IMPROVING STUDENTS' WRITING SKILL RECOUNT TEXT THROUGH SILENT VIDEO AT THE SECOND GRADE OF MTS SUNAN AMPEL PARE

THESIS

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for the Degree of *Sarjana* in English Language Education

By:

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I hereby declare that the thesis and the work presented in it are my own and it has generated by me as the result of my own original research. It does not incorporate any materials previously written or published by another person except those indicated in quotations and references. No portion of this work has been submitted in support of an application for another degree or qualification of this or any other university or institution of higher education. Due this fact, I am the only person responsible for this thesis if there is any objection or claim from others.

This is to fulfill the requirement for the degree of *Sarjana* (S1) in English Study Program, State Islamic Institute (IAIN) Kediri

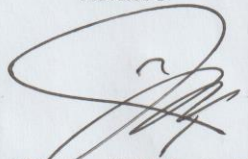Kediri, May 29th. 2019

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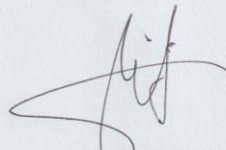**DIAN ISMAYA**
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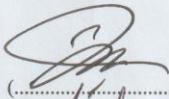
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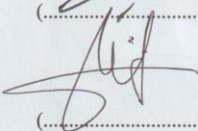   NIP. 198409092011012018   (...............................)

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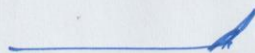
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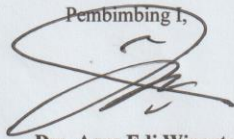
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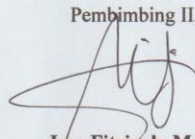
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      Setelah diperbaiki materi dan susunannya, sesuai dengan beberapa petunjuk dan tuntunan yang di berikan dalam sidang Munaqosah yang di laksanakan pada tanggal 25 Juni 2019, kami berpendapat bahwa skripsinya telah memenuhi syarat untuk disahkan sebagai kelengkapan syarat memperoleh gelar Sarjana Strata Satu (S-1) Fakultas Tarbiyah dan Ilmu Keguruan Jurusan Pendidikan Bahasa Inggris.

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MOTTO

"Succes is the ability to go from one failure to another with no loss of enthusiasm"

~Sir Winston Churchill~

DEDICATION SHEET

This graduation paper is whole heartedly dedicated to:

❖ Allah SWT who always blesses me wherever and whenever I am.

❖ My beloved parents Mu'alim and Darminah, thanks for all support, finance, encouragement and pray all the time to me.

❖ My beloved siblings Rohmat Mumin and Nilam Sari, thanks for all support. I love you all.

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In the name of Allah The Beneficent and The Merciful

All praise to Allah for the blessing given us wherever and whenever we are. Peace and Blessing be upon to our beloved Prophet Muhammad SAW who has guided us from the darkness to the lightness.

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The Researcher

ABSTRACT

Ismaya, Dian. 2019. *Improving Students' Writing Skill Recount Text Through Silent Video at the Second Grade of MTs Sunan Ampel Pare* .Thesis. Department of English Language Education, Faculty of Education and Teacher Training. State Islamic Institute of Kediri (IAIN Kediri). Advisors: (I) Drs. Agus Edi Winarto,M.Pd. (II). Ima Fitriyah,M.Pd.I.

Key word: Writing Skill, Recount Text, Silent Video

This research is to improve students' writing skills of MTs Sunan Ampel through silent video. In this research the researcher focused on improving students' writing skill in recount text by developing the imagination of eighth grade students of MTs Sunan Ampel. The method used in this research is a type of Classroom Action Research (CAR), which is to overcome and identify problems in the process of students' writing skills related to recount text. The number of students in one class is 34 students. The data collecting technique in this research is based on Kemmis, where the procedure used consists four stages: planning, implementing, observation, and reflecting. In this research the researcher uses two types of collecting the data which is to process the data, namely based on quantitative data and qualitative data. Quantitative data obtained based on conclusion from the value of the test-1 and test-2 while qualitative data is obtained based on observations, teacher journals, and interviews. So this research is included in descriptive quantitative research. In this study, the results obtained are; the researcher gives several silent videos where students must write or retell what they have witnessed in a writing. The results of post-test in the cycle 1 are 18 students or 52.94% who successfully passed the *KKM* with an average of one class of 71.03% with a still low increase of 12.07% from the result of pre-test to the test-2 in cycle 1. Next in cycle 2, there was an increase in students score, there were 27 students or 79.41% who successfully passed the *KKM* with average of one class is 76.47%.It can be concluded that silent video can be used to improve students writing skill recount text.

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Observation Checklist Third Meeting (Cycle 2)

Documentation

CHAPTER I

INTRODUCTION

This chapter presents some aspects to explain the reason why this research is done, the aspects consist of sub-chapter. They are background of study, statement of the problems, objectives of the research, significant of the study, scope of the research and definitions of key terms.

A. Background of Study

Writing is one of media on communication, and also considered to be most complex and most difficult skill (John, 2013). Actually, in writing process we need a good idea in order to produce a composition or written material (Syamsudin, Muhsin & Nurmayanti, 2016). In some situations writing as an importance tool of assessing proficiency in writing test. In other aspects difficulty by the students when they are generate and organize ideas using an appropriate choice vocabulary, in sentence and paragraph organization to transform readable text (Richard & Reinandya, 2002). The students can develop the other language skills such as listening, speaking, writing, and reading. Writing text also provides the opportunity for the writers to study vocabulary, punctuation, grammar, and how the way to make a good paragraph and sentences. Through writing people can communicate such as expressing their ideas, express their felling, or sharing something to others.

1

In some research if students do not have ideas, they will get bored and not interested in writing. Sometimes they have to choose one theme and then decide on one topic, finding the appropriate word to express their idea in writing (Anderson & Anderson, 1997). As any writing teacher has experienced in teaching, students are frequently worried about the prospect of writing in English (Gerlach,1994). In Junior High School, English is one subject must learn by students. One skill of this subject is writing. Many problems are faced by students in writing. They worry about expressing ideas in clearly and correct usage of grammar, spelling, punctuation (Byrne, 1986).

For the students at the eighth grade of MTs Sunan Ampel Pare, English writing is importance to helps students' in developing critical thinking skills and helps them to understand and to communicate complicated ideas (Allyn, 2015). Moreover, they are supposed to focus in mastery of the content of the text and to express the meaning in functional written text and short essay from simple to complex sentences in the form of recount to interact with their environment (Kementerian Pendidikan dan Kebudayaan, 2013).

Based on pre-interview before implementing the action, most of students 10 were active. They were noisy and they had difficulties in grammar and vocabulary. Some of the quietly persons and never talks much in the class. In the class 4-6 students were active during teaching and learning.

In the teachers' problem, the teacher had never given the students many opportunities to practice writing skill in every meeting. She frequently took the grammar materials from the handbook and never used media anything during in the classroom. Therefore, it becomes a common problem for the students at eighth grade in writing skill.

In addition, writing is one of the most difficult skills that the learners are expected to acquire, and requiring the mastery of a variety of cognitive, linguistic, socio cultural competences (Westwood, 2008). It seems that writing is difficult to learn, because it is related with heart, soul, and mind before write the words. Also, writing is the most complicated skill for L2 learners to master (Richards and Renandya, 2002).

Considering the problems above, this research aimed to finding a good solutions and making the students interested in writing English. The students seemed to have many problems when writing for a variety of reasons. In identified that students have difficulties in planning, writing, and revising text. Moreover, some students may have difficulty knowing how organize their ideas, events, and not as much experiences because of limited spoken and writing English. For students to success in each foreign languages, writing skill, they need to surround themselves in a language learning environment. Some case in Indonesia learners have little opportunities to use the foreign language in society (Masduki, 2011).

For the moment, not only students often found difficulties in writing but teachers also found it. The difficulties to teach writing because it is complicated skill to teach, because affects the students' learning outcomes and has a long process (Thuy, 2009). Some addition, communicating in process of writing activities starting from pre-writing, drafting, revising, and editing in order to discover and produce ideas (Renandy, 2012).

In order to solve the students' problems, some ways to solve these problems, starting from various learning resources to be learn in each semesters (Mayers, 2002), and applying various learning methods and offering various kinds of learning aids in teaching learning (Allen,1972). Actually, in the words of Harmer (2004) visual aids as films can contribute to enriching the context and enthusiasm in teaching and learning process. Regarding to the descriptions, the researcher in implementing silent video media in improving writing skills' students in writing Recount Text. Also to minimize the students' difficulties in writing activity and to make students' more enjoy learning can use movie or video (Ismail, 2013). According to Musburger (2007), media is the manipulation of audio, movie, digital signals in order to create images that develop the representation of events that is used to deliver the information. Meanwhile, media can also be used to overcome the students' to deliver information from sender to receiver which can attract their mind, feeling, interest and attention of the students, so that the teaching and learning process happened. It means that media can encourage students and teacher in learning process of writing during in the class.

Nowadays, movie becomes popular in teaching learning process, because it is available in for almost all type of topics and for all types of learners across teachings of cognitive, affective, motor skills and interpersonal (Smaldino, 2011). Media can bring the learners virtually anywhere as like expand student interest beyond the classroom walls (Fadila, 2015). Also, using animation can thus be useful sources and not only just fun but also as a visual learning aid to help learners have some brainstorming in their mind and motivational teaching and learning tool for writing skill (Katchen, 2002). It means that students' will interest in learning increases, they feel relax, and can build their creativity and ideas through silent video. Also, silent video provides feedback when students watch and evaluate what they have in mind to be applied in their real life.

At this point, based on the statement above, the researcher believed that watching silent video is significant for teachers and students I order to improve their writing skill in recount text which can be seen from their achievement. Therefore, the researcher formulates a research with the title "**Improving Students' Writing Skill Recount Text Through Silent Video at Second Grade of MTs Sunan Ampel Pare"**

B. Research Problem.

Based on the background of study above, the writers plans to solve the problem through the silent video in improving writing students' skill of recount text in the eighth grade students of MTs Sunan Ampel Pare. And general question of this research is "How does silent video improve students' writing skill in recount text for eight grade students of MTs Sunan Ampel?".

C. Objective of Study.

Based on the background of the study above, the objectives of the study is to explain how the implementing media of silent video in teaching learning and how silent video can improve students' writing skill. The objective of study is to see the process of improving students' writing skill in recount text for second grade of MTs Sunan Ampel Pare.

D. Significant of Study

The researcher hope that the results of this study can be used for English teacher, students, school and the researchers for the following purpose:

1. For English Teacher.

In teaching recount text, the researcher used a new media in teaching learning. The new media can be used as a motivation for the teachers to select the best way in teaching learning English. Also this media can applied by the teacher during in the class.

2. For the Student.

Hopefully students can improve their motivation in learning English, and also improve their writing and encourage their idea in writing recount through silent video. Also they will be treated better in learning process.

3. For the School.

The result of this research can be as early information about factual condition in learning process in MTs Sunan Ampel Pare. Hopefully, this result can improve quality of education and it becomes a source of consideration for the official

institutional as effort to produce better, especially in improving students' writing skill.

4. For the researcher

This research can give addition knowledge and experience in terms of the way implementing silent video media. The process of action research will be very useful for the researcher to improve her teaching performance in class.

E. Scope and Limitation of Study.

The study that the researcher will conduct focused on teaching writing of recount text at second grade students of MTs Sunan Ampel Pare at 2018/2019 academic year. The problem will be limited to: The students' writing skill improvement in knowing how to organize their ideas, planning, and writing, and revising text, and solving mechanical aspect of writing through silent vide to encourage their ideas in writing recount text.

F. Definition of Key Terms.

To avoid misunderstanding, it is necessary to state the definition of key terms. The key terms are defined as follows:

1. Writing

Writing is a process how someone express their main ideas to the writing language. Which the students' encourage their imagination writing. A process to transform their words to the writing must be have ability. In a case writing can make someone explore their vocabularies, structure of grammar and language use.

2. Recount Text

Recount is a text tells about describe about experiences or events the past that occurred. It is purpose to entertain of inform. Structure of recount are orientation, events, and reorientation.

3. Silent Video

Silent video is a video with a visual aids but there is no texts and no dialog. That videos just represent how activity was happen. In the silent video or film include some genres which is that will be represented some stories to tell.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents about definition of writing, writing skill, process of writing, teaching writing, definition of recount text, purpose of recount text, generic structure of recount text, language feature of recount, definition of silent video, advantages for silent video, and previous study.

A. Definition of Writing

Writing is one of language skills beside listening, speaking, and reading. Writing means to produces or create a piece of text. Through writing people can express their idea and felling in written form. There are many definition of writing that can be found. Through writing people need to recall what in their memory is about and what they are going to write in a text. According Richards and Schmidt (2002), writing is the result of a complex process in planning, drafting, reviewing, and revising for many procedures. Writing is a usefully describe as a process, which continues change in time, that should be developed and trained continuously. And it is supported by Flynn and Stainthrop (2006), writing is medium of human to communication that represents language through the recording of signs and symbols in action and high complicate task. So, writing is a process that we need to write is often heavily influenced by contains of genres, and these elements have to be presented in learning activity.

For now, writing is a process of finding that involves a series, steps, also without practice people can think that writing is more difficult (Langan, 2005). Based on the explanation, it shows that learning is expected to be difficult and the students should change their understanding of the writing process. It means that they are able to express themselves to be more assertively, excellently, and efficiently in order to create process of writing.

B. Process of Writing

Writing is one of productive skill is need a process. Writing process need involves a series of steps to follow in producing a finished piece of writing (Harmer, 2004). There are:

1. Planning

Planning is the procedure conducted to do something. In this steps, the writers must make outline of their writing. It can be started with their thesis statement and reviewing and exploring notes of the topic, then list of example, and supporting ideas about the thesis.

2. Drafting

In this part the writers must understand about drafting. Additionally, drafting is process of putting all ideas and through in a piece of paper which will be in the very coarse form. In this stage needs an editing for checking the text.

3. Editing

In this steps, the writers should checking details of grammar, punctuation, and spelling. Editing is crucial part of preparing a piece of writing for publication. When the writer has produced a draft, she or he before usually reads through what

she or he written. But sometimes it is ambiguous or confusing. It means that the writers always make their writing ready before publishing.

4. Final Draft

It is the end of the steps, which is final draft is product of a piece of writing. This may aspect substantially different from both of the original plan and first draft. Because during in the process of drafting many things perhaps have been changed in the editing process.

C. Teaching Writing

Writing is one way for students who learn English language. In the other words, students can put their ideas on piece of paper by paying attention in grammar rule and vocabulary. Teaching writing is not simple way in teaching and learning process. Furthermore to knowing the stages of writing process, the students are needed to get knowledge of how to write well. In Indonesia when the students writing a text, they need more time to think. When writing, teacher asks students to focus on accurate language used and what ideas they will write. Additionally, the students only have limited words or vocabulary in produce their ideas. It can be incite their language development.

Teaching writing in Indonesia especially for students in junior high school is not easy job, there are some factors that makes writing is the most difficult subject. The other hand, there are many kinds of text must be learn by the students, such as narrative text, descriptive text, recount text, and many more. Actually in each text has different characteristics. Commonly the student can

identify each text from another and then they try to mix all kinds of text. It will challenge for the teacher to catch how the students can decide each text from another.

Furthermore, in teaching writing the teachers are faced some difficulties in process of writing related to transform their ideas. Also, one of difficulties will be faced by the teacher is about make students interest in learning writing. Because it is very importance for teacher to know how teach writing enjoyable, exciting, and interest during learning writing in the class. And then, the researcher try to find alternative ways to teach writing recount text, in this research the researcher bargains one of media in writing class. It is teaching writing using silent video during in the class.

D. Recount Text

1. Definition of Recount Text

In this part Anderson and Anderson (2002) stated that recount text is a recount is a text which describes past experiences by retelling events in order to explain what they happened (chronological order). According to Knapp (2005), Recount text is basically written out to make a report about an experience of series of related event.

In the recount text, students are necessary to build an organized the text that is strung together to tell the events. In the other words, students describe events experienced to other that can be expressed through a text. There are three types of recount text, namely:

a. Personal recount: recounting experiences in which author has been directly involved.

b. Factual recount: retelling events or incidents such as news, story, and accident reports.

c. Imaginative recount: narrates imaginative roles and connects imaginary events (Sariah, Yumna Rasyid, and Herlina, 2018).

From the definition above, it said that recount text is a story tells us about event and something interest that has purpose to amuse and entertain for the readers or viewer. We use recount text when we want to share our experience in the past, or imaginative recount that is interesting that happen to us.

2. Purpose of Recount Text

The purpose of recount text is to tell "What happened" which is to retell event with a purpose to inform or entertain the readers (Siahaan and Shinoda, 2008). Which is recount text tells a series of events and evaluate their significant in some way. The story of recount text consists of expression, attitude, felling, usually made by narrator about the events (Saragih,Roswita,& Hilman, 2014). It can be said that the reader as if elaborate within a story to get the pleasure.

3. Generic Structure

The generic structures of recount text are orientation, events, reorientation (optional). A more details generic structure of recount text has been purposed by Boardman (2008) stated that the steps for constructing of written recount text are:

a. Orientation

In orientation that includes elements of background information to help the reader understand the story. The background information about who, what, where, and when, why that is usually written in the first paragraph.

b. Events

The following structures event, which is described and usually arrange in sequence from the first occurrence to the last event. It is related with chronological order, named; event 1, event 2, event 3.

c. Reorientation

In reorientation included "round off" or evaluated comment, which is concluding remarks that may only be comments about events that have occurred before.

It shows that there are some structures in recount text must be a serious attention. They are structures of constructing a story. A typical of recount text has an opening paragraph to introduce the subject of the recount, following by the problems of the story or events, and also having a final conclusion that signals at the end of the story.

4. Language Feature of Recount Text

According to Boardman (2008) the language features usually found in recount:

a. Use of nouns and pronouns to identify people, animal or things involved.

b. Use of past tense to located events in relation to speaker's or the researcher time.

c. Use of conjunctions and time connectives to sequence the event.

d. Use of adjective to describe nouns.

E. Media in Language Teaching Learning

1. Definition of Silent Video

Due to growing media image Susilana and Riyana (2008) stated that movie or video, also called a motion pictures, is a series of still images. Because shown on a screen, creates the illustration and illusion of moving images due to a phenomenon. These visual materials which technically are synthetic motion pictures through computer simulation are mostly considered to be an advantageous source for language learning (Atkinson, 2002). Some researcher assert that teachers must be cautious in using video aids and not lose education purpose in the language classroom (Hegarty, Kriz, & Cate, 2003).

2. Genre of Visual Aids

There are some categorize of visual aids based on (Dirk, 2014):

1. Action

This genres include a very straightforward storyline as good guys versus bad guys, where most disagreemets in the video or fil are solved by physical force.

2. Adventure

Adventure genre is usually interesting stories, the story tells about experiences or exotic locales. In addition the story tell abou expeditions for lost continents as treasure hunt, or searchers for the unknown.

3. Crime

Crime (gengster) tells about genre of film that focused on the lives of criminals.

4. Drama

This genre is serious, plot-driven presentation, portraying realistic characters, settings, life situation, and strories involving intense character development and interaction.

5. Horor

Horor can also be related to suspense movies. Element of horor video or film are shock, suspense, disgust, and terror.

3. Video as a Visual Aids in Teaching Writing

In teaching learning process, the researcher is expected to make it more interesting through the medium used. Film is one of the media that can be used in teaching writing, especially in teaching recount text. Based on the Arsyad (2010), movie or film has some features, one thing is film can make students interest. Furthermore, using a new media in teaching and learning process that can give

new atmosphere in their class. The result is the students have a big enthusiasm in teaching learning process, beside that visual aid can help students to interpret the material that the teacher gives to them.

4. The Advantages of Using Film

The use of film to teach in the classroom or as an out sanding school activity can get motivation of the learners, because of its playful component. In using film through specific task activities provides as encouraging interaction and participant. The advantages using film in teaching learning process as follow (Chan, 2010).It facilitates comprehension activities that are perceived as real, it is improve and explore non-verbal elements, films can be used just for enjoyment, creating a positive atmosphere in the classroom, which can enhance motivation.

In addition, according to Hanley in Fadila's journal, film may help develop writing skills through providing interesting and motivating clues. And it is support by Eken in Keene's Journal, he said that feature films can help promote critical thinking skill consists of listening, speaking, writing, and reading skill (Fadila, 2015).

F. Previous Study

There are some researcher did the research about English writing. One of them is a study by Theresia andriani of English Department Faculty of Language and Art at State University of Jakarta. The researcher conduct movie in improving writing students. She concerned on improving students' abilities to write description through watching movie as pre-writing activity in SMPN 47. In her study, the researcher used movie to get idea for the writing and raise students'

motivation in writing descriptive paragraph so that their writing abilities could improve writing through watching movie as a prewriting activity, therefore almost all of students could write descriptive paragraph correctly.

The next researcher is Pardede, he used short movie to conduct the research. That study discusses how movie can suitable to help students enhance the four skills, they are; listening, speaking, reading, and writing. The purpose of his article is to familiarize EFL instructor with the effectiveness of using short movie. Then, he has focused on how to exploit a short story for enhancing students' language skills.

The other researcher Marashi and Adiban, they used short silent animation on EFL learners' writing. In their article used silent short movie to know the effectiveness in writing students' skill. This article used some genres of silent movie. Focusing in this research is to encourage student imagination and previous knowledge to come up with a proper writing. The final of their research is both of group are improvement, but in control group were more bound to the animation and the dialogues used them while the members of the experimental group were more interested in using new ideas and experiences rather the summary of the story.