</td>
</tr>
<tr>
<td></td>
<td>10</td>
<td>Lack of logical sequencing and development of ideas, unsatisfactory cohesion.</td>
</tr>
<tr>
<td></td>
<td>5</td>
<td>Ideas are not sequenced in a meaningful order, no apparent organization of content, cohesion totally absent.</td>
</tr>
<tr>
<td>Diction</td>
<td>20</td>
<td>Uses a variety of vocabulary and idiomatic expressions; makes few errors in word choice.</td>
</tr>
<tr>
<td></td>
<td>15</td>
<td>Varies vocabulary and expressions, but makes occasional errors in word choice.</td>
</tr>
<tr>
<td></td>
<td>10</td>
<td>Uses limited vocabulary and with frequent errors</td>
</tr>
<tr>
<td></td>
<td>5</td>
<td>Has many errors in vocabulary usage, even at the basic level</td>
</tr>
<tr>
<td>Grammar</td>
<td>25</td>
<td>Uses some effective complex grammar structures, but with few errors.</td>
</tr>
<tr>
<td></td>
<td>20</td>
<td>Uses effective complex sentences with several errors.</td>
</tr>
<tr>
<td></td>
<td>10</td>
<td>Use simple sentences with frequent errors in tense, meaning is obscured.</td>
</tr>
<tr>
<td>Mechanical accuracy</td>
<td>5</td>
<td>Use good accuracy in punctuation and spelling</td>
</tr>
<tr>
<td></td>
<td>4</td>
<td>Some inaccuracy in punctuation and spelling</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>Low standard inaccuracy in punctuation and spelling</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>Ignorance of convention of punctuation and spelling.</td>
</tr>
</tbody>
</table>

Total score: 100
B. Review on Multimedia

1. The Nature of Audio Visual Multimedia

Lockard et al (1993: 217-233) defines Multimedia as any system that unites two or more media into a single product or presentation' where multimedia are divided into two components, that is, the hardware and the software business presentations are also usually audio-visual. In a typical presentation, the presenter provides the audio by speaking, and supplements it with a series of images projected onto a screen, either from a slide projector, or from a computer connected to a projector using a presentation program (software).

Another definition comes from Irini (2004: 17), she says multimedia is recorded and played, displayed or accessed by information content processing devices, such as computerized and electronic devices, but can also be part of a live performance. Multimedia (as an adjective) also describes electronic media devices used to store and experience multimedia content. Multimedia is distinguished from mixed media in fine art; by including audio, for example, it has a broader scope. The term "rich media" is synonymous for interactive multimedia. Hypermedia can be considered one particular multimedia application.

Multimedia is characterized by the presence of text, pictures, sound, animation and video; some or all of which are organized into some coherent program (Phillips, 1997).

In line with Lockard and Irini, Barko (1996: 10) adds the element of multimedia as follows:

The fundamental characteristic of multimedia system is that they incorporate continuous media, such as video, voice, and animated graphic. This implies the need for multimedia system to handle data with strict timing requirements and at high rate. The use of continuous data transfer over relatively long period of time (e.g. play out of video system from a remote camera)

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From several definitions above, it can be concluded that audio visual multimedia is a kind of multimedia material, consist of verbal and non verbal presentation displaying simultaneous images, narration, and on screen text.

2. Criteria for Selecting Video

When selecting a video for used in the classroom, certain general criteria should be kept in mind. There are several criteria in selecting video:

a. Watchability

It is related to question is the video interesting? would the young learner want to watch this? etc.

b. Completeness

Tomalin (1991:50) states that the ideal video clip tells complete story or section of story. This idea of completeness is important for young learners whose primary motivation for watching video is enjoyment.

c. Length

The length of the clip is important. It should not be too long. Perhaps between 30 second and 10 minutes depending on the learning objective.

d. Appropriateness of Content

The content should be suitable for young learners. It should also be suitable for viewing in all culture.

e. Level of Maturity

Children mature very quickly. It should be matched with their level of maturity in order to make them understand to the concept of video.

f. Availability of Related Material

Many authentic videos now come with ready made materials that can be used for language teaching. Other videos may have been adapted from book, which could be used in the classroom to support the video.

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1. Teaching Media

a. The Definitions of Teaching Media

“Media” is the plural form of “medium” derived from the Latin word meaning “between”. The term refers to anything that carries information between a source and a receiver (Smaldino, et.al, 2005: 9). In teaching field, it is aimed to facilitate communication and learning. Thus, media having such purposes are then called teaching media.

In line with Smaldino, et.al, Sadiman, et.al (2002: 6) defines media as anything which is used to send messages from the sender to receiver, so it can arouse the learners’ thought, feeling, and interest to gear their learning. While, Gagne in Ruis, et.al (2009: 2) states that media is all of the components around the student which can stimulate to learn something.

Teaching media in language teaching field itself are defined as any aids which is designed for classroom teaching purposes (Brinton in Celce-Murcia, 2001: 460).

Based on the definitions above, it can be concluded that teaching media is any aids which carries information between a source and a receiver and is aimed to facilitate communication and learning.

b. The Kinds of Teaching Media

There are so many instructional media which are used in teaching that starting from the simplest or cheapest ones to the most complex ones, without the need of the electricity up to the most expensive ones which needed the electricity. Brinton in Celce-Murcia (2001: 460) classified media into two categories:

1) Nontechnical media

This category does not need electricity, technical resource, and funding. Moreover, forms of media included in this category are cheap, user-friendly,
accessible, and available. Items that belong in this category typically include: (a) blackboards/whiteboards; (b) magnetboard/flannelboards; (c) pegboards; (d) flashcards/index cards; (e) wall charts, posters, maps, scrolls; (f) board games; (g) mounted pictures/photos; (h) cartoons/line drawings; (i) objects/realia; (j) pamphlets/brochures/flyers/menus; (k) equipment operation manuals; (l) puppets; (m) newspapers/magazines.

2) Technical Media

These forms of media are costlier and less user-friendly than the nontechnical media. However, they provide a larger degree of “psychological reality” in that they can bring the outside world in all its complexities into the classroom. Items that belong in this category typically include: (a) record player; (b) audiotape player/recorder; (c) CD player/recorder; (d) radio; (e) television; (f) video player/recorder; (g) telephone/teletrainer; (h) overhead projector; (i) filmstrip/film projector; (j) opaque projector; (k) slide projector; (l) computer; (m) language lab; (n) computer lab, (o) multimedia lab; (p) self-access centre.

c. The Benefits of Using Media in Language Teaching

Media is very helpful in language teaching and language learning. It helps the teachers motivate the students by bringing a slice of real life into the classroom and by presenting language in its more complete communicative context. Media also provides information such as cultural input which is impossible to be brought its real things in classroom. Brinton in Celce-Murcia (2001: 461) lists the benefits of using media in language teaching as follow:

1) Media serve as an important motivator in language teaching process.
2) Audiovisual materials provide students with content, meaning, and guidance. Thus, they create a contextualized situation within which language items are presented and practiced.
3) Media materials can lend authenticity to the classroom situation, reinforcing for students the direct relation between the language classroom and the outside world.

4) Students differ in learning styles. Media provide a way of addressing the needs of both visual and auditory learners.

5) Bringing media into the classroom make the teachers to be able to expose their students to multiple input sources.

6) Media can help students to call up existing schemata and therefore maximize in the language learning process.

7) Media provides teachers with a means of presenting material in a time-efficient and compact manner, and of stimulating students’ senses, thereby helping them to process information more readily.

C. Review on Cooperative Learning

Cooperative learning is an important concept being dealt with in this research.

1. Definition of Cooperative Learning

There are several definitions of cooperative learning proposed by some experts. For one thing, Kessler (1992: 8) proposes that:

“...cooperative learning is group learning activity organized so that learning is dependent on the socially structured exchange of information between learners in groups and in which each learner is held accountable for his or her own learning and is motivated to increase the learning of others.”

In line with Kessler, Johnson & Johnson (1998) define cooperative learning as grouping students together to accomplish shared learning goals. In cooperative learning, students work in small groups of three or four to get the most out of their own learning and each other's learning. They encourage and support
each other to learn and are responsible for their own as well as their teammates’ learning.

Johnson & Johnson (1998) also says that Cooperative learning is a student-centered approach which believes that active learning is more effective than passive one, where the teacher becomes a facilitator rather than an instructor. Through cooperative learning, students have to exchange ideas, make plans and propose solutions to accomplish a collaborative goal. Therefore, it can enhance students’ social and personal developments. In addition, Macaulay and Gonzalez in Mills (2002) characterize cooperative learning as the instructional use of small groups so that learners are able to work together in a manner that enhances both group and individual learning.

From the definitions above, it can be summarized that cooperative learning is an approach in which a) the students learn in small groups, b) they change information and share knowledge one from another, and c) they are responsible for both their individual and group improvement.

2. **Elements of Cooperative learning**

When structuring a cooperative learning class, in order to be successful in setting up and having students complete group tasks within, a number of essential elements or requirements must be met. The exact number, name, and order of these requirements vary from one author to another. However, nearly all agree that in one way or another, the elements listed by the Educational Resources Information Center below are essential.

- **A clear set of specific student learning outcome objectives**

  Cooperative learning and cooperative learning groups are means to an end rather than an end in themselves. Therefore, teachers should begin planning by describing precisely what students are expected to learn and what they have to be able to do on their own well beyond the end of the group task and curriculum unit. Teachers should describe in
very unambiguous language the specific knowledge and abilities students are to acquire (regardless of whether these outcomes emphasize academic content, cognitive processing abilities, or skills), and then demonstrate on their own.

b. All students in the group “buy into” the targeted outcome

To select outcome objectives is not enough. Students must perceive these objectives as their own. They must come to comprehend and accept that everyone in the group needs to master the common set of information and/or skills. In selected strategies where groups select their own objectives, all members of each group must accept their academic outcomes as ones they all must achieve.

c. Clear and complete set of task-completion directions or instructions

Teachers need to state directions or instructions. They should be described in clear, precise terms in order the students know exactly what to do, in what order, with what materials, and, when appropriate, what students are to generate as evidence of their mastery of targeted content and skills. These directions are given to students before they engage in their group learning efforts.

d. Heterogeneous groups

Teachers should organize the three-, four-, or five-member groups so that students are mixed as heterogeneously as possible. Teachers can do the grouping according to academic abilities first. Then, grouping can be done on the basis of ethnic backgrounds, race, and gender. Students should not be permitted to form their groups based on friendship or cliques.

When groups are maximally heterogeneous and the other essential elements are met, students tend to interact and achieve in ways and at levels that are rarely found in other instructional strategies. They also tend to become tolerant of diverse viewpoints, to consider others' thoughts and commit to user
feelings in depth, and seek more support and clarification of others' positions. (A limited number of proven cooperative learning strategies allow teachers academically sound alternatives to maximal heterogeneous groups. If these strategies are not used, then maximal heterogeneity along the above criteria is needed.)

e. **Equal opportunity for success**

   Every student must believe that he or she has an equal opportunity to learn the content and abilities, and to earn the group rewards for academic success, regardless of the group he or she is in. In other words, the student must not feel penalized academically by being placed in a particular group.

f. **Positive interdependence.**

   Kessler (1992: 8) says about positive interdependence like the following: “Positive interdependence occurs when the gains for one individual are associated with gains for other; that is, when one student achieves, others benefit too...” The explanation of this can be found in Johnson & Johnson (1998) that states that team members are obliged to rely on one another to achieve the goal. Thus, if any team members fail to do their part, everyone suffers consequences. It is unlike the situation in the competitive learning in which the students have negative interdependence. A student can only be said to have achieved the goal, only if the others failed.

   Therefore, teachers must structure learning tasks so that students come to believe that they sink or swim together— that is, their access to rewards is as a member of an academic team where in all members receive a reward or no member does. Essentially, tasks are structured so that students must depend upon one another for their personal, teammates’, and group’s success in completing the assigned tasks and mastering the targeted content and skills.
g. **Face-to-face interaction.**

Although some of the group works may be parceled out and done individually, some must be done interactively, with group members providing one another with feedback, challenging reasoning and conclusions, and perhaps most importantly, teaching and encouraging one another. Students need to arrange themselves so that they are positioned and postured to face each other for direct eye-to-eye contact and face-to-face academic conversations using “12 inch voices.”

h. **Positive social interaction behaviors and attitudes.**

Just because students are placed in groups and expected to use appropriate social and group skills does not mean students will automatically use these skills. To work together as a group, students need to engage in such interactive abilities as leadership, trust-building, conflict-management, constructive criticism, encouragement, compromise, negotiation, and clarifying. Teachers may need to describe the expected social interaction behaviors and attitudes of students and to assign particular students specific roles to ensure that they work on these behaviors in their groups consciously.

i. **Access to must-learn information**

Teachers must structure the tasks. This is to provide the students an access and comprehension of the specific information that they must learn. The content focus of learning tasks must be aligned directly with the specific outcome objectives and the test items that will be used to measure their academic achievement.

**Opportunities to complete required information-processing tasks.**

For students to be successful, each must complete a number of internal information-processing tasks aligned with targeted objectives, such as comprehending, translating, making connections, assigning meanings, organizing the data, and assessing the relevancy and uses of...
the information they study. Assigned group tasks direct students to complete the relevant internal processing tasks they need to complete.

k. Sufficient time is spent learning

Each student and group should be provided with the amount of time needed to learn the targeted information and abilities to the extent expected. Without students’ spending sufficient time learning, the academic benefits of cooperative learning will be limited (Stahl in ERIC). Many of the positive affective, social skills and attitudes, and academic benefits of cooperative learning tend to emerge and be retained only after students have spent four or more weeks together in the same heterogeneous group.

l. Individual accountability

All students in a group are held accountable for doing their share of the work and for mastery of all of the material to be learned. Students may be made individually accountable by assigning each students a grade on his or her own portion of the team project or by the rule that the group may not go on to the next activity until all the team members finish the task (Kessler, 1992: 13).

The reasons why teachers put students in cooperative learning groups is that all students can achieve higher academic success individually than were they to study alone. Consequently, each must be held individually responsible and accountable for doing his or her own share of the work and for learning what has been targeted to be learned. Therefore, each student must be formally and individually tested to determine the extent to which he or she has mastered and retained the targeted academic content and abilities.

m. Public recognition and rewards for group academic success
Only members of groups who meet or surpass high levels of academic achievement receive ample rewards within formal public settings. The specific awards must be something valued by the students.

n. *Post-group reflection (or debriefing) on within-group behaviors*

Students spend time after completing the group tasks to reflect systematically upon how they worked together as a team in such areas as: 1) how well they achieved their group goals, 2) how they helped each other comprehend the content, resources, and task procedures, 3) how they used positive behaviors and attitudes to enable each individual and the entire group as a group to be successful, and 4) what they need to do next time to make their groups even more successful.

It is not a must to use every one of the preceding elements every time the teacher assigns students to work in groups. Teachers who fail to include these requirements, however, report far more difficulties with their students and their group activities, and far less student academic achievement gains than do teachers who meet them. As a general rule, unless a well-researched strategy is used that allows for an alternative to one or more of these elements, teachers serious about implementing effective cooperative learning activities need to ensure that these requirements are met for each cooperative learning strategy they use—otherwise they are using structured cooperative groups. More importantly, suppose that these elements are not used frequently and correctly, teachers should not expect the many positive long-term results of cooperative learning that can be achieved.

3. **Models of Cooperative Learning**

Cooperative Learning is of so many various model, suggested by different experts. Among those varied models, the writer is going to apply some that the writer finds fit to teaching writing. In teaching writing, the
researcher will use Trite-Pair-Share, the various type of Think-Pair-Share (TPS) model for Part 1 (Photographs/Pictures), Part 2 (Question-Response), and Part 3 (Short Conversation).

b. Think-Pair-Share

*Think-Pair-Share* was developed by Frank Lyman from Maryland University in 1985. This technique gives a chance for the students both to work individually and to cooperate with peers. One special quality of TPS is its optimizing students’ participation (Lie, 2004:57).

The procedure of *Think-Pair-Share* is the following:

1) The teacher presents the class with a particular problem or issue.
2) Students spend a period of time gathering their personal thoughts on the question in hand (*Think*).
3) Students then discuss their thinking and justify their opinions with a partner (*Pair*). They should aim to be clear in their thoughts and consequent explanations, using examples to consolidate their points.
4) The teacher may wish to give students time-out at this juncture in order to allow for peer assessment; students might feed back to their partners on how well they put forward and justified their ideas (*Share*).
5) Students might also be given a short period of time to embellish their information and opinions before moving into larger groups of four.
6) A *debrief* afterwards, may focus on the structure of students’ arguments, how opinions were expressed and justified and what a persuasive argument consisted of.

As an extension activity, students might be asked to play devil’s advocate and to present a persuasive argument which differs from their own true opinions.

The steps above can be summarized into three main stages, like what Ibrahim (2000: 26-27) does.
1) Stage 1: Think

At this stage, the teacher poses an issue or a question related to the topic of the discussion. Then, for some minutes, students independently think of their answer to the question.

2) Stage 2: Pair

The teacher asks the students to discuss with their partner (in pair) the answer they have gained in the first stage.

3) Stage 3: Share

At the final stage, the pairs are asked to share their idea to the whole class.

A modification on the Think-Pair-Share method is the Think-Pair-Square-Shared. In this technique, a step is added to the Think-Pair-Share method before students share with the class. Before presenting to the whole class, student pairs turn to another pair and discuss what they have shared within their first pairs.

One important thing in TPS is that the teacher has to make sure that pairs are matched up with other pairs that pairs have equal participation and that constructive sharing takes place. If the teacher is concerned about a pair dominating the conversation, he should give each pair a specified amount of time to share their answer. The pairs must be reminded that they do not have to accept the other pair’s response, but they do have to show respect for the pair.

The two major benefits of infusing Think-Pair-Share in the classroom mentioned by Kagan (Maesuri, 2002:37) are:

1) Students spend more time working on the task given by their teacher and listening to one another when they are involved in the Think-Pair-Share activity. After doing some practices with their partner, more
students raise their hands to share their idea. Along with the addition of
waiting time, students will have more chance to think of and improve
the quality of their answer.

2) Teacher can also gain more time to think when *Think-Pair-Share* is
applied. He can concentrate at listening to the students’ idea, observing
their reaction, and posing a high-level question.

4. **Cooperative Learning in Foreign Language Teaching**

   a. The Use of Cooperative Learning in Language Teaching

   Cooperative learning has not been specially developed for foreign
language teaching, but can be used with advantage in all subjects (Stenlev,
2003: 33). The method is relevant for foreign language teachers to use
because it is an excellent way of conducting communicative language
teaching, apart from everything else it can do (building intellectual
competence, linguistics awareness, and social competence).

   Research within cooperative learning shows impressive results in
terms of subject knowledge. But apart from this, there is also positive spin-
off from cooperative learning in the form of an increase in the individual’s
self-esteem and a noticeable reduction of bullying. The last-mentioned is
due to the fact that the students eventually come to work together with
everyone across the classroom, which breaks down prejudices and
insecurity. The high level of activity also prevents boredom and off-task
behavior.

   These facts will support learning English language, in the sense that
language is however still considered as difficult to learn by most students.
Meanwhile, to master language communicatively, they need to do a
frequent practice. Suppose that in every practice they have to work
individually, they will stick to their role. It means those who have low

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proficiency will not get any improvement. By allowing them to learn the language cooperatively, teacher does not only improve their language. In addition, teacher develops their social competence.

b. How to Use Cooperative Learning in Classroom

In order to make cooperative learning work optimally, Solomon, Davidson, and Solomon suggest that the whole class, not just the team, should become a community of learners, “a united, interdependent, mutually supportive and cohesive unit, motivated to work, study, teach, and learn together” (Ledlow, 1999: 1). Kagan similarly refers to building the will to cooperate as one of the key concepts for successful cooperative learning (1992, 42). That is to say that teacher has to make sure that all students know the purpose of any activities they do in their classroom. It is very important to implant the spirit of cooperativeness, not competitiveness to their mind.

Ledlow (1999: 1-2) lists the following strategies suggested by some experts she has applied in her own classroom.

1) Communicating Clear Expectations on the First Day of Class

Ledlow recommends that the teacher informed students about her plan to use cooperative learning, why she uses it, and what it means to them. Will they be graded on class participation? What happens if they come to class unprepared? It’s particularly important to let students know about teacher’s policies on group grades. It’s also a good idea to acknowledge that some people would prefer to work alone, and to point out the activities and assignments they’ll be working on independently. Typically, she stresses the information in her syllabus that relates to participation and homework points. She also includes a statement about Cooperative Learning as follows:

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“Learning is a constructive process, i.e., in order to learn, you must take in new information and process it in light of your previous knowledge and experiences to construct new meanings. Individual reading, reflection, and writing, are important to learning, but I believe that discussion, debate and analysis of new ideas with your peers is even more critical. Cooperative learning has been repeatedly shown to increase student learning, to enhance critical thinking skills, to improve communication skills, and to increase student satisfaction with classes in which it is used. Students who have taken my classes in the past have reported that they appreciated having a chance to get to know other students and develop relationships that have enriched their academic and personal lives.”

2) Providing an Engaging, Easily Accomplished Cooperative Learning Activity Right Away

   It has better for the teacher to set the tone for her classes in the first five minutes on the first day. Rather than telling students that cooperation makes learning more enjoyable, she had better demonstrate it. Students are put into teams and the teacher has them do a simple, well-structured cooperative activity. The activity could introduce her course, cooperative learning, or her content.

   In this research, on the first day, the researcher will introduce cooperative learning models he is going to implement to the students.

3) Developing Class and/or Team Ground rules

   After a few days of experiencing Cooperative Learning in his class, it is suggested that the teacher has his students develop a “code of cooperation” or a set of ground rules that will enhance their teamwork, for instance, “Come to class prepared and willing to participate” or “Criticate ideas, not, people.”

4) Personalizing the Learning Environment
People in a learning community know and use each other's first names. Name tags or tents work well in large classes. In smaller classes (up to 50 students), it is suggested that the teacher try the *Name Game*, developed by Jim Luotto and Edwina Stoll (Department of Communication, DeAnza College): moving clockwise, each student says his or her first name, the names of all students who came before him, and then his/her first name again.

Johnson, Johnson, and Smith (Ledlow, 1999: 2) offer a number of suggestions for personalizing the learning environment. They especially recommend monitoring cooperative learning teams closely, so that the teacher gets to know students better and can interact with them more informally than she would in a whole-class setting.

5) Conducting Formal Class Building/Climate Setting Activities

Kagan comments that, in Cooperative Learning classes, “it is important that students see themselves as part of a larger supportive group, the class, not just as members of one small team” (Ledlow, 1999: 2). *Classbuilders* help all students in the class get better acquainted and hopefully, develop that sense of mutual support. Some classbuilders are simple, nonverbal strategies. For example, the teacher might use a thumbs-up or -down poll of the class to compare reactions to an idea. Others are more complicated and lengthy activities, like *Find Someone Who*. In FSW, students must introduce themselves to others in the class with the goal of finding another student with whom they share opinions or characteristics. For example: “Find someone who feels the same way that you do about congressional term limits” or “Find someone who participates in the same sport or form of exercise that you do.”
D. Previous Relevant Study

1) Related Teaching Study Using Think-Pair-Share

To strengthen the idea that Cooperative Learning, especially TPS models, will be able to improve students’ writing competence, the researcher would like to present some previous studies dealing with the use of both Cooperative models in foreign language teaching.

Most early studies dealt with cooperative learning in other content areas outside the field of language learning such as social studies, science, and mathematics. However, after the effectiveness of gaining in language acquisition of non–native speakers had been documented, ESL and EFL researchers turned their attention to the approach. These studies are summarized and presented as follows:

a. *Using Think-Pair-Share in the College Classroom*, Susan Ledlow, 2001

Susan Ledlow (2001: 1-2) has found that TPS works to overcome the problems she found in questioning in her own fewer than 40 students class. The first problem was that when a question was posed to the class as a whole, usually a limited number of students, and sometimes no students, volunteered to answer. The second problem, after asking a question, she waited less than one second before calling on a student. As soon as the first student was called upon, many of the others stop processing their answers.

When she first introduced *Think-Pair-Share* or one of its variations, she put up an overhead outlining the procedure (see below).

<table>
<thead>
<tr>
<th>Think-Pair-Share</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Think about your answer individually.</td>
</tr>
<tr>
<td>2. Pair with a partner and discuss your answers.</td>
</tr>
<tr>
<td>3. Share your answer (or your partner’s answer) when called upon.</td>
</tr>
</tbody>
</table>

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After using it a few times, students get used to the process and she did not need the overheads anymore.

2) Related Teaching Study Using Video

This study of Sammir M Rammal (2005) provides teachers of English as Foreign Language (EFL) with insights into developing materials and teaching methods that can be incorporated and thus practically implemented in their classrooms. Emphasis will be on approaching the identity and culture of the native speakers of English through diverse authentic teaching materials.

Video has been proven to be an effective method in teaching English as a foreign/second language (EFL/ESL) for both young and adult learners. Video can be used in a variety of instructional settings - in classrooms, on distance-learning sites where information is broadcast to learners who interact with the facilitator via video or computer, and in self-study and evaluation situations. It can also be used in the teacher’s personal and professional development or with students as a way of presenting content, initiating conversations, and providing illustrations for various concepts. Teachers and students can always create their own videotapes as content for the class or as a means to assess learners’ performance.

In this project, he has videotaped a number of situations which foreign students are expected to use to communicate with native speakers. These include opening a bank account, mailing materials at the post office, asking for directions, lining up for lunch in the college dining room, and talking to a professor. These “slices of living language”, as Lonegan (1992) calls them, can be brought into the EFL classroom with the help of video equipment to teach language and cultural concepts that are usually associated with it, both verbally and non-verbally, in a real communicative setting.
Stempleski (1987) states that, “a rich and exciting source of video software for EFL/ESL classes is authentic material.” Authentic video material, especially that which represents what goes on in a non ELT environment, designed for its entertaining value rather than language teaching, is a rich and exciting source of video software for instruction in an English as a second language (ESL) classroom.

Using the aforementioned situations, the researcher has devised a language teaching lesson with activities aimed at helping EFL learners get oriented both in language use and in cross-cultural interactions with native speakers of English. The lesson and the accompanying activities are intended to improve EFL learners’ communicative language skills (i.e., listening, speaking, reading, and writing). Finally, by using the videotaped segments, the researcher aims at focusing on developing the learners’ fluency in the process of language acquisition in a natural ongoing day-to-day interaction with native speakers.

a. The Used Method

In order to create effective teaching materials to be implemented in the EFL classroom by using video equipment, the researcher adopted the following method, taking into account three factors including: language, content, and production (Sherman, 2003).

1) As a basic step in the creation process of the teaching material, I acquainted myself with the video equipment. For example, the researcher studied the functions of the hardware, and then practised using it for some time until I got used to it.

2) The researcher asked a native-speaker colleague to help me complete this task by playing the major role in most of the videotaped segments.
3) The researcher explained, in advance, the purpose of the videotaping to the people who were directly involved in the actual shooting process, and obtained prior permission in each situation from those people.

4) The researcher videotaped short segments that could be viewed and reviewed so as to allow longer time for students’ classroom activities and participation.

5) The researcher focused on the language, content, and production so as to meet the objectives of the project. For example, the researcher chose situations whose medium was “transferable to real life situations, which students are likely to come across” (Stempleki, 1987). In order to make it real, the researcher chose native-to-native interaction. Moreover, the researcher asked the actors involved to speak at a considerable speed and natural enough to be easily understood by students who were going to use this teaching material. Finally, the researcher also asked the characters to maintain pauses in the course of the dialogue. This would give the students enough time to comprehend the language patterns that they were expected to use in classroom activities.

As for the content, the researcher tried to choose situations whose content was of great value and interest to the students. Besides this, the content was also chosen to project some cultural aspects of the native speaker’s life that was of interest to the EFL learner. Finally, the researcher realized that he had very little experience with the camcorder, but he tried to produce clear, steady, and focused picture and sound in each of the segments.
b. **The Objectives**

This project aims to achieve the following:

1) Videotape authentic material representing non-EFL environments to give examples of particular language functions in operation. These are situations that EFL learners are likely to encounter through their day-to-day socio-cultural interaction with native speakers of English.

2) Intrinsically motivate students by presenting authentic language interaction, providing an authentic look at the culture, aiding comprehension, and providing students with a medium such as the videotaped situations that I chose for this purpose.

3) Expose, as explicitly as possible, the nonverbal components of the language (i.e. body language) or what is technically called *language paralinguistic features*.

4) Develop the concept of ‘acculturation’ and the pragmatic rule of the ethnography of speaking that go hand-in-hand along with the explicit verbal message a native speaker employs in language interaction.

5) Teach English in EFL classes by designing lessons and activities that students will implement as individuals or in groups, with the aim of developing their language competence and performance, and to use English, perhaps, in similar situations to those included in each videotaped segment. Once we implement the videotaped material with the above-mentioned objectives, we will provide students with opportunities to practice using the language skills in an authentic communicative setting.
c. **Rationale**

The project serves a two-fold purpose: (1) the pedagogic, and (2) the pragmatic. It also incorporates English language teaching with the teaching of cultural values that an EFL learner is likely to encounter once s/he is stationed in an English native speaking environment. Thus the following justifications have been incorporated into this project:

1) **Using video material in a non-English Language Teaching (ELT) environment can motivate students.** They will undergo a special experience of real feelings of accomplishment when they understand what is going on in a situation where native speakers use English. Thus, an EFL learner will realize that “with a bit of extra effort and practice, along with some help from the teacher, ‘real English’ is not beyond their comprehension” (Stempleski, 1987).

2) **Videotaped material in a non-ELT environment presents real language.** The language is real in the sense that native speakers use it in real daily life interaction. Therefore, the EFL learner is exposed to language use in a communicative setting from which s/he can learn the real spoken discourse including sounds, and utterances, and their underlying messages, which are, in most cases, hinted at through the non-verbal explanatory body language.

3) **Viewing provides the learner with an aesthetic look at the culture.** Through viewing native speakers in real language interaction, the EFL learner is exposed to the cultural aspects that accompany language use in communicative settings.

4) **Using videotaped material facilitates better comprehension of the intended messages.** Besides this, it provides an authentic pattern
which, when carefully copied by EFL learners, can save them any kind of embarrassment while communicating with people from the target culture. Moreover, it is obvious that visual clues clarify the meaning since the speaker is going to use language patterns both verbally and non-verbally.

d. Lesson Plan and Classroom Activities

1) Milli Fanzy of Kentucky Educational Television (KET, 1999) suggests that teachers should think of using as a three-part lesson, including pre-viewing, viewing, and post-viewing activities.

2) Before presenting the video, the teacher must engage the learners’ interest in what they will be doing, and prepare them to do it successfully.

3) While learners view the video, the teacher should remain in the classroom with the learners to observe their reactions and see what they do not understand, what they are intrigued by, and what bothers them.

4) After the viewing, the teacher should review and clarify complex points, encourage discussion, explain, and assign follow-up activities.

5) It is also important to ensure the suitability, length, clarity, and completeness of the videotaped material. Tomalin (1991: 50) believes that "the ideal video clip … tells a complete story or section of a story".

The videotaped material that the researcher produced can be used to teach an EFL sixty-minute lesson. The following are suggested activities that can cover the class duration at beginning and intermediate EFL levels.
E. Rationale

As the result of the writer pre research at SMA Al Islam 1 Surakarta about student’s competence in writing, the writer found some problems encountered by the students to master writing. First, the problem is students are not able to use correct punctuation, like comma, full stop, quotation mark, semicolon, etc. And it results in their writing composition, looks unorganized and not cohesive. Second, students are lacks of vocabularies to be expressed through sentences and it is very monotone, therefore the text is just so simple. Third, students are not able to use appropriate dicitions. Fourth, students are not able to spell the words appropriately. Fifth, students are not able to produce correct grammatical sentence. Sixth, students are not able to organize text. Seventh, students have difficulties in deciding where to begin (relation between main idea and supporting detail). They said that they are sometimes confused to elaborate and organized their ideas. Eighth, students have difficulties in using conjunctions. Ninth, students have difficulties in using appropriate word classes. According to some students that the writer has interviewed during pre research they do not guided by the teaching in their writing class. When it comes to writing the teacher just gives instruction about making a good text based on the theme given and in a good grammatical form. According Brown (p.335) there are some issues dealing with writing, product approach and process approach and the teacher teaching is belong to product based approach. A half a century ago, writing teacher were mostly concerned with the final product of writing: the essay, the report, the story, and what the product should ‘look’ like. That’s still be fine but due to course time, we became more attuned to the advantage given to learners when they were seen as a creator of language, when they were allowed to focus on content and message, and when their individual intrinsic motives were put at center of learning. And the term of process approach comes. Process approaches do most of the following (adapted from shih1986):

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1. focus on the process of writing that leads to the final written product;
2. help students writers to understand their own composing process;
3. help the to build repertoires of strategies for prewriting, drafting, and rewriting;
4. give students time to write and rewrite;
5. place central importance on the process of revision;
6. let students discover what they want to say as they write;
7. give students feedback throughout the composing process (not just on the final product) as they attempt to bring their expression closer and closer to intention;
8. encourage feedback from both the instructor and peer;
9. include individual conferences between teacher and student during the process of composition.

The problem of the study is the students’ low competence in writing. Their low competence means their incapability in producing a good writing. To enhance their writing skill, then the new method and use of media are needed. To improve the students’ writing skill, a change is needed in the teacher’s way of teaching. From instruction or product based approached which let some problems; unoriginality, unorganized text, errors in language use, and incoherent sentences to process based approached using media and think-pair-share technique will able to enhance students’ writing skill because students’ will have more guidance in writing than just instructions. Both are chosen because they offer various integrated strategies that can be used to attract students in writing. By implementing cooperative strategies and optimizing the use of multimedia, it is expected that the students will have better competence in writing and produce text in a communicative and systematic way.

commit to user
CHAPTER III
RESEARCH METHOD

A. Setting of the Research

1. Time and Place of Research

This classroom action research was carried out at SMA Al Islam 1 Surakarta that is located in honggowongso street, kawatan, Surakarta. The research had been done on November 2011.

2. Subject of the Study

The subject of the research was eleventh grade students of SMA Al Islam 1 Surakarta. The research was conducted to the students of XI science 3 of SMA Al Islam 1 Surakarta. The students were observed by the writer in their English lesson especially in writing class.

B. Object of the Research

The object of the research was students’ improvement in their writing skill with the use of media and write-pair-share technique.

C. Method of the Research

1. Why Action Research

The method that will to be applied in the research is action research. The writer prefers conducting an action research to any other kinds of research in regard to the problem found by the teacher of the class in which he is going to do the study. The teacher has found that an improvement in her students’ writing competence is needed. Then, what to be is to find the solution for this. That solution should be applied in the teaching and learning process, so that the students can build their English (what they do need for working out the test) better, and in the end can produce a good text, to fulfill the requirement of high school curriculum which is having been able to use and create critical text and developing...
idea. Therefore, the type of research that best answers the question is Action Research.

2. Definition of Action Research

Action research, as defined by Peter Reason and Hilary Bradbury, is a participatory, democratic process concerned with developing practical knowledge in the pursuit of worthwhile human purposes, grounded in a participatory worldview which we believe is emerging at this historical moment. It seeks to bring together action and reflection, theory and practice, in participation with others, in the pursuit of practical solutions to issues of pressing concern to people, and more generally the flourishing of individual persons and their communities (Miller et al, 2003: 11).

Kemmis in Hopkins (1993: 2) says that action research is a form of self reflective inquiry undertaken by participants in a social situation (including educational) in order to improve the rationally and justice of (a) their own social or educational practices, and, (b) their understanding of these practices, and (c) the situations in which the practices are carried out. Other expert, Rapoport (1970) in Hopkins (1993: 2) says that action research aims to contribute both to the practical concerns of people in an immediate problematic situation and to the goals of social science by joint collaboration within a mutually acceptable ethical framework.

Mills in Donato (2003: 1) provides the following definition of action research:

“Action research is any systematic inquiry conducted by teacher writers to gather information about the ways that their particular school operates how they teach, and how well their students learn. The information is gathered with the goals of gaining insight, developing reflective practice, effecting positive changes in the school environment and on educational practices in general, and improving student outcomes.”
While Hewitt and Little (2005: 1) define action research as a continuous and reflective process where educators make instructional decisions in their classrooms based on student needs reflected by classroom data.

Based on the definitions above, it can be concluded that action research is any systematic inquiry conducted by teachers, writers, principals, school counselors, or other stakeholders in the teaching/learning environment, to gather information about the ways that their particular schools operate, how they teach, and how well their students learn. This research has a specific goal that is, improving and evaluating the results of strategies practiced.

The method then is appropriate to overcome the problem of the research, of how to improve students’ writing skill by optimizing audiovisual multimedia and write-pair-share. The problem is a self-reflective inquiry of the teacher and it happens in educational practice (i.e. English class). Besides, through the study it can be known how well the students learn in the class. The study is aimed at evaluating whether or not implementing Cooperative Learning is effective to overcome the problem, and at finding its strengths and weaknesses.

3. Model of the Action Research

This classroom action research will use the model developed by Kemmis and McTaggart in Varasarin (2007: 54). There are four steps in action research: plan, action, observation, and reflection. These steps can be illustrated as follows:
Figure 1.1
Steps of action research

![Steps of action research diagram](image)

(Adapted from MacIsaac in Varasarain, 2007)

In the implementation of action research, those steps make a spiral. It means that when the writer does one step, she can come back to the previous step to see what she has already done or she can start the new cycle, not from the beginning.

4. Procedure of the Action Research

Based on the research model, the procedure is composed of cycles, each of which cycle contains four steps; those are planning, acting, observing, reflecting the action, and revising the plan. The procedures of action research in this research are as follows:

a. Identifying problem

The problems should be identified first before planning the action. In this research, the problems deal with students’ poor writing competence. To identify the problems, the writer will use test, observation and interview.

1) Using test

The writer, identified problem first before planning the action. The research problems deal with the students’ writing skill. In identifying the problems, the writer used test and non-test techniques. For test techniques, the writer used pretest in the beginning to know the students writing skill. Meanwhile for non-
test techniques, the writer uses observation, interview, and documents analysis.

2) Observation

The writer observed the teaching and learning process to know the students’ characteristics toward English lesson. This is to gain evidence whether optimizing Cooperative Learning and Multimedia could attract the students to learn writing better, and how well they performed in the class.

3) Interview

The writer interviewed the teacher to get some information about the students’ difficulties in writing it had something to do with their writing habit. He also interviewed the students to know the underlying problems they encountered during the learning process.

4) Documents analysis

The writer also collected documents like teacher’s lesson plan, students’ notebook, students’ exercise book, and students’ assignments. This had been done to see the gap between what the writer expected and what he experienced and then give the appropriate treatment to the problems.

b. Planning the action

The writer prepares everything needed in the research as follows:

1) Preparing materials for the teaching

2) Making lesson plan

3) Preparing students’ worksheets

4) Preparing draft for the interview

5) Preparing teaching media (pictures and videos)

6) Preparing test
c. Implementing the action

The writer implemented the teaching learning activity using Write-Pair-Share integrated with Audio Visual Multimedia. As mentioned in Chapter II of the proposal, there are two strategies to be applied: Write-Pair-Share and the use of audio visual multimedia. These two aspects were expected to be the vehicle that brought two key elements well integrated in order to achieve the successful of the research. The technique was supported by videos or pictures in its implementation to engage learning. The action conducted by the teacher in the class. This was to keep the class going interested and lively.

d. Observing the action

The writer observed all activities in teaching learning process while the teacher was teaching. The writer notes events happening in the teaching and learning process.

e. Reflecting the action

The writer, together with the teacher evaluated what he had done to find the weakness of the teaching activity already carried out. The weakness can be traced through whether the students were active or passive during the teaching learning process. The evaluation was written down as field notes.

f. Revising the plan

Based on the evaluation, the writer revised the plan for the next cycle. The classroom action research took two more cycles to reach the goal of the research could be attained.

D. Instruments of the Research

The data in this study were collected using two types of instrument; non-test and test. However, both types of instrument used must be valid and reliable as proposed by Wallace (1998: 36) that validity means testing what are supposed to be tested. In addition, Weir says that the concern of reliability is how far the results can be produced consistently (1998: 22). In
short, the instrument used should be able to measure what to be measured and to get the constant data for different subjects or different times.

Some techniques of collecting the data are stated as follows:

1. **Document**
   
   Document included students’ portfolios of written work, student records and profiles, lesson plans, classroom materials, and previous tests or examination papers. It can be used to analyse to what extent the changes that have been implemented are working (Burns, 1999: 140).

2. **Interview**
   
   The interview has to be done in order to get the appropriate data of responses taken from questionnaires. In this research, the students will be asked some open questions for further information; it is a type of semi-structured interview (Wallace, 1998: 147).

3. **Observation**
   
   Observation is a conscious notice of the classroom actions and occurrences which are particularly relevant to the issues being investigated. It enables researcher to document and reflect the classroom interactions that actually occur (Burns, 1999: 80).

4. **Notes and diaries**
   
   Field notes are used to record the processes of learning and can be used to record the observation during the learning process in classroom (Burns, 1999: 85). Diaries or journals are personal documents which are alternative to field notes. They contain more subjective and personal reflections and interpretations than the relatively formalised recordings of note (Burns, 1999: 89).
5. Test

The test instrument is used to collect the data of students' writing skill. It has been done in terms of pre-test and post-test. The tests have been done in the form of individual written test (formative assessment). It means that the test was done after one topic discussion.

E. Technique of Analyzing the Data

The techniques used in analyzing data in this research are:

1. Quantitative Data

Data analysis is the point where statements or assertions about what the research shows are produced (Burns, 1999: 153). It involves describing and explaining the data. For the quantifiable data, it is analyzed by comparing its mean taken from the pre-test and post-test. The formulas used in analyzing the data are:

\[
\bar{x} = \frac{\sum x}{N}
\]

\[
\bar{y} = \frac{\sum y}{N}
\]

In which:

\( \bar{x} \) = means of post test 1 scores

\( \bar{y} \) = means of post test 2 scores

\( N \) = the number of sample

2. Qualitative Data

Some of the data which are not quantifiable, such as opinions, attitudes, or checklists, may be summarized in table form and can be analyzed without the use of statistics or technical assistance. The method used in analysing is description analysis by Anne Burns (1999: 157) as follows:
a. Assembling the data

The first step is to assemble the data that the researcher has collected over the period of the research: field notes, journal entries, questionnaires and so on. At this stage, broad patterns begin to show up which can be compared and contrasted to see what fits together. By scanning the data in this way, the researcher begins the process of more detailed analysis by bringing up possible patterns which the researcher can adapt or add to as the researcher proceeds.

b. Coding the data

Coding is a process of attempting to reduce the large amount of the data that may be collected to more manageable categories of concepts, themes or responses or behaviors may be assigned to a code relatively easily. Data analysis becomes much messier and coding becomes less clear cut when the researcher is dealing with diary entries, classroom recordings or open-ended survey questions.

c. Comparing the data

At this stage the researcher also be able to map frequencies of occurrences, behaviors or responses. Table may be created using simple descriptive techniques to note frequency counts or percentages. The main aim at this stage is to describe and display the data rather than to interpret or explain them.

d. Building interpretations

This is the point where the researcher moves beyond describing, categorizing and comparing to make some sense of the meaning of the data. This stage demands a certain amount of creative thinking as it is concerned with articulating underlying concept and developing theories about why particular patterns of behaviors, interactions or attitudes have emerged.

e. Reporting the outcomes
The final stage involves presenting an account of the research for others. A major consideration is to ensure that the report sets out the major processes of the research, and that the findings and outcomes are well supported with examples from the data.
CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

This chapter discusses the result of the research. This chapter presents some findings and discussions about the use of audio visual multimedia and write-pair-share technique in writing competence. This chapter reports the research implementation. Each cycle of the research implementation consists of planning, acting, observing and reflecting activities. This chapter also notes the improvement of students’ writing skill by using two key elements; multimedia and write-pair-share technique.

A. Research Findings

1. The Description of Previous Situation

   a. Pre Research

   Before the writer implemented the research, he did some observations. He found that the class situation during English lesson, especially in writing was monotonous and was not active. Teacher acted as the main source of teaching learning process.


   Secondly, the initial observation also conducted with having interview with the English teacher. She recognized that it became difficult to teach productive skill than receptive skill. The teacher LM said, “kebutulan mas. memang kendala terbesar itu writing soalnya disini writing memang nggak ada”/ “disini lebih focus ke reading dan listening mas. Writing sama speaking itu Cuma untuk pengambilan nilai”/ “subject verb agreementnya masih banyak yang salah, tenses juga, kalau masalah vocab mereka it masih pakai vocab yang gitu-gitu aja mas jadi monotone” (Pre Interview with the teacher, 25/1/2011)
Thirdly, the writer also had interview with several students. In his pre-interview with the student when the writer asked about the technique used by the teacher several it is found that they never really have a writing practice. They tend to do exercises from the teacher or students’ work book in their English lesson. Student WD said, “Dulu pernah Cuma juga ada game kayak teks dipotong-potong terus suruh gabungin gitu mas” (Pre-Interview, 27/1/2011). Only one technique used indicated that students need appropriate technique to enhance writing skill. For the situation during writing class itself they also admitted that they wanted to be taught with new teaching technique and method because they found it difficult when they have to develop ideas in writing class. Therefore teaching media can be used to attract students’ interests in writing. Students WD also said, “Nggak peernah mas. Cuma dulu oing pas mbak-mbak ppl yang bawa laptop sama speaker di kelas.” (Pre-Interview with students, 27/1/2011)

Fourth, the data was straightened by the analysis of documents. The writer also analyzed students’ work books, notes, exercises, and teacher’s lesson plan. It was found that there were gaps between what happened in the class and what should happen in the class. The students was demanded to write a good text while the teacher did not provide enough modeling, the use of conjunction, and guidance to make a good text. From the students’ exercises it was also found some problems in students’ writing; unoriginality, unstructured sentences, unorganized text, and several errors in language use.

At the end, the writer also conducted pre-test in order to know the detail problems of students’ writing competence. From the result, it was found that the students’ mean score was 41.26 and it was lower than the minimum standard which was 73.00.

Based on the pre-observation, interview with students and the teacher, and the pre-test, it was identified that the students’ writing skill needed to be improved. The writer decided to improve it through a technique called guided think-pair-share. This technique can be defined as a writing process with teacher’s question guide which is concentrated on developing idea. This technique was
combined with the use of video as the teaching media in teaching and learning process in order to make the class be more meaningful and enjoyable.

The summary of the pre-research results are presented in table 4.1.

<table>
<thead>
<tr>
<th>Topic introduced</th>
<th>Analytical exposition text</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class used for Action R</td>
<td>XI IPA 3</td>
</tr>
<tr>
<td>Problem Identified</td>
<td>The low of students’ writing skill</td>
</tr>
<tr>
<td>Proposed solutions</td>
<td>Think-pair-share combined with video as the teaching media</td>
</tr>
<tr>
<td>Pre-research</td>
<td>The writer conducted pre-observation, interview with the students and the teacher, analyzing documents, and pre test to find the problem in writing.</td>
</tr>
</tbody>
</table>

1. Pre-observation
The writer observed the teaching and learning process.
*Purpose*: to identify the students’ problem in learning English and the situation of English class before research.
*Result*: the students had low writing skill and the situation in class was less conducive for effective teaching and learning process and the interaction between teacher and students was totally absent.

2. Interview
The researcher interviewed the teacher and 7 students.
*Purpose*: to describe
- the teacher’s technique in teaching English
- the teacher’s opinion about the difficulty faced by the students in learning English
- the teacher’s classroom condition when she teaches
- the students’ opinion about English generally and writing lesson especially
- the students’ feeling towards the teacher’s technique in teaching English
*Result*:
- The teacher only used text book or LKS and sometimes used whiteboard as the teaching media.
- The students’ writing skill was in low level.
- The students liked English and interested to learn English.
- The teacher technique to teach writing was product based approached.
- The students needed more guidance in their process of producing text than just producing text with only instructions which focused on product.

3. Documents Analysis
The writer analyzed documents from the teacher and students; teacher’s lesson plan, students’ exercise book and students’ note book, to strengthen his data.
*Purpose*: to indentify
- The gap between what should be going on the class and what is going on to the class
- The weaknesses of teacher’s teaching techniques
- The students’ attitude toward English lesson especially writing class
- The students’ problems in writing
*Result*:
- There were some weaknesses from teacher’s technique based on her lesson plan
- When the teacher required students to make grammatically correct sentences, there were no notes or deep exercise about it
- There were no note of detailed conjunction given to the students while in writing it is needed
- The technique tended to focus on product than process
- Students behavior in writing was low
- Students submitted unoriginal text
- Students made ungrammatical sentences
- Students’ writings was totally loose organize

4. **Pre-test**
The researcher gave pre-test to 40 students.

*Purpose:* to know the students’ competence in writing skill.

*Result:* the students got 41.26 as their mean score. It was lower than the minimum standard (KKM), 73.00. Only one student passed this test.

Finally, the situation before the research is briefly summarized in table 4.2.

**Table 4.2. Situation before Research**

<table>
<thead>
<tr>
<th>Problem Indicators</th>
<th>Before research</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A. Writing Skill’s Problem</strong></td>
<td></td>
</tr>
<tr>
<td>1. Students were not able to use appropriate dictions.</td>
<td>Lack experience in reading English words and never consult to their dictionary makes students cannot use appropriate diction. For example, in one of the students writing exercise book the writer found word “MBA” or “married by accident” while it is an Indonesian utterance/”they sometime do something with another genre”. Genre should be sex</td>
</tr>
<tr>
<td>2. Students were not able to spell the words appropriately.</td>
<td>Less awareness of English words resulted in their never consulting to dictionary makes students cannot spell the word appropriately. For example, in one of the students writing exercise book the writer found the students make misspelling words like resent-recent/cigarrate-cigaratte/drag-drug/gatting-getting, etc.</td>
</tr>
<tr>
<td>3. Students were not aware of the use of some grammatical aspects (tense, article, preposition, pronoun, phrasal verb, etc.).</td>
<td>Students frequently made mistakes in writing grammatically correct sentences; once they made it, some details were forgotten, for example the articles. For example, during the writer class observation he found that students answer the teacher in wrong grammatical pattern like T: did u read a lot? Ss: No, I do not/</td>
</tr>
</tbody>
</table>
4. Students were not able to organize text

The students find difficulties when they write the texts using a certain construction. For example, the generic structure of the text, purposes and the language feature of the text. For example, The students in their exercise book write reorientation in orientation, “last week I went to Jogja and I was very happy because it was very interesting” or combining orientation with the event, “I went to Tw with my friends by bus. There we spent on my friend’s house. We were enjoy the scenery and took some pictures……” etc.

5. Students had difficulties in ideas development.

The students have difficulties in exploring ideas to write. They find difficulties in transferring thoughts and feelings from their mind into a sheet of paper. Sometimes they were only developing their idea when they had an interesting material or topic that attracts them. For example, this can be seen from one of the students’ assignment in making analytical exposition, “in this world many people have married early. Before the time. Maybe. They want to have a baby early”. That introductory paragraph hasn’t state the thesis yet but if we read we can get the point that early marriage has a positive and negative effect. It proves that this student found it very difficult in transferring thought.

I. Mean Score

<table>
<thead>
<tr>
<th>The students’ mean score in pre test was 41.26.</th>
</tr>
</thead>
<tbody>
<tr>
<td>The mean score was lower than the school passing grade (KKM), which was 73.00.</td>
</tr>
</tbody>
</table>

II. Situation in Writing Class

<table>
<thead>
<tr>
<th>1. The students took longer time to start writing.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Some students chatted with their friends instead of focusing on their writing task.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2. Some students seem not too interested in the lesson.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Some students seemed bored during the lesson.  Some students looked sleepy and yawned while the teacher explaining the material.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>3. The students did not focus on their task.</th>
</tr>
</thead>
<tbody>
<tr>
<td>The students chatted about topics unrelated to their task, and some others were playing with</td>
</tr>
</tbody>
</table>
their hand phone. As a result, the students could not finish their task when it should be submitted.

b. Planning Teaching and Learning Activities using Think-Pair-Share Technique and The Use of Audio Visual Multimedia

After conducting the pre-research, the researcher made teaching-learning plan including some activities using think-pair-share and video. The activities were supported steps towards independent writing which aimed to solve the students’ problem in writing, especially in analytical exposition text. The list of learning activities using think-pair-share and video in this research can be seen in the table 4.3.

Table 4.3. List of Learning Activities Using Think-Pair-Share and Video

<table>
<thead>
<tr>
<th>No</th>
<th>Activities</th>
<th>Objectives</th>
<th>Indicators addressed by the activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Teacher attaches pictures on slide of powerpoint (Graffiti)</td>
<td>Starting point to start the lesson by using picture media</td>
<td>A1, A5, B1</td>
</tr>
<tr>
<td>2.</td>
<td>Students write ideas on their book of the picture attached by the teacher. Stage: think</td>
<td>Students are triggered to give comment and express their ideas</td>
<td>A1, A5, B1</td>
</tr>
<tr>
<td>3.</td>
<td>Students work in pair and discussing the picture attached by the teacher. Telling his/her pair what his/her opinion. Stage: pair</td>
<td>Students can have a discussion about the topic each other, share information, ‘transferring’ vocabularies one to each others, and observing grammar and spelling they have produced</td>
<td>A1, A5, B2, B3</td>
</tr>
<tr>
<td>4.</td>
<td>Students have a discussion into larger class. Stage: share</td>
<td>Students can have a discussion about the topic each other, share information, ‘transferring’ vocabularies one to each others, and observing grammar and spelling they have produced</td>
<td>A1, B1, B2, B3</td>
</tr>
<tr>
<td>5.</td>
<td>Students give attention to the teacher giving feedback to students’ sentences (grammar, spelling, punctuation, etc dealing with writing)</td>
<td>Students will be able to understand the mistakes they have made and will be more accurately producing the words/phrases/sentences</td>
<td>A1, A2, A3</td>
</tr>
<tr>
<td></td>
<td>Students discuss their ideas further (make an introduction paragraph) while the teacher are showing more picture about some cases caused by graffiti, either positive or negative.</td>
<td>Students will be able to start in making the beginning of the paragraph and get more clear tendency by watching some picture to empower their opinion.</td>
<td>A2, A3, A5</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>7.</td>
<td>Teacher gives same issue and plays the video on the slide of video media and asks students to write of ideas what’s in their mind of the video. Stage: think</td>
<td>Students will get more attracted to the lesson</td>
<td>A1, B1, B2, B3</td>
</tr>
<tr>
<td>8.</td>
<td>Students give comments on the video attached by the teacher on the slide. Think</td>
<td>Students can have a discussion each other, share information, 'transferring' vocabularies one to each others, observing grammar and spelling they have produced, and reducing the monotone vocabularies they used to produce</td>
<td>A1, A5, B1, BA, B3</td>
</tr>
<tr>
<td>9.</td>
<td>Students work in pair and discuss the topic of the video. Telling his/her pair what his/her opinion. Stage: pair</td>
<td>Students can have a discussion about the topic each other, share information, 'transferring' vocabularies one to each others, and observing grammar and spelling they have produced</td>
<td>A1, A5, B1, B2, B3</td>
</tr>
<tr>
<td>10.</td>
<td>Students have a discussion into larger class. Before that teacher plays more video to give some comments of students opinion. Stage: share</td>
<td>Students can have a discussion about the topic each other, share information, 'transferring' vocabularies one to each others, and observing grammar and spelling they have produced</td>
<td>A1, B1, B2, B3</td>
</tr>
<tr>
<td>11.</td>
<td>Students give attention to the teacher giving feedback to students’ sentences (grammar, spelling, punctuation, etc dealing with writing)</td>
<td>Students will be able to understand the mistakes they have made and will be more accurately producing the words/phrases/sentences</td>
<td>A3, A5</td>
</tr>
<tr>
<td>12.</td>
<td>In this stage students have to make supporting details. While watching the video about graffiti</td>
<td>Students will be able to follow up the introduction paragraph they have already made</td>
<td>A1, A2, A3, A4, A5, B1, B2, B3</td>
</tr>
<tr>
<td>13.</td>
<td>Students compare their comments after watching video into positive and negative. Stage: pair</td>
<td>Students will be able to find the characteristics of the text and they will strengthen their ideas</td>
<td>A1, A2, A3, A5, B1, B2, B3</td>
</tr>
<tr>
<td>14.</td>
<td>Students make supporting details and connect each of them by using conjunctions and arrange the paragraph into good organization of text.</td>
<td>Students will be able to find the characteristics of the text and able to identify the generic structure of the text</td>
<td>A1, A2, A3, A4, A5, B1, B2, B3</td>
</tr>
<tr>
<td>15.</td>
<td>Students combine idea between positive and negative. Stage: share</td>
<td>Students will be able to find the characteristics of the text and able to identify the generic structure of the text and make</td>
<td>A1, A2, A3, A4, A5, B1, B2, B3</td>
</tr>
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<td></td>
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<tr>
<td>16.</td>
<td>The pairs (positive and negative) make a closing paragraph</td>
<td>Students will be able to find the characteristics of the text and able to identify the generic structure of the text completely and make two contradiction issues that can be combined by using conjunctions, then they will be able to give some closing sentences (recommendation if it is hortatory exposition)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>A2, A3, A4, B1, B2, B3</td>
<td></td>
</tr>
<tr>
<td>17.</td>
<td>Teacher watches while correcting the errors made by students</td>
<td>Students will be more accurately in making sentences</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>A1, A2, A3, A4, A5</td>
<td></td>
</tr>
<tr>
<td>18.</td>
<td>Teacher gives new issue and attaches it into the pictures and video on slide about poverty</td>
<td>Students will get more attracted to the lesson</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>A1, A5, B1, B2, B3</td>
<td></td>
</tr>
<tr>
<td>19.</td>
<td>Students express their ideas by writing a text (introduction, supporting details, and closing). Stage: pair</td>
<td>Students will share information each other, therefore it will result in the quality content of the text</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>A1, A2, A3, A4, A5, B1, B2, B3</td>
<td></td>
</tr>
<tr>
<td>20.</td>
<td>Students give attention to the teacher giving feedback to students’ sentences (grammar, spelling, punctuation, etc dealing with writing)</td>
<td>Students will be more accurately in making text</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>A3, A4</td>
<td></td>
</tr>
<tr>
<td>21.</td>
<td>Students divided into group (positive and negative) and directly make a text on what they have discussed in the classroom.</td>
<td>Students will share information each other, therefore it will result in the quality content of the text and they will be able to find the characteristics of the text and able to identify the generic structure of the text completely and make two contradiction issues that can be combined by using conjunctions, then they will be able to give some closing sentences (recommendation if it is hortatory exposition)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>A2, A3, A4, A5</td>
<td></td>
</tr>
<tr>
<td>22.</td>
<td>5 students make a paragraph about one text and asks 5 others students to give critiques about the content of the text and later analyze the mistakes on the text (grammatically and structure of the text)</td>
<td>Students are able to produce the text in group</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>A2, A3, A4, A5</td>
<td></td>
</tr>
<tr>
<td>23.</td>
<td>Teacher shares an issue and asks students to make a text then write it by using MicrosoftWord.</td>
<td>Students are able to produce the text individually</td>
<td></td>
</tr>
</tbody>
</table>

Created by Neevia docuPrinter LT v6.3
Table 4.4. Checklist of Problem Indicators

<table>
<thead>
<tr>
<th>Problems</th>
<th>Indicators</th>
<th>Act no.</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Writing Skills Problem</td>
<td>1. Students were not able to use appropriate dictions.</td>
<td>2,3,4,5,7,8,10,13</td>
</tr>
<tr>
<td></td>
<td>2. Students were not able to spell the words appropriately.</td>
<td>5, 6, 10, 12, 14, 15, 20, 21, 22, 23</td>
</tr>
<tr>
<td></td>
<td>3. Students were not aware of the use of some grammatical aspects (tense, article, preposition, pronoun, phrasal verb, etc.).</td>
<td>5, 11, 20, 22</td>
</tr>
<tr>
<td></td>
<td>4. Students were not able to organize text.</td>
<td>6, 12, 14, 15, 16, 21</td>
</tr>
<tr>
<td></td>
<td>5. Students had difficulties in ideas development.</td>
<td>2, 3, 4, 6, 8, 9, 10, 15, 19, 20, 21</td>
</tr>
<tr>
<td>B. Classroom Situation Problem</td>
<td>1. The students took longer time to start writing.</td>
<td>2, 3, 8, 9, 18, 19</td>
</tr>
<tr>
<td></td>
<td>2. The students seem not too interested in the lesson and not active in the learning process.</td>
<td>2, 4, 7, 8, 9, 10</td>
</tr>
<tr>
<td></td>
<td>3. The students do not focus on their task.</td>
<td>2, 4, 7, 8, 9, 10, 13, 16</td>
</tr>
</tbody>
</table>

2. Research Implementation

The objectives of the research are to improve students’ writing skill by using the use of audio visual multimedia and write-pair-share technique and to know the class situation when those two key elements are used in teaching writing.

The research was carried out at the eleventh grade of SMA Al Islam Surakarta, especially in XI IA 3 class. The research was initialized by pre-observation toward the situation and condition of the setting. It was purposed to collect the first data of the teaching-learning process. The pre-research activity was completely done after the initial data were collected by means of questionnaire, interview, and pre-test. Soon after the data interpreted, the summary of the research procedure is presented in Table 4.5. The following part presents about the procedure of the research that was started from pre-research until the end of it with overall reflections.

Table 4.5. The Research Procedure

| Pre-research | The writer conducted pre-observation, interview, analyzing the data, pre-test, to find the problem in writing. |
| Implementation | The research was carried out in two cycles. |
| Cycle 1 | 4 meetings: 1st meeting: building knowledge of the field for the students, strengthening idea by watching video 2nd meeting: writing introductory paragraph and give |
supporting details
3rd meeting: writing supporting detail to body of paragraph and give appropriate cohesive devices
4th meeting: writing complete paragraph of analytical text with the correct grammar, spelling, and punctuation
5th meeting: giving post test

Cycle 2 2 meetings:
1st meeting: exercise of creating their own thesis statement by several topics provided
2nd meeting: watching the movie, have pair discussion and write down short passage based on the movie

Overall Reflection The students got improved their writing skill. It is indicated through the reduced intensity of the problem indicators in after research. The writing class situations were also improved.

This research was implemented to improve students’ writing skill. The teaching technique used was write-pair-share. The research was done in three cycles. Every cycle in this research was held in two meetings and each of the meetings took 90 minutes. The cycle discussed the topic of Analytical Exposition text. The first cycle was held on September 15th up to 29th, the second cycle was held on October, 20th and 27th 2011. The timetable of the research will be presented in table 4.6:

Table 4.6: The Timetable of the Research.

<table>
<thead>
<tr>
<th>Cycles</th>
<th>Meeting</th>
<th>Date</th>
<th>Time of the research</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st cycle</td>
<td>1st meeting</td>
<td>Thursday, September, 15th 2011</td>
<td>09.30 a.m.</td>
</tr>
<tr>
<td></td>
<td>2nd meeting</td>
<td>Monday, September, 20th 2011</td>
<td>09.30 a.m.</td>
</tr>
<tr>
<td></td>
<td>3rd meeting</td>
<td>Thursday, September, 25th 2011</td>
<td>09.30 a.m.</td>
</tr>
<tr>
<td></td>
<td>4th meeting</td>
<td>Monday, September, 29th 2011</td>
<td>09.30 a.m.</td>
</tr>
<tr>
<td>2nd cycle</td>
<td>1st meeting</td>
<td>Thursday, October, 20th 2011</td>
<td>09.30 a.m.</td>
</tr>
<tr>
<td></td>
<td>2nd meeting</td>
<td>Thursday, October, 27th 2011</td>
<td>09.30 a.m.</td>
</tr>
</tbody>
</table>

Every cycle consisted of a series of steps consisting of identifying the problem, making the overall plan, implementing the action, observing or monitoring the action, reconnaissance, and revising the overall plan.
a. Cycle 1

1) Planning the Action

Finding the fact that the students’ writing skill was low, shown by their low achievements, the writer planned to teach them by choosing certain teaching technique. The chosen technique was two key elements in teaching. First is write-pair-share-technique and second is audio visual multimedia as a secondary element to enhance learning. This technique was appropriate for the students because write-pair-share was part of educational activity that provides opportunity for the students to develop their ideas as the teaching guidance with simple or complex questions, especially writing skill. The writer believed that write-pair-share was an appropriate technique to improve students’ writing skill. Furthermore, to build students’ background knowledge of the field it needed secondary element to enhance that which is audio visual multimedia.

To implement those elements; technique and media, the writer constructed a lesson plan that consisted of three terms. They are opening, main activity, and closing. The steps took 90 minutes in one meeting. The writer prepared the material from “Explore book” for intermediate level of students. The theme was Analytical Exposition text.

2) Implementing the Action

a) The First Meeting

On Thursday, September 15th, 2011 at 9.30 a.m. the writer entered his English class and greeted his students’ attendance. It was the fourth subject of that day. The class was not noisy, and some were still outside the class room. The writer tried to create a good atmosphere by telling the students that the day’s activities would be writing lesson. The writer explained to the students that they are going to discuss the analytical exposition text. Moreover, because it dealt with writing and discussing an issue, they had to develop their ideas and share them with their pair. The writer also said that they are going to do the write-pair-share.
The students seemed enthusiastic. But before the main activity, the writer asked students to do some assignments to give them modeling.

The writer gave a worksheet with the material they were going to discuss. It was about the theme that is analytical exposition text. The text that would be discussed was “Graffiti”. Firstly, the writer explored the students’ knowledge about Analytical Exposition text including its purpose, generic structures and language features. The purpose of Analytical Exposition text is to persuade the readers or listeners in which something should or shouldn’t be that case. The text organizations are thesis, arguments, and reiteration.

Related to the purpose of Analytical Exposition text, the writer explained to the students how to express and to ask their opinions and arguments using the correct pattern. It dealt with the activity in their worksheet, so while explaining the writer asked students to do the activity with the use of correct expression. When doing this activity, it could be seen that the students’ got enough model for doing more complex activity dealing with writing.

Secondly, after the writer felt confident that the students have understood about the use of correct pattern in expressing and asking opinions and arguments, he asked the students to make arguments and opinions related to the “Graffiti” text. Then he asked the students to do it theirselves. After they finished making a list of their opinions, before discussing with the writer, students were asked to discuss it in pair first to get better understanding or good ideas.

Thirdly, the writer told the students about the activity that day was the write-pair-share activity. Again they did the activity with the guidance from the writer and with more complex questions to answer complete with the list. The class was getting more excited with the discussion given.

After doing all the activities, the writer gave the students chance to ask whether or not they were still confused. There were no questions from the students. Then the writer came to the last activity that was dealing with filling word with the appropriate cohesion devices. Therefore the purpose of meeting one which ware giving modeling, listing ideas, and learning cohesion devises was completed.
Fifteen minutes before the time was over, the writer gave feedback to the activity, especially write-pair-share activity. The writer explained about some mistakes of grammar in their sentences, agreement, spelling, and also punctuation.

**b) The second meeting**

On Monday, September 20\(^{th}\), 2010, the writer entered his English class, greeted his students and checked their attendance. The situation was just the same as the previous one, after the break, so some students were still outside the class having their meal and praying. Recognizing that situation would be repeated, the writer came to the class earlier. He also prepared the media which would be used because the multimedia room had been used and specialized to 12\(^{th}\) students for the sake of national test preparation. After setting all media in the class room like; LCD, speaker, and laptop the writer asked the students to enter the classroom as soon as the bell rang. And then he started the lesson by reviewing previous material. Especially the outline and list ideas they had made and about conjunction, because they were going to use those elements for further activity in making a good text.

The writer told the students that today they were going to watch video about graffiti. They felt enthusiastic and then it played. Before the movie began, the writer gave some questions related to the movie to give them clearer ideas of the movies. They watched the movie seriously and full of attention. No one having their own activities but focused on the video. The video was played three times as the request of the students while the actual plan was just two times. Soon the recognized what graffiti is, the meaning of each graffiti, the kind of graffiti, and the opinion whether it is an act of art or vandalism, then all questions given was answered.

The think-pair-share itself lasted attractively. Moreover it is combined with the use of media, in this case is video. Each student had their own arguments and their own opinions. The next activity was making introductory paragraph. Many students asked how, but after the writer reviewed the video once again and explained how to start the paragraph, then students started to realize. Start from
making definition what graffiti is until whether is it a matter of art or vandalism and at the end making a thesis statement.

After all the students had already presented their introductory paragraph with each of their thesis statement, the writer gave his feedback again to students’ writing. For this time the writer did not only focus on language use and mechanic, but also criticized their thesis statement. Because some of students wrote their introductory paragraph without thesis statement and some of them also wrote an appropriate one.

c) Third Meeting

Third meeting was conducted on, Thursday, September 25th. As usual Mrs. LM did not go with me to come to the class. However, before I came to the class it was a must for me to consult my lesson plan the previous day. The situation of the class was not conducive and still many students were around out of the class. Soon I learned that the time had some adjustment because there was a teacher meeting. When the break time ended the students were still playing outside, so I had to wait and give time several minutes. Unlike the previous meeting, this third meeting, students were expected to finish their writing. So that, for 90 minutes of this meeting the writer will only focused for giving guidance for the teaching. With the same technique, write-pair-share, the writer made more elaboration and more complex discussion. The writer divided each pair became pros and cons to get deeper understanding of the topic and share their ideas.

d) Fourth meeting

The last meeting of cycle 1 was conducted on, Monday, September 29th. Today the writer came to the class earlier because he had to prepare the media he needed to use. As soon as the break time ended the writer started to greet the students and explain the purpose of today last lesson in cycle one. The writer then discussed the last exercise in students’ worksheet about adverbial clause since and because, while one students helped me to prepare the LCD.
This last meeting in cycle I was very interesting because some students would present their final writing and would be criticized by the other students. But first the writer played the video about graffiti to cross checked their writing with what was being told by the video. While watching the video in which it showed some graffiti about turtle wears soldier’s hat one of the students gave his comment because his writing was contradictory with it, “mas berarti itu penghinaan pada tentara dong, kesannya tentara itu lambat.” The other students gave his feedback, “yo ora, nek penghinaan koyo kebo sing ditulisi sibuya kae hlo” (Field Note, 29/09/2011). After watching video one by one student presented their writing that they had already made it in power point. There were still few errors of tense and agreement they made. However their ability to develop idea and organize text was significantly improved. In the end they conclude their writing whether they agree on graffiti or not and later on the writer explained that the conclusion in the last paragraph was namely reiteration.

3) Observing the action

a) The first meeting

The silence situation students’ attitude toward English class was very low. In pre writing stage where they had to do some exercises on their worksheet they looked enthusiastic to answer them. And in one hand it is good students were so eagerly finished the exercises in minutes. But in the other hand it indicates their habitual action to English was only focused in answering question. It proved when the writer move to next step of writing they tend to be passive and took a long time to adapt this new activity for them.

Namun ketika masuk ke writing siswa cenderung pasif dan lama untuk menyesuaikan diri dengan aktifitas baru ini. Suasana menjadi ramai dan tidak terkendali sampai saya putuskan untuk memberi pertanyaan yang langsung mereka harus jawab dengan diskusi kelompok. Pertanyaan tersebut sebagai pancingan saja untuk membuat kelas menjadi tenang namun tetap ada hubunganannya dengan diskusi hari ini. (Research Diary, 15/9/201).
Then soon when they found that the topic of the discussion was closely related to their real life they started to be attracted to the lesson. In this stage the writer explained that they would have think-pair-share activity. Some students were complaining about their pair but it did not even be a problem. The stage think of think-pair-share worked really good. The students answered all questions given to them in limited time. And pair stage worked well to even once it took a long time to all class to create class discussion as written in research diary “what do you think about graffiti?” hanya dengan pertanyaan awal itu komentar mereka bermacam-macam. Ada yang mengatakan dengan polos, “ya seni lah mas, kan graffiti keren,” (Research Diary, 15/9/11).

The class situation could be controlled well in the middle of pair discussion. As a result the objectives of first meeting were accomplished. Although the writer predicted that the first meeting the students would be able to write an introductory paragraph, it was fine since the students finished to make an outline and thesis statement. Because it indicates that think-pair-share worked to create good discussion and got the students involved to the activity.

b) The second meeting

Although it was found that the students liked, because it was kind of culture to them, having printed work and answering question, in this meeting they found new interested media than a paper. Students seem excited when they learned that today lesson was about watching video.

Sembari menyiapkan LCD dan lain-lain siswa yang ada di dalam kelas terlihat bersemangat dengan pelajaran hari ini dengan membantu memasang LCD dan bertanya-tanya tentang apa yang akan mereka tonton, “nonton apa, mas hari ini? 2 jam nonton film aja terus.”(Research Diary, 19/9/11)

It showed that these students were rarely used media in their English lesson, especially writing. Although the situation was not as comfort when it played in the multimedia room but students’ enthusiasms remained high. The assigned topic about graffiti was closely related to what is around them everyday, it helped them to understand the topic better. Not only watched the video the students directly
checked the vocabularies on the video with on their work sheet. However, listening is not easy to students. They could not get the point of what was being talked on the video directly. They needed to watch it twice as it recorded on the writer’s diary note, “Ketika video selesai salah seorang siswa berkata, “mas, sekali lagi ga terlalu kedengeran suaranya.” Setelah dua kali diputar baru mereka tau apa maksud tar baru mereka tau apa maksud/isi video tersebut” (Research Diary, 19/9/11).

After watching video their next activity was to make an introductory paragraph based on their previous outline. The students’ made frequent errors in grammar; tenses, subject verb agreement, and preposition, their spelling were still having problems, and the last the thesis statement which is a must in introductory paragraph was also absent. The improvement on students was showed by their attitude from never consult the English words into had more consulting. Students’ confident was also gradually improved when they had to present their writing in front of the class. This respond was totally different from the previous meeting, “Namun ketika masuk ke writing siswa cenderung pasif dan lama untuk menyesuaikan diri dengan aktifitas baru ini.”(Research Diary, 15/9/11)

c) The third meeting

Unlike the previous meeting the students only made a short text, introductory text, in third meeting they had to made body paragraph of analytical exposition text. The writer dividing the pair into pros and cons helped students focus on their interpretation about graffiti. However, there were rather difficult to decide which was pros which was cons as recorded on the writer’s field note, “Masing-masing dari mereka tidak mau mengalah dengan pilihan mereka sehingga saya harus meminta mereka meyakinkan saya bahwa mereka boleh memilih pro/kontra dengan mengemukakan pendapat mereka” (Field Note, 24/9/11). In one side it was a good thing that indicated him or her knew exactly what they were going to write.

However, the students still had difficulties in conveying their ideas into the correct vocabularies although they had already consulted the dictionary. They
seemed not sure about the words they found. There were many students who asked the writer about the vocabularies. Some of the students asked, “Mas, meluapkan ekspresi bahasa inggrisnya apaan?”, “Bahasa Inggrisnya jiwa anak muda apa, mas?”, “kalau pilok apa, mas?”, and many other Indonesian words. It showed that the students still had difficulties in choosing the diction based on the right context (Research Diary, 15/08/2011).

d) The fourth meeting

This last meeting in cycle 1 was very interesting since the students would present their final writing and the other students would give some criticism to their work. As soon as the lesson started the writer again played video to review all of the material in the very beginning until this last meeting to draw conclusion in the end of the discussion. The students seemed cannot waiting to present their writing. While the video was playing they gave comments based on their arguments on their writing:

“Ketika pada salah satu adegan yang menunjukkan ada graffiti kura-kura memakai helm tentara ada yang berkomentar, “mas, berati itu penghinaan buat tentara dong, soalnya kesanya tentara lambat. Iya kan? Masak kayak gitu dibilang seni?” siswa yang lain ikut berkomentar, “yo ora no. kui kan kritik buat tentara lewat graffiti, nek penghinaan itu koyo kebo sing enek jenenge sibuya kae hlo.” (Research Diary, 29/9/11)

Related to the students’ presentation it went smoothly with the help of powe point. Although there were still several mistakes of grammar and mechanic writing, but students were able to develop ideas very well and also organization of their writing was clear of stating ideas and used satisfactory cohesive devices.

4) Reflecting the Result of Observation

Some improvements were found on the students’ writing skill and the class situation. At first, the students were reluctant and not too interested when they were asked to write in English. But then, step by step without recognizing it, they did each activity and got attracted to the lesson. In fact, the students also paid
more attention to the instruction before they did the tasks. Their interest on the video was facilitated and supported in optimizing the use of media which motivated them to finish the task or activity, although at the beginning they could not completely focus on the lesson yet. However, the teaching learning processes were going pretty well.

Basically, the media and the technique supported each others to enhance students’ writing skill. The modelling itself was also important considering that English has two basic skill; receptive skill and productive skill. They cannot be separated one to each other, therefore, integration skill is needed. Imagine in the very first meeting students are asked to make a good written text or having speaking activity. They would probably be confused. Nevertheless, in some e meetings having paper-based activity, better worksheet was necessary.

The progress also occurred on the students’ writing skill. It included the better writing coherence and fewer misspelled words. It indicated that they have a better organization text. Meanwhile, the use of dictionary before writing down their sentences helped the students to correct it. Supporting the statement, the result of post-test 1 indicated the improvement of writing skill up to 86.70%. In the pre-test, the students only got 41.26 as the mean score, but in the post-test 1 they got 77.03.

5) **Summary Findings in Cycle 1**

In summary, the improvement of the students’ learning and achievement can be drawn as in the following table.

Table 4.7 the results of the students’ first post-test.

<table>
<thead>
<tr>
<th>The Students’ Learning and Achievement in the End of Cycle 1</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Data Source</th>
<th>Before the Action</th>
<th>After the Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) Teaching and learning process</td>
<td>a) Teacher did not give enough models for writing.</td>
<td>a) Teacher gave models to build their background knowledge of the field.</td>
</tr>
<tr>
<td>Teacher did not give enough models for writing.</td>
<td>Students had low interested in writing class</td>
<td>Teacher used student media to enhance learning.</td>
</tr>
<tr>
<td>There was no guidance from teacher in writing.</td>
<td>Students were not confidence enough</td>
<td>Teacher gave more guidance by using think-pair-share technique.</td>
</tr>
<tr>
<td>a) Teaching and learning process</td>
<td></td>
<td>Students had better confidence to</td>
</tr>
</tbody>
</table>
to publish their writing.

b) Writing ability
- The students only wrote the main ideas with a little supporting detail.
- The text organization was not clear.
- The students had limited range of vocabulary and used it improperly within a context.
- There were frequent errors in the use of tenses, agreement, word order, pronoun, and preposition.
- There were frequent errors of spelling, punctuation, and capitalization.

c) Class situation
- Students were passive during the English lesson, especially in writing class.
- Students did not pay full attention to the teacher.
- Students low interests in writing made students did not bring their own dictionary.

<table>
<thead>
<tr>
<th>Test Score</th>
<th>The mean score of pre-test: 41.26</th>
<th>The mean score of post-test 1: 77.03</th>
</tr>
</thead>
</table>

| Problems to solve | 1. The students’ low interest and attitude in English lesson, especially in writing class. | 1. They still had difficulties in stating thesis statement (organizing text). |
|                  | 2. The students’ low writing skill. | 2. They still made mistake in spelling and punctuation |
|                  | 3. They still made frequent errors in using agreement. | 3. They still made frequent errors in using preposition. |
|                  | 4. There were still some students who were not confident enough with their writing. | 4. There were still some students who were not confident enough with their writing. |

b. Cycle 2

1) Planning the Action

The action plan for the second cycle was made based on the problems that were identified on the first cycle. The problems include, (1) students still had difficulties in stating thesis statement (organizing text). (2) students still made spelling and punctuation dominated with errors. (3) students still made frequent errors in using preposition. (4) There were still some students who were not confident enough with their writing.
Before doing the second cycle, the writer prepared a lesson plan, a topic related to the theme and the suitable style of write-pair-share, so that the action could be done well and the writer’s objectives could be achieved. In the second cycle the writer still used Analytical Exposition text. And the lesson will be focused in making the topic and its thesis statement by theirselves.

2) Implementing the Action

The writer still used his lesson plan in implementing the action. In this cycle he gave more exercises in making thesis statement for modeling stage. The writer also gave new conjunctions. The writer still utilized the analytical exposition text as the theme and chose text entitled “Poverty. Can we help them?”, as the topics.

a) The first meeting

On Thursday 27th 2011, the writer entered the class at 09.30 a.m. It was the third subject of that day. The writer reminded the students about analytical exposition text and mentioned its purpose, its language features and its generic structures. The writer also recalled the students’ knowledge in constructing the opinion and arguments using the correct pattern. After doing that activity, the writer continued teaching the next material.

The writer told the students that they would learn the new material. They would learn making thesis statement from several topics. To start the lesson writer asked students about what would come to their mind when they hear the word poverty. The brain storming was intended to know how many vocabulary they would probably find. They seemed familiar to those words and so they could produce a lot of vocabulary the writer did not even write on his paper. After that, the writer distributed the paper which was prepared as the second instrument. He asked the students to do the task first provided on their paper.

The writer then, asked students to work in pair to choose one topic to write thesis statement. The time given was fifteen minutes as a deal of the whole class. Students came one by one to present what their thought about the topic, ‘poverty.’ Everyone did not feel awkward anymore to show their ideas. Even some students
who had the same thesis statement changed it directly in front of the class, although it was done spontaneously some works were good.

The last activity was doing exercise in using another cohesive device. It was short class description because everyone seemed to get used in connecting sentence with the use of conjunctions. For the closing the writer just explained and reminding students about the use of subject verb agreement. They made frequent errors in using the use of verb and to be. The situation of the class run very well and the exercise obviously helped them to have better understanding about making thesis statement.

b) The Second Meeting

On Thursday, September 27th, 2011 at 09.30 a.m. the writer as usual came earlier to the class. Furthermore he had to prepare the media for the class. After the bell rang he still waited for some students who had not come to the class. The writer told students that they were going to watch movie. While watching the video they were asked to answer some questions from the writer; (1) what was the video telling us about? (2) why did it happen? (3) who should be responsible for this situation? (4) can we as students help them? How? (5) what is the most effective way to solve poverty? Why? Those questions were hoped as guidance to students to summarize the story of the video. And the summary of the video was made with pair discussion in pair and they should add more supporting details to their writing. Two students presented their passage in front of the class. Their thesis statements stand out but few errors of tenses still occurred.

3) Observing the Action

a) The first meeting

In this meeting students were quite active when the writer reviewed all about analytical exposition text from generic structure, linguistics feature, and social function. The writer needed to review the material because some students still made mistakes in generic structure and social purpose. Several writings from the students were overlapping with hortatory exposition text. They tend to give
suggestion while it should require reiteration. And few students also unstated thesis statement. When reviewing the lesson actually they had known enough the theories. As their writing experience improve their mistakes will gradually reduced.

In cycle 2 the students were focused to practise making thesis statement and gave more portions to write free sentences using simple sentence in order to solve their problems in the previous cycle. When the writer used brain storming to check their vocabulary about poverty the students had prepared theirselves with dictionary. It was a good change attitude toward writing class since in the beginning of the meeting they still borrowed each other. Their improvement of behaviour is recorded in the writer research diary , “Namun sebelum masuk ke video saya menggunakan brain storming untuk melihat berapa kata bahasa inggris yang mereka ketahui tentang poverty. Ada yang mengatakan slump area, scavenger, street musician, Indonesia, bad government, dll” (Research Diary, 27/10/11). This proved that they involved theirselves in the lesson and became active students.

When they had to find the correlation on their worksheet where there were two pictures about poor people and bracelet they were very confident to speak up. Although no one could answer correctly but at least they tried. After the writer gave a hint then they started to realized the answer (Research Diary, 27/10/11)

b) The second meeting

In the second meeting, the lesson was focused on independent construction based on the video. The researcher played the previous video, poverty in indonesia. Before played the video the writer gave some question to help students to have a better understanding of the topic (Research Diary, 3/10/11). Some students watched the video while actively take notes of some sentences in the video.

In the next activity, the writer guided the students to get the ideas, detail information, and sequence of events by asking some questions again related to the
story (who were involved, when and where it happened, what happened, and why and how it happened, and how to solve?). The writer tried to get all the students involved in the discussion. He asked the students to speak up their ideas. The students answered the writer’s questions well and they seemed had really understood about the story until in the end they could make a good simple text with pair discussion with detailed ideas.

4) Reflecting the Result of the Observation

When the technique of teaching writing using write-pair-share was carried out, generally the teaching and learning process ran well, because write-pair-share’s step is question from teaching. Although they could have their ideas their selves, those questions was only guiding them to organize their thought. Moreover the use of media was also play an important role because it creates context for the discussion. In cycle one the two videos used was comparing the fact, vandalism or art. That context could give students more choices, or even combing both. So that, they know the true reality and then made their thought flow pretty well.

It proved that in cycle one the write-pair-share and the media could be attractive and not too interesting. Besides the topic could be used as a good discussion. It can be seen from the result of second post-test. Although it did not improve significantly, the result was good. The results are presented in table 4.8:

Table 4.8: The results of the students’ second post test.

<table>
<thead>
<tr>
<th>Data Source</th>
<th>Before the Action</th>
<th>After the Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Observation</td>
<td>a) Teaching and learning process</td>
<td>a) Teaching and learning process</td>
</tr>
<tr>
<td>- Interview</td>
<td>- Teacher gave simple questions as guidance for the students to develop ideas.</td>
<td>- The questions were more complex.</td>
</tr>
<tr>
<td>- Post-test 1</td>
<td>- Teacher asked students to only have discussion in pair.</td>
<td>- The students moved from one pair to another to share bigger ideas.</td>
</tr>
<tr>
<td>- Post-test 2</td>
<td>- Teacher gave simple tasks as modelling</td>
<td>- The students showed enthusiasm in doing the task.</td>
</tr>
<tr>
<td></td>
<td>- Students had better confidence about their writing.</td>
<td>- No more students were reluctant to share their writings.</td>
</tr>
<tr>
<td>b) Writing ability</td>
<td>- The students added more details on their writing in longer paragraph.</td>
<td>b) Writing ability</td>
</tr>
<tr>
<td></td>
<td>- The students arrangement of text was better.</td>
<td>- The students could write a text in better quantity and quality. They could share their ideas coherently, because the topic contains</td>
</tr>
</tbody>
</table>
but the idea was loosely organized and some had unsatisfactory cohesion.
- The choice of words was better in context.
- There were still several errors in the use of tense, agreement and word order.
- There were still frequent errors of punctuation and spelling.

social issues. They could also produce better detail of their writing.
- The texts were much better organized and having satisfactory cohesion.
- The students had more various vocabularies to use in making sentence. They consulted to dictionary.
- The students made a good simple sentence with more accurate the use of verb and agreement. The errors in sentence structure could be reduced through students’ experiences.
- There were only few errors in spelling.

c) Class Situation
- Some students were still passive during writing class
- Student were very noisy during pair discussion

c) Class situation
- Most students became active when they had pair discussion.
- Student became more controllable during discussion and fully paid attention to the tasks given to the teacher.

<table>
<thead>
<tr>
<th>Test Score</th>
<th>The mean score of post-test 1: 77.03</th>
<th>The mean score of post-test 2: 78.22</th>
</tr>
</thead>
</table>

The problems/weaknesses which must be solved:

1. They still made occasional errors in using singular and plural verb.
2. Few students still used improper diction
3. There were still some students who were not so confidence with their writing.

The final result of the research:

1. Teaching and learning process
   - The students could produce a better text.
   - The students’ attention was fully focused to the explanation, instruction, and discussion.
   - The students’ interest in video was supported so that finally they could have better understanding dealing with the discussion.
   - They were willing to share their outline or draft and even they like the discussion session.
   - The classroom interaction was set informally because everyone moved and spoke up their idea.
   - The student was not busy anymore to borrow a dictionary to each other. They brought theirselves.

2. Writing ability
   - Developing the idea
     - The students could generate sentences and write text in a good organization. They could also produce better detail of their text.
   - Organizing the text
     - The texts were better organized, ideas are clearly stand out, with satisfactory cohesion’s devices
   - Vocabulary mastery
     - The students had more various vocabularies to use in proper context. They consulted to dictionary.
   - Language use
     - The students produced a good simple sentence with appropriate verb (s+v+o and passive active) and the use of plural and singular verb. The errors in word order or sentence structure could be reduced through students’ experiences.
   - Mechanics
     - There were only occasional problems/errors in spelling.
c. Summary of All Research Findings

After analyzing the research results which were gathered in several sources of data such as field notes, research diary, pre-research observation report, interview report, audio recording, the score of pre-test and post-test, photographs, and lesson plan, the writer concludes several findings which answered the research question as stated in chapter 1. The research findings include: the improvement of students’ writing skill and improvement of the process of teaching and learning writing. The findings are presented in table 4.9:

Table 4.9. The Improvement of the Students’ Learning and Achievement in the End of Cycle 2

<table>
<thead>
<tr>
<th>No</th>
<th>Before the Action</th>
<th>Description</th>
<th>After the Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Writing competence</td>
<td>Students were not able to use appropriate diction</td>
<td>Students rarely consulted to dictionary and mostly used their own interpretation dealing with appropriate diction.</td>
</tr>
<tr>
<td>1</td>
<td>Before the Action</td>
<td>Students were not able to use</td>
<td>Students rarely consulted to dictionary and mostly used their own interpretation dealing with</td>
</tr>
<tr>
<td></td>
<td>Description</td>
<td>appropriate diction</td>
<td>appropriate diction.</td>
</tr>
<tr>
<td>2</td>
<td>Students were not able to spell the words appropriately</td>
<td>Less awareness of English words spelling makes students could not spell the word appropriately, they didn’t check the dictionary first.</td>
<td>Students often consulted their words to the dictionary dealing with the spelling</td>
</tr>
<tr>
<td>3</td>
<td>Students were not aware of the use of some grammatical aspects (tense, article, preposition, pronoun, phrasal verb, etc.).</td>
<td>Students frequently made mistakes in writing grammatically correct sentences; once they made it, some details were forgotten, for example the articles.</td>
<td>Students produced grammatically correct sentences. But some missed of word orders would be reduced as their writing experience.</td>
</tr>
<tr>
<td>4</td>
<td>Students were not able to organize text</td>
<td>The students find difficulties when they write the texts using a certain construction. For example the generic structure of the text, purposes and the language feature of the text. The students make mistakes in ordering words like phrase.</td>
<td>Ideas clearly stated and well organized, logical sequencing, satisfactory use of cohesion.</td>
</tr>
<tr>
<td>5</td>
<td>Students had difficulties in ideas development.</td>
<td>The students have difficulties in exploring ideas to write. They find difficulties in transferring thoughts and feelings from their mind into a sheet of paper.</td>
<td>Students could produce a text in a good quality and quantity. They even added much more better supporting detailed.</td>
</tr>
</tbody>
</table>
Table 4.10. The research findings

<table>
<thead>
<tr>
<th>Problem Indicators</th>
<th>Main Condition</th>
<th>Cycle 1</th>
<th>Cycle 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Students’ writing skill</td>
<td>1) Students were not able to use appropriate dictions</td>
<td>- Students misspelled the words. + Students were not pay attention to the punctuation. + Students could use vocabulary in appropriate context.</td>
<td>+ Students produced complete sentences in good simple sentence structure. + Students could generate the ideas for writing. + Students made a good introductory paragraph + Students wrote in better word order.</td>
</tr>
<tr>
<td></td>
<td>2) Students were not able to spell the words appropriately and did not aware about punctuation</td>
<td>+ Students produced frequent errors in agreement. + Students consulted word spelling on the dictionary.</td>
<td>+ Students could develop ideas very well. + Students used better text organization. + Students could find mistakes in a text. + The students could develop and share their ideas much better than before.</td>
</tr>
<tr>
<td></td>
<td>3) Students were not aware of the use of some grammatical aspects (tense, article, preposition, pronoun, phrasal verb, etc.)</td>
<td>+ Students produced sentences in good simple sentence structure. + Students could use vocabulary in appropriate context.</td>
<td>+ Students could develop ideas very well. + Students used better text organization. + Students could find mistakes in a text. + The students could develop and share their ideas much better than before.</td>
</tr>
<tr>
<td></td>
<td>4) Students were not able to organize text</td>
<td>+ Students consulted every word they wrote to the dictionary.</td>
<td>+ The texts were much better organized and more detailed idea and had satisfactory cohesion devices + They could also produce better detail of the paragraph.</td>
</tr>
<tr>
<td></td>
<td>5) Students had difficulties in ideas development</td>
<td>+ Students produced complete sentences in good simple sentence structure. + Students could generate the ideas for writing. + Students made a good introductory paragraph + Students wrote in better word order.</td>
<td>+ Students could develop ideas very well. + Students used better text organization. + Students could find mistakes in a text. + The students could develop and share their ideas much better than before.</td>
</tr>
</tbody>
</table>
### b. Students’ test score

The students’ mean score was increasing up to 77.03 at the end of cycle 1. The number of students who passed the grade was 72.5%.

The students’ mean score was increasing up to 78.22 at the end of cycle 2. The number of students who passed the grade was 83.78%.

### c. Classroom situation

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1) The classroom situation ran very noisy.</td>
<td>+ The class was better managed.</td>
</tr>
<tr>
<td></td>
<td>- The students did the tasks very well.</td>
</tr>
<tr>
<td></td>
<td>+ The students started to be active and asked some questions to the teacher.</td>
</tr>
<tr>
<td></td>
<td>+ The students worked in pairs cooperatively.</td>
</tr>
<tr>
<td>2) Most of the students were passive and not interested in the lesson.</td>
<td>- Some students still did not give full attention to the lesson.</td>
</tr>
<tr>
<td></td>
<td>- The students were still passive.</td>
</tr>
<tr>
<td></td>
<td>+ The students did the exercises quickly.</td>
</tr>
<tr>
<td>3) The students took a long time to finish writing assignment.</td>
<td>+ Students got more attracted to the lesson after watching video.</td>
</tr>
<tr>
<td></td>
<td>+ Students could finish the assignments quicker.</td>
</tr>
<tr>
<td></td>
<td>+ Students gave full attention to each activity.</td>
</tr>
</tbody>
</table>

- The class was very difficult to control
- Students’ pair work run effectively and had a better discussion.

+ Students gave fully attention to the lesson and had more confident in English lesson.
- Some students were still reluctant to show their writing. + Most of the students had brought their own dictionary
- Students consulted the works to the teacher + Some students did not mind to show their works.
- Students gave fully attention to each activity.
+ Students could finish the assignments quicker.
From Table 4.10 above, it shows that there were some research findings, which include: 1) video as teaching media can improve students’ writing skill. The writing skill improvement in this research includes the use of rich vocabulary and the interest of the students during writing class; 2) write-pair-share can improve the process of teaching and learning writing. Through write-pair-share, the students are free in expressing their idea. Write-pair-share attracts the students in joining the writing lesson. Their participation is increased. The students are more active in responding the teacher’ questions and request during the lesson.

a. The improvement of the students’ writing skill

The use of media and teaching technique had improved the students’ writing skill. Referring to result of the pre-test and post-test, the students’ mean score improved 86.70%. However, not all aspects of writing constantly improved. The complete scores presented in the table below.

<table>
<thead>
<tr>
<th>Aspects</th>
<th>C</th>
<th>O</th>
<th>V</th>
<th>LU</th>
<th>M</th>
<th>Mean</th>
<th>Improvement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre Test</td>
<td>9.47</td>
<td>9.74</td>
<td>10.39</td>
<td>8.03</td>
<td>3.63</td>
<td>41.26</td>
<td></td>
</tr>
<tr>
<td>Post Test 1</td>
<td>20.75</td>
<td>14.63</td>
<td>19.50</td>
<td>18.75</td>
<td>3.40</td>
<td>77.03</td>
<td>86.70</td>
</tr>
<tr>
<td>Post Test 2</td>
<td>22.70</td>
<td>15.14</td>
<td>18.38</td>
<td>17.97</td>
<td>4.03</td>
<td>78.22</td>
<td>1.54</td>
</tr>
</tbody>
</table>

C: Content       O: Organization       V: Vocabulary       LU: Language Use       M: Mechanics

Based on the table, it can be concluded that the students had a good achievement at the end of the research. Their score increased from cycle 1 to cycle 2.

In this research, there were three students coming from different levels of intelligence who got more attention. The improvement of the students is summarized as follows.
Table 4.11. The Sample of Students’ Achievement

<table>
<thead>
<tr>
<th></th>
<th>Student A (MA)</th>
<th>Students B (HD)</th>
<th>Student C (AT)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-test</td>
<td>73</td>
<td>62</td>
<td>35</td>
</tr>
<tr>
<td>Post-test 1</td>
<td>83</td>
<td>85</td>
<td>67</td>
</tr>
<tr>
<td>Post test 2</td>
<td>88</td>
<td>88</td>
<td>60</td>
</tr>
<tr>
<td>Mean score</td>
<td>86.67</td>
<td>78.33</td>
<td>54</td>
</tr>
</tbody>
</table>

Student A is a good student. He got the best score in pre-test and post test. He made minor mistakes in his writing; in spelling and subject verb agreement. He could easily understand the explanation and instruction given. He did not need special treatment during the research. Although his pre test was the highest achievement among the other students but he kept on improving his score and got the highest writing score in pre test, post test 1, and post test 2.

Student B is an average student. He had a good motivation and was active during the lesson. He was always active during discussion and comparing his ideas with the reality he watched in video then asking it to the writer. He had a better writing skill although there were several problems in grammar.

Student C is a student in the lower level. She had low motivation in writing. She tended to use any translation tools to finish the task. There were special treatments to make her independently doing her writing. As a result, she had a better writing skill and more confidence to make it herself.

b. The improvement of the classroom situation

Comparing to the classroom situation before the research, there were some positive progress. The students were only interested in reading exercises in the beginning, but after the implementation of the action they were not only interested in reading but also in writing. But then, they became aware of what writing is, and
soon learn how to adept. Moreover, the use of pair discussion and video really help the writer to make the class situation run lively.

B. Result Discussion

a. The Improvement of Writing skill

In this process, the writer identifies some factors causing the low achievement of the students’ writing skill. There are four skills of learning English, listening, reading, writing, and speaking. In learning language students must be able to produce what is learnt either orally or in written form. And therefore those productive skills are very important in learning English.

As the result of the writer pre research at SMA Al Islam 1 Surakarta about student’s competence in writing, the writer found some problems encountered by the students to master writing. As the result of the writer pre research at SMA Al Islam 1 Surakarta about student’s competence in writing, the writer found some problems encountered by the students to master writing. First, the problem is students are not able to use mechanic aspects appropriately; spelling, punctuation, like comma, full stop, quotation mark, semicolon, etc. Second, the students are not able to use appropriate dictions. Third, students are not able to produce correct grammatical sentences. Fourth, the students have difficulties in developing ideas. Fifth, students are not able to organize. They said that they are sometimes confused to elaborate and organize their ideas. According to some students that the writer has interviewed during pre research they were not guided by the teacher in their writing class. When the students have writing assignment the teacher just gives instruction about making a good text based on the theme given and a good grammatical forms. According Brown (p.335) there are some issues dealing with writing, product approach and process approach and LM the English teacher’s teaching belonged to product based approach. While she should focus in teaching students in the process; a) focus on the process of writing that leads to the final written product; b) help students writers to understand their own composing
process; c) help the to build repertoires of strategies for prewriting, drafting, and rewriting; d) give students time to write and rewrite; e) place central importance on the process of revision; f) let students discover what they want to say as they write; g) give students feedback throughout the composing process (not just on the final product) as they attempt to bring their expression closer and closer to intension; h) encourage feedback from both the instructor and peer; i) include individual conferences between teacher and student during the process of composition. It will be impossible to ask students to make a good written text or having a speaking class before they have enough modeling to do it.

Another theory that is nearly close with process approach is from Hammond. English is an integrated skill (Hammond et al. 1992:17). Students must be able to go through of receptive cycles to productive one. The productive skill is the main goal for the students to produce the text and functionally use them to access knowledge from the daily life. Reading and listening is belong to receptive skill and speaking and writing is a productive skill. Therefore once again teacher must be the guidance for the students to reach the successful of text based approach. To achieve the productive skill, receptive skill becomes the key to reach the goal of learning language.

In planning the lessons in foreign language education context, teachers need to go around of four stages (Hammond et al. 1992:17). In the first stage, it is called Building Knowledge of the Field (BKOF) where teachers and students build cultural context, share experiences, discuss vocabulary, grammatical patterns and so on. All of these are geared around the types of spoken texts and topics they are going to deal with at the second stage. Considering the function of this cycle the writer needs to use appropriate media to make this cycle really attracts students’ attention. Therefore the writer chooses video, as Heimei (1997) states that students love video because video presentation is interesting,
challenging, and stimulating to watch. The second stage is called Modelling of Text (MOT) where students listen to statements of short functional texts, conversations, and monologues that are geared around a certain communicative purpose. So, the writer uses reading exercises like; having texts and answering question, completing dialogues, having exercises about conjunctions, and learning expression dealing with the lesson. This all be done as be the starting point to students to do writing. Thirdly, students enter the third stage called Joint Construction of Text (JCT). At this stage they try to develop written texts with their peers and with the help from the teachers. After having the experience of collaborating with friends, they enter stage four called Independent Construction of Text (ICT). At this stage, students are expected to be able to create their own text. Thus, these stages integrate the development of reading and writing skills.

Therefore, the writer uses think-pair-share technique since it is in line with the function of those two stages; joint construction and independent construction. Think stage in think-pair-share technique provides question from the teacher which is used to be discussed together in pair as in line with joint construction.

After the writer implemented the action plan, the English teacher (LM) and the writer (QQ) concluded that video and write-pair-share technique was an effective media and technique to improve students’ writing skill. The writer’s diary notes in the research to have reflection on the result of the action implemented. By using it, he analyzed the weaknesses and the strengths when the implementation of the use of media and write-pair-share technique in teaching writing. In the first cycle, write-pair-share technique was implemented as expected and the use of audio visual multimedia also enhance learning, but there was a problem, that is, not all of the students were active during the teaching learning process in first meeting. But for the second meeting after it was combined with watching video, they became more active and the discussion in pair worked very well. Grammar also became a big problem in their writing. The
writer used only fifteen minutes to teach grammar, especially tenses and the use of subject verb agreement. Based on Celce Murcia (2001:401) that there are two kinds of summary; formative and summative. Therefore in first meeting the writer did not prepare specific exercise to teach grammar. But for the second meeting he prepared exercises for grammar after knowing their main problem for grammar. Because the material being delivered was analytical exposition the language used itself was only limited with simple present tense, affirmative sentence, negative sentence, interrogative sentence, and passive and active sentences.

After analyzing the first cycle summary result of students’ achievement and the diary note, the writer decided to take the second cycle. Because there were still frequent minor errors in mechanic, agreement, and thesis statement. For modeling, the writer provided more exercises in making thesis statement with many topics while still using both element; media and same technique. But in cycle two the writer gave more opportunity for larger discussion, not only internal pair but also external pair. The students were so excited about the discussion. The class was very noisy, but this time for having discussion not for having another activity that had no relation with the subject.

The result of the students writing test shows that the action implemented in teaching writing by using video and write-pair-share technique can improve the students’ writing skill. Based on the students’ pre-test and post-test scores in the beginning and the end of the research, the writer concludes that there is improvement in students’ achievement. The students’ mean score of the pre-test is 41.26. The students’ mean score of the final post-test is 78.22. The writer can conclude that the use of media and technique in teaching writing can improve the students’ writing skill of the eleventh grade (class XI IA 3) of SMA Al Islam 1 Surakarta.

After teaching, the writer as the teacher during the implementation made a teacher’s diary. He made notes on his teaching. In his diaries, the writer wrote that
in the first meeting, he found that the students could not make a good sentence. Their vocabulary were poor, they misspelled words frequently, and produce ungrammatical sentences. In the second meeting, classroom situation became so lively because the writer as the teacher provided the material in the video. Some students started to enjoy the class. Their confidence in showing their work improved. But, some students were still passive during pair discussion. In the third meeting, classroom situation became more excited. Pair discussion worked very well. Even some of the pairs criticized each other dealing with the topic given. For the last meeting, students felt confident enough. Their exercises and activities given to them made their writing work become more organized and well develop.

After investigating the teaching learning process recorded in the teacher’s diaries, the writer found that writing skill in the teaching and learning process increased through the activities of two elements; media and write-pair-share technique. Because both a supported each other, the quality of their writing improved from students cheat; copying from the internet or looking their friends work, become more original; made by their own best with the guidance of the teacher using video and writing-pair-share technique. Students became more active during the lesson. The video allowed students to learn more the fact and create their opinion about some issues. Pair discussion also made students learn how to strengthen their ideas if it is compared with his pair. It can be said that in this research, the optimization of the use of audio visual multimedia and write-pair-share technique can improve the writing skill of eleventh grade students from science class 3 of SMA Al Islam 1 Surakarta.

b. Classroom situation

Burden (1997:111) says that motivation is the most powerful influences on learning. Video as audio visual aids is beneficial for the teacher and students in English Language Teaching. Video can be used as an aid to teach the four skills
namely reading, listening, speaking and writing. Rice (1993) says that video has so much to offer. Furthermore, Heimei (1997) states that students love video because video presentation is interesting, challenging, and stimulating to watch. It also brings how people behave in culture whose language they are learning into the classroom. It enables students to have authentic experience in controlled environment. It is also contextualizing language naturally by showing real life into the classroom.

In addition, the findings show that the learning process were enjoyable for the students although they were previously considering that writing is not easy. Through students’ pair discussion, they could start to write the simple things to the more complex ones. Their reluctant to show their work and less confidence had already moved and the students could share their comments frankly. Related to video, Sadiman states that the message presented in the video can be a fact or fictitious, can be informative, educative, or instructive (1993: 76). Video can catch the students' attention easily. It is informative, it means that much information from many experts in this world can be recorded in video tape, so it can be received by the students everywhere they are. Video is also educative and instructive; it means that the message of the video can give concrete experiences to the students, so they can apply it in their daily life. The authentic material made students easily understand the topic being discussed and attracted students’ attention. Students’ behaviour toward writing lesson change from in the beginning they were just interested in reading exercises to be more interested in writing.
CHAPTER V

CONCLUSION, IMPLICATION, AND SUGGESTION

A. Conclusion

There are several findings resulted from the research. It had been identified that students’ writing skill was low as could be seen from the observation result during pre-research and the mean score of pre-test. From the pre-research, the writer found that the problems came from the teacher, teaching techniques and media used and the students themselves. The pre-research showed that the teacher did not give enough modeling, guidance, and motivation to the students to produce a good text, so that it resulted in students’ behavior in learning English, especially in writing class, and their ability in writing itself. During collecting data in his pre research the writer found that the teacher used product-based approached to teach writing. This technique has several weaknesses like; giving an opportunity to the students to copy a text from the internet, making ungrammatical sentences, unorganized text, and the content of the text itself. Beside the teacher, the problem also came from the students. That kind of problems caused the attitude of the students’ toward writing class. First, they have insufficient exercise in writing a text, even simple sentences. Then it resulted in spelling English words inappropriately, and gave precise punctuation. Then they never bring dictionary with them, yet consulted each word when they have to make a text. Second, the content of their writing itself was also questionable. They were never taught about the process of writing, therefore it might cause their writing is not relevant to the topic given or perhaps there would be less supporting detailed or unorganized text. The pre-research showed that the class was only dominated by few students who were sitting in front near the teacher, most of them are busy with their chat.
After the writer did the action research by optimizing the use of multimedia and think-pair-share technique to improve students’ writing skill in SMA Al Islam 1 Surakarta, it can be concluded as follows:

1. The use of multimedia and think-pair-share technique improves students’ writing skill. The improvement can be identified from students’ writing achievement in content, organization, diction, language use, and mechanic. The result score of pre-test is 41.26, the mean score of post-test 1 is 77.03, and the mean score of post-test 2 is 78.22.

2. Through the media the students had more interests and better understanding to the topic. And for the discussion using think-pair-share technique, the students were involved in the teaching and learning process. It can be proven by the change of students’ attitude in writing class. Before using the think-pair-share, the classroom situations were passive and monotonous. There were no interaction between teacher and students. But after using the think-pair-share activity, there was a new atmosphere which motivated the students. The students became more active and all of the students were involved in the teaching learning process. The video also played an important role since integrated teaching is strongly recommended. The good atmosphere took place when the video delivered authentic material that attract students’ attention and gave students more opportunities to elaborate further discussion afterward.

3. Think-pair-share technique provides opportunities for the students to think about one case personally then discuss it with his pair that makes them have better understanding to the topic and sharing idea. Teacher asked simple questions to more complex one for the guidance of the students’ to relate summarize their list idea into a sentence, story, or text. They worked well in pair so that they could share their knowledge, their opinion, and their understanding. These activities were done by the students during the teaching
learning process so that each pairs became active and the initial problem about borrowing dictionary was gradually decrease.

Based on the discussion in the previous chapter and the research findings presented above, the writer concludes that optimizing the use of multimedia and think-pair-share technique to improve students’ writing skill.

B. Implication

To enhance writing skill, it is really important to apply a suitable technique or method. The teaching technique can be combined with teaching media to help the students in increasing their interest and delivering the materials easier. In this research, the implementation of think-pair-share technique was combined with video as the teaching media. In this action research, the teacher found the students’ difficulty in making a good text and their attitude in writing was low during the teaching learning process.

The effect of optimizing the use of multimedia and think-pair-share technique in the teaching and learning process is that the focus from the final result of writing assignment becomes the process of making the final writing assignment of. In the pre research the writer found that the causes of problems are the teaching technique and students’ low attitude in writing class. The implementation of technique in teaching writing has shown that the technique is effective to improve the students’ writing skill. Think-pair-share focuses independent writing with initial questions guide as the mean for students to summarize story or sequence of events. Through think-pair-share, students are supported during the different stages of the writing process that is before writing; supports outlining and drafting their work, at the point of writing, and after writing; editing and feedback session. Related to video, Sadiman states that the message presented in the video can be a fact or fictitious, can be informative, educative, or instructive (1993: 76). Video can catch the students' attention easily. Media can be used as AVA (Audio Visual Aids) to give concrete
experiences to the students, so the teacher's explanation will not be abstract. It can also be used as communication tools to connect the students with the material, so they can receive the material. By implementing think-pair-share and optimizing multimedia, the students were helped to improve each aspects in writing skill included ideas development, ideas organization, vocabulary, language use, and mechanical aspects easier.

C. Suggestion

Based on the experiences of the writer during the action research, the writer proposes some suggestions for the betterment of students’ writing skill as follows:

1. For the teacher

   The writing class, once, was uninteresting and the students mostly preferred to do reading exercise than producing language whether orally or written form. As the result the teacher found many obstacles during teaching learning process. The teacher should know how to enhance students’ ability in teaching and to develop a good classroom situation, so that the students learn easily and comfortably in their class. Therefore, the teacher should use appropriate teaching technique or teaching media. Both can be combined to create new atmosphere in writing class. The video can be used during modeling stage. Authentic material which delivers by video will attract students to have further discussion. And think-pair-share also provides students to make personal opinions which then compared to his pair to receive better understanding about the material.

2. For the students

   a. Students who are taught by using video media should be active and creative in producing texts, since, they know that what is being discussed by the video is something close to their daily life. It will also trigger their flow of thought to write something and develop their idea.
b. Creating a good writing text is not an easy job. However, students in general should encourage themselves. In a small aspect caused by think-pair-share technique, the students may write anything, even a simple sentence, because this technique lets the students to generate as many sentences as possible then combine those sentences into a short or complex text. As their experience gained every single time they practice, their ungrammatical sentences and mechanics problems will gradually be solved.

3. For the institution of Education

An institution of education should be provided with facilities which support the teacher to improve their quality of teaching. It can be done by providing some teaching media and language laboratory or other teaching media that can enhance teaching.

4. For the other researcher

a. The other researchers can get a valuable experience which can be used for doing a better action research in the future.

b. The other researchers can use this research as additional resources to conduct research about teaching reading.