

TEACHING WRITING A RECOUNT TEXT BY USING A MR. BEAN VIDEO TO JUNIOR HIGH SCHOOL STUDENTS

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Abstrak

Tujuan penulisan artikel ini adalah untuk menjelaskan bagaimana cara menggunakan media *Mr.Bean video* dalam mengajarkan *recount text* untuk siswa SMP. Kemampuan menulis adalah salah satu keterampilan yang harus diajarkan di sekolah. Namun pada kenyataannya masih banyak siswa yang mempunyai masalah dalam menulis. Permasalahan tersebut yaitu ada sebagian siswa yang memiliki keterbatasan ide dalam menulis. Selanjutnya, hampir seluruh siswa beranggapan menulis itu membosankan, sehingga mereka tidak tertarik untuk menulis. Kemudian, menulis adalah suatu hal yang sulit karena mereka harus memikirkan *tenses* dan pemilihan kosakata yang benar di dalam sebuah kalimat. Berawal dari kenyataan ini, penulis tertarik untuk mengangkat dan mengajukan media *Mr. Bean video* sebagai salah satu media yang efektif dalam meningkatkan pemahaman siswa dalam menulis *recount text*. Video “ Mr Bean ini diaplikasikan tidak hanya menarik dan lucu, tetapi juga karena ini merupakan media yang tepat untuk memperkenalkan kepada siswa tentang unsur-unsur yang ada pada *recount text*. Khususnya pada video “ *Mr. Bean was at the library* ” dalam video ini tidak terdapat dialog atau percakapan, sehingga dengan menggunakan video ini siswa tersebut dapat menulis *recount text* dengan baik tanpa harus mendengarkan percakapan atau membaca *running text* nya. Selain itu, siswa juga akan jauh lebih fokus kepada “*content*” dari video nya tersebut. Video ini dapat digunakan untuk mengajar penulisan teks recount kepada siswa SMP kelas delapan.

Kata Kunci : Teks Recount, Keterampilan Menulis, Video Mr. Bean

A. Introduction

Writing is a skill that needs extra works to be mastered. According to Heaton (1984) writing is difficult and more complex skill . The difficulties of writing are faced by the students are in generating ideas, organizing ideas and translating ideas into readable text.

Furthermore, In learning English at Junior High School, students should learn language based on kinds of the text, such as descriptive, procedure, narrative, report, and recount text. Recount text is a text retells events that

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happened. Its goal is to entertain or inform the reader. It focuses on past tense, conjunction, connectives, adverbs, actions verb, and circumstance of time and place. In addition, recount text consist of generic structure ; they are orientation, events, and reorientation.

However, recount text is not easy for junior high school students because there are many difficulties that they face in writing a recount text. The first one is the students have difficulty to find a good idea and tell their past experiences or events by using past tense. The second one is the students have difficulty to arrange the events based on the time. The third one is the student get difficulty to write the paragraph coherently by using suitable conjunctions.

Due to the problem above, solution for solving the problem in teaching writing a recount text is using *Mr. Bean video*. A video can have a strong effect on student's mind and senses. Clark & Salomon (1988) say that video can give positive effects for the students' learning, such as for introducing a topic, reviewing material already studied, giving motivation and enthusiasm, then presenting visual information that is difficult to convey in other ways. It will create the students enthusiasm in pre-writing up to whilst-writing. One of videos that can be used in teaching writing a recount text is Mr. Bean video, especially "Mr. Bean was at the library" video. The purpose of this article is to explain how the teacher uses "Mr. Bean" video as media in teaching writing a recount text to Junior High School students.

According to School Based-Curriculum (*KTSP 2006*), the purpose of teaching writing at junior high school is to make the students able to communicate in written form. It is also supported in based-competency of teaching writing at the second semester of the eighth grade of Junior High School. In *KTSP*, it is mentioned that teaching writing is teaching to express the meaning and rhetorical stage in simply short essay by using written language accurately, fluently, and acceptably for interacting with surrounding environment in form of recount and narrative.

Furthermore, teaching and learning process can be achieved by the students if they are helped by the teacher because their teacher has important role in taching writing. Based on the *KTSP Curriculum (Depdiknas, 2006:278)*, one of the scopes in English subject in junior high school is the ability to comprehend and produce kinds of short functional text, monologue text and essays such as procedure, descriptive, recount, narrative and report text. The gradation of teaching material appears in the use of vocabulary, grammar, and rhetorical structure of the text.

There are three phases in teaching writing activities by Badan Standar Nasional Pendidikan in *Permendiknas No.41 Th. 2007 (standar proses)* First, pre-teaching activity, which is the preparation before start to teach. In pre-teaching activity, the teacher has to motivate the students in learning, build students' background knowledge, and introduce the objective of teaching. Second one is whilst-teaching activity. It consists of exploration (look for information), elaboration (facilitate through giving exercise or assignment), and confirmation (gives feedback and confirm). Third one is post- teaching activity. It is usually the conclusion of the teaching process that day.

According to Anderson (1997: 48) a recount text is speaking or writing about past events or a piece of text that retells past events, usually in the order which they happened. Then, Echols (1975:471) claims that recount text means telling about oneself adventures or the day's activities. Besides, the purpose of a social recount is to document a series of events and evaluate their significance in some way. It gives the audience a descriptions of what occurred and when it occurred. The purpose of the literary / story recount is to tell a sequence of events so that it entertains. The story recount has expressions of attitude and feeling, usually made by narrator about the events.

Plowman (1988) says that video is a powerful communications medium which, in combination with other learning resources and instructional strategies, can perform a vital role in modern education. Thus, video can be an important media for motivation. It can also help to promote discussion and reflection about personal values, or personal connections to the topic under consideration.

From definitions above, it can be concluded that video is really good media for the teacher because it has a power to make students interest in writing. For example, the students get an idea after watching the video and they also can develop their idea based on the video. Beside that, video is a tool in teaching learning English. It means that the teacher can teach the students easily and the students will get spirit to star writing a recount text.

Moreover, Stempleski, S. & Tomalin, B. (2001) also say that Mr. Bean video is a great material classes. It can motivate the students in learning then it also increases the student's ability.

Based on definitions above, it means that Mr. Bean is described as the silent person. He also has not a good impression but he is a nice person and there are many people love his character. Especially the students at Junior high school, they are more interested by something interesting. Moreover, students will motivate after watching the video because it also has a source of authentic and varied language.

B. The Implementation of Teaching Writing a Recount Text by Using a Mr. Bean Video to Junior High School Students

a. Teaching Preparation

Before applying teaching writing a recount text by using Mr.Bean video at junior high school, a teacher should have preparation. A perfect preparation has an effect to the successfulness of the teaching. The first thing is media. The teacher has to prepare the media for support in deliver the lesson. In teaching a recount text, the teacher should choose one of media that suitable for students in junior high school.

For example, the teacher can choose one topic about "Mr. Bean was at the library". It is chosen by the teacher because the topic related with the recount text. The teacher can download the video from youtube with using Mr. Bean video as a clue. Moreover, there are several things which is needed in this teaching strategy is laptop, projector, and Mr. Bean video itself.

In addition, teacher also has to understand how to deliver or present material well in order to teach the students. The teacher has to consider whether the strategy easy or difficult to be understood by the students. Thus, the teacher has to prepare the lesson plans. Through lesson plans, it is expected that the teachers can have guidelines and the main standard of teaching goals. The lesson plan will produce many benefits for the teacher, such as it will help them to teach systematically and inspires her in improving the teaching and learning process further.

b. Teaching Process

1. Pre-Teaching Activities

This is the first stage of teaching and learning process that has to be done by the teacher before coming to the lesson; the teacher greets the students and checks the students' attendance. Then the teacher checks the students' readiness to study and also review the previous lesson to remind the students about the last lesson. In this stage, the teacher builds the students' background knowledge related to the lesson that will be given. This is an important thing that has to be done before coming to the new lesson. It will make the students easy to relate their background knowledge to the lesson given. Building the students background knowledge can be done by giving some questions related to recount text. After that, the teacher tells the students that they are going to learn about recount text. The teacher also tells the achievement indicators and the objectives of the lesson which are going to be taught.

2. Whilst-Teaching Activities

Whilst teaching activity is the main activity in deliver the lesson. The first one is exploration; it is an activity to look for information about the lesson. So, the teacher might be starts it first by asking students' opinion or idea about one topic of Mr. Bean video. Next, the teacher has to explain what is the recount text mean, the social function, the generic structures and language features of the recount text. Then, the teacher also has to explain about tenses that used in recount text, to make it easier the teacher show an example of the recount text (see appendix). After that, the teacher asks the students about the definition and the purpose of the recount text according to their own opinions .The teacher explains about the items of recount text based on the text that was written before. By looking an example of the text, the students will critically think and imagine more about recount text. Thus, the teacher plays Mr. Bean video in front of the class by using laptop and continue it to projector or infocus. Besides, students have to pay attention and watch carefully so that they can catch the point of the video easily. In this case, the writer chooses the video about Mr. Bean was at the library. The topic is chosen because it is more interesting awful and students are going to understand it easily. The point of this video is orientation, events, and reorientation.

The second one is elaboration. In this activity, the teacher asks the students to make a group consist of four or five students. In this group, the students discuss about what Mr. Bean did in the story. Then, the teacher asks them to write a draft of Mr. Bean's video. This activity will help the students to write a recount text because they can work together and discuss in their group about the video. Moreover, if a student finds difficulties to write a draft, the other student can help

or share their opinion then, the teacher shows the pictures about the video “Mr. Bean was at the library” to make students more understand in writing(see appendix). Last, one of students in group writes their draft on the white board (see appendix)

From the table, the teacher and students can see there will be some different opinions each groups about “Mr. Bean was at the library” video and the teacher also check the student’s activity. Later, the students are asked to write the story in a recount text form individually. It means that each of the students in the group has to create a recount text based on “Mr. Bean was at the library” video. Finally, the students submit their individual work and the teacher checks the students’ writing. If student’s writing not complete yet, the teacher is asked the students to revise or edit their writing again.

In confirmation activity, the teacher and the students discuss the lesson that has been learned on that day. The teacher asks whether there are any students that find the difficulties in learning the recount text, such as they do not understand about the generic structure or the language features of the recount text or other difficulties. If there are some of them do not understand or less understands about it, so the teacher has to give the explanation more. It makes students more understand how to write a recount text by using the video as as medium.

Then, the teacher gives students some questions related with the lesson before, especially with “Mr. Bean was at the library” video. The teacher asks them about generic structure; language features, tenses and something happened in “Mr. Bean was at the library” video. If the students quite understand about the material, the teacher can give such kind of enrichment to them. On the contrary, in case the students do not understand enough about the material, the teacher has to explain it more.

3. Post Teaching Activities

In post-teaching activity, the teacher asks the students to write a recount text as a home work after watch others Mr. Bean video at home. So, the teacher might give three titles of Mr. Bean video to the students and they can choose one of the titles of the video to be written in their own recount text writing (see appendix). Student download and watch the video at home. Later, it will be discussed in the next meeting. The last step of post-teaching activity, the teacher concludes the lesson together with the students, to get a feedback from the students, the teacher asks the students to review or explain about the lesson before. Finally, the teacher asks the students have questions or not. If students have questions related with the lesson before, the teacher should answer the questions and explain again about that.

C. Conclusion and Suggestion

Based on the discussion in the chapter III, it can be concluded that teaching writing a recount text by using Mr. Bean video can increase student’s motivation in writing skill. Especially in writing a recount text based on “Mr. Bean was at the library” video, the students are more enthusiastic and attention because the video is very interesting. Besides, the students also know how to write

a good recount text because the teacher teaches the students step by step. By using the activity also can more increase the student's ability in writing.

In using Mr. Bean video in teaching and learning writing a recount text, there are several suggestions for the teacher and the students. The writer suggests the teacher to have a good preparation such as some topics and media. Next, the teacher will be more creative in selecting and using the interesting and appropriate technique to teach in the class. It can make the activity in the classroom more enjoy and fun. Then, it is suggested to the teacher to know what is the topic that interesting for the students. After that, the teacher choose an interesting media in real object form, in this case the alternative media in teaching writing a recount text is Mr. Bean video. Finally, a teacher also prepare about the lesson plan before teaching in classroom and they organize teaching process well. Furthermore, the writer suggests to students, the first one is it is better to the students to focus in grammatical structure of recount text because if they use them well, it will help students to create a good recount text easily. The second one, it is suggested to the students to know about past tense too because recount text tells about the past. The third one, the students are not afraid of making many mistakes in writing a recount text. Finally, the students are not judge what they have written.

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