Introduction

English is an international language because it is a tool of communication among people in different countries in the world. Rodrigves (2010) says that by using English, people can communicate and cooperates with people from different countries in many aspects like economic, politic, education, social and culture. According to Essberger (2015), there are four skills that the teachers need for complete communication. The four language skills are related to each other in two ways: 1) The direction of communication (in or out) and 2) The method of communication (spoken or written). There are kinds of text that teach to the students of Junior High School, the texts are anecdote, descriptive, recount, report, narrative and procedure text. Recount text is a text that tells the reader about one story, action or activity. Its purpose is to entertain or inform the reader. In teaching and learning, the teacher usually uses the media in order the learners can be easy to learn the lesson. Video is a visual multimedia source that combines a sequence of image to form a moving picture. The video transmits a signal to a screen and processes the order in which the screen captures should be shown. Richardt (2007) says that video usually have audio components that correspond with the pictures being shown on the screen.

There are some considerations that the researcher chose class VIII B students in SMPN 1 Lumbang. The scope of this research was focused on the use of video in teaching writing of recount text about holiday. The researcher limited her research subject in the eighth grade students of SMPN 1 Lumbang. There were three classes in this level but the researcher limited her research subject at class VIII A with 22 students, they were 12 male students and 10 female students in academic year 2014 - 2015. Because the students in this class have good progress in teaching writing of recount text by using video. In this research the problem of the research are what are the teacher’s preparations, How does the teacher teach, what are the teacher’s problems, what are the students’ problems, and how does the teacher assess the students writing of recount text by video for eighth grade...
at SMPN 1 Lumbang. According to the background of the study and the problems above, the purpose of the study are to know the preparations of the teacher, to describe the ways or strategies, to know the teacher’s problems, the students problems, and to know the students’ problems in learning writing of recount text by using video for eighth grade at SMPN 1 Lumbang. This research is hoped to give some advantages, especially for English Teachers to explore their ability and increase their knowledge to make the learning more interesting by using video in teaching writing recount text. And Future Researcher as a reference to compare their present research to the previous research in order the future researcher can find the other information in there research with same topic.

As a process, writing is one of the skills that the students will be master. The process writing mentioned above hopefully can become the contribution in teaching learning writing by teacher so that they can teach step by step effectively in process writing line to guide students producing writing well. In relation to the present study on the teaching writing recount text, there are some studies that are included on the implementing some techniques in teaching writing. Rokhman (2014) did a research entitled, “The Implementation of Picture Series to Improve the Students’ Writing Skill in Recount Text for Eighth Grade at Mts NU Al Mustofa Bangil”. His research showed that using media during teaching recount text is succeed in students’ progressing and reach the teacher’s teaching purpose. Surandia (2014) in her research entitled, “Using Journal Writing as A Strategy to Improve the Students Writing Skill of Recount Text at the Eighth Grade of SMPN 7 Pasuruan”. The result of the research has shown that teaching in recount text by using media is suitable with my topic. The students more interested to study and active in the classroom. The students pay attention and understand the material easier by using media. And the teacher can be easier to give task to the students. Nastain (2013) in his research entitled, “A study on the Writing Ability in Recount Text of the Tenth Grade Students of SMA 1 MejoboKudusin academic year 2013/2014”. He uses the video of the experience of learn cycling. She concludes that using video as teaching media helps the students in getting and developing the idea of their writing and using video can improve the students in teaching learning process in practice their writing. Because it is more interesting and the students get higher score than before. In this research, the researcher focused on the use of video as the media in teaching writing especially recount text. Though the researcher was having similar topic with the previous studies above, the media was different. In this research, the researcher used video.

METHODS

This chapter presents the research design, the research setting and subjects, research instruments, data collection and data analysis. In the teaching and learning process on the students’ writing ability by using video, the researcher chooses qualitative in order to solve problems of teaching learning in a class and improve the students’ writing ability. Qualitative research is a type of educational research in which the researcher decides what to study. A type of data used as a method of labeling and identifying. Qualitative data are classified as being either nominal or ordinal (Creswell:2012). The researcher choose SMPN 1
Lumbang as the subject. SMPN 1 Lumbang has three classes of the first grade, three classes of the second and third grade. Each class has around thirty students. The subject of the study is the eighth grade students of the first semester in the 2013 – 2014 academic years of SMPN 1 Lumbang. To collect the desire data, the researcher applies some instruments. They are interview, observation, questionnaire and documentation. Interview occurs when researchers ask one or more participants general, open-ended question and record their answer (Creswell: 2013). I choose open-ended for gathering data about students’ activity in teaching learning process, and the students’ problem, when they are involved in the writing class. According to Creswell (2013:213) observation is the process of gathering open ended, firsthand information by observing people and place at a research site. It has the function to know the real description in teaching and learning process. There are kinds of observation, form, sheet and field note. In this research I use field note to observe in teaching writing. Questionnaire is the process to ask some questions that are closed ended and some that are open ended (Creswell: 2013). That instrument is used to get data of students’ response in the researcher’s material and method in teaching and learning process by giving a set of written questions to fill the study. It helps the researcher to collect a clear and concisely structure feedback from the students about their response. The questionnaire where to know: a. The learning process by using video in teaching writing of recount text is good or not; b. The students’ opinion by using video in teaching writing of recount text is good or not; c. The teacher’s problem by using video in teaching writing of recount text is there or not; d. The students’ problem by using video in teaching writing of recount text is there or not; e. The technique using video in teaching writing of recount text can help to get the good assessment or not. The researcher also uses documentation as an instrument to get data or information more accurate to approve. The documentation contains photo of students when the teaching learning process happen. It is about students’ evaluation, students’ score, teacher’s lesson plan, syllabus, attending list. Qualitative data collection is more than data simply deciding on whether you observe or interview people. The interview is apply to ask one or more participant general, open ended question and record their answer. The interview held on March 23th 2015. The observation is the process of gathering the answer of open ended questions in teaching writing by using video at SMPN 1 Lumbang. The observation held for two times on March 30th 2015 and April 6th 2015. The questionnaire gives to the students by giving some questions that will be about the students’ problem in writing recount text, the response of the students’ in teaching writing of recount text, the way of evaluating and the result of recount text, and the students’ opinion about the technique and media in teaching writing. The researcher will be held on April 6th 2015. The data is collect by taking a photo for twice on March 30th 2015 and April 6th 2015. The data is students’ evaluation, students’ score, teacher’s lesson plan, syllabus, attending list. The researcher wants use to take a photo the student activity in the classroom. The researcher analyzes the data from interview, observation, documentation, and questionnaire. The data of interview is collected from the English teacher that
is focused on the difficulties of the teaching learning in writing about recount text. The data of the observation is collected by observing the activity in the classroom, the way of evaluating the students and the use of media in the teaching writing recount text. The data of documentation is collected by using written material (task and score of the students) and private document (lesson plan, syllabus, attending list). The data of questionnaire is collected by giving some questions that is about the students’ problem in writing recount text, the response of the students’ in teaching writing of recount text, the way of evaluating and the result of recount text to get some response and feedback. The answer of the students compares with the result of the interview. Based on these criteria, the researcher tries to explain the phenomena of applying video on teaching writing of recount text at SMPN 1 Lumbang, after the researcher combines the data from questionnaire and observation.

FINDING AND DISCUSSION

The instruments were used to know the preparations of the teacher, the strategies of teaching writing, the problem of the teacher, the problem of the students, and the assessment of the teacher in teaching writing of recount text. The teacher had made the preparation need in teaching writing before entering the classroom. The preparations contains of the syllabus, the lesson plan, and the attendance list of the students. The teacher had preparations for teaching writing process that were lesson plan, the material, media and evaluation form. The first preparation was lesson plan. Lesson plan consisted of standard competence, basic, indicator, all of them could be seen in syllabus. There was also learning material in lesson plan that could be seen in syllabus or we could change it based on the teacher’s idea for teaching process. Lesson plan also explained about media which was using video of experiences because of the material was recount text.

The method which was used in lesson plan was three phases technique that were pre-activity, main activity, and post activity. A more detail lesson plan was attached in appendix 4a and appendix 4b. The second preparation was the material which was recount text about some experiences of holiday. The teacher explained to the students the materials of recount text which were the definition, generic structures, language features, and the example of the recount text. Third preparation was media. Media was as a tool that could help the students to make them understood and interested in learning process. The teacher could be easy to teach the students by using the media. The media which teacher used was video. The video was about experiences and holiday. The last preparation was evaluation form. The data came from observation. In the first cycle of pre activity, the teacher entered the classroom by giving greeting and asking their condition to the students. And then first, the teacher checked the attendance list by calling the students’ name. In this activity, the students gave good responses and nothing students absent that day. The teacher wrote down on the blackboard about the new material “Recount Text” and asked to the students what recount text was. The teacher asked to the student’s the example of recount text about some experiences and holiday. Pre activity was done for about 10 minutes. There were five students were inactive to the teacher’s explanation about the material. The students showed the good response with the media of
video. They were interested with the video. The students paid attention what the teacher said and they did it well. In this activity, some students were active and understood about the material. The evaluation form and the result of the task were attached in appendix 4e. In post activity the teacher gave the summary, feedback, opinion about the material and asked the students’ difficulty in given material by using video. In this activity, the students could understand about the generic structure and the language that used in recount text.

Second cycle, in pre activity, the teacher entered the classroom by giving greeting that the teacher could meet the students again, and asking their condition to the students. In this activity, the students gave good responses. Then, the teacher continued about the material of recount text especially in holiday. The teacher reviewed the material last week, how far the students understood about the material so the teacher asked some questions about the definition of recount text, the generic structure, language features and examples of recount text. In this activity, the students wrote recount text of holiday with their own idea. They made paragraph by watched video.

The result of students’ evaluation was taken from the task given in first and second meeting. The writing evaluation is order to know how far they could understand the material to construct the paragraph well. After the researcher found the problems that faced by the teacher, the researcher tried to give solution, and hopefully it could help them in teaching and learning process in the class. The first problem faced by the teacher when teaching and learning English in recount text was how to make students interested to study about the material. The teacher was difficult to build their motivation to study and interest with the topic that day. The teacher gave suitable material by using video. The second problem faced by the teacher in teaching and learning was the students’ attention. In the class VIII A, the students did not attention to the teacher’s explanation. They were busy by themselves, sometimes they were talking with their friends. So the teacher tried to encourage the students more attention to the teacher by giving question to stimulate the students thinking. By the method the students could attention to the teacher.

The researcher had ten questions to be given to the students. All of the questions were yes/no questions so the researcher just collected the result from the answer of yes or no option. In the first question which was about the understanding in learning writing of recount text by using video, all of the students which were 22 or 100% students had good response in understanding the learning process in the class by using video. So there was no students that did not understand. It means that using video could make them understanding to learn English. In the second question which was about the problems that faced by the students of learning writing process in recount text, there were 9 students had good response which the percentage was 40.9%. They could make the good learning writing process in recount text by using video. And there were 13 students had negative response which the percentage was 59.1%. They thought that video could not make the good learning. It was caused they were less to focus on learning or the media of video. In the third question which was about the teachers’ problems by using video in learning writing of recount text, there were 3 students had positive response which the percentage was 59.1%. The teacher
could make the good learning writing process in recount text by using video. And there was 19 students had negative response which the percentage was 40.9%. The problems faced because the students did not pay attention to the teacher’s explanation of the material. In the fourth question which was about getting a good score in learning writing process of recount text. All of the students had good response which were 22 or 100% students. They got a good process in learning writing in recount text by using video. It means that using video could help the students understood about the material, so they got good score in learning writing process of recount text. In the fifth question which was about helping the students to get the best score in teaching learning writing of recount text by using video. All of the students had good respond which were 22 or 100% students. And there was no student which stated negative response. It means that the teacher success to teach recount text by using video. Because by using video could make students interested to study about the material. In the sixth question which was about interesting the students’ in order to write paragraph of recount text by using video. All of the students had good respond which were 22 or 100% students. They interested to write paragraph about recount text, because the media that used by the teacher more interesting. So the students could easily to write paragraph. In the seventh question which was about good assessment that gave by the teacher in learning writing of recount text by using video. All of the students had good respond which were 22 or 100% students. They interested to study about recount text by using video. The assessment that gave by the teacher was various. In the eighth question which was about getting the best written text in learning writing of recount text by using video. All of the students had good respond which were 22 or 100% students. They could improve their writing ability in learning English especially recount text by using video. In the ninth question which was about the students’ activeness in learning writing of recount text by using video. All of the students had good respond which were 22 or 100% students. They more active in learning process in the class. All of the students almost answered the teachers’ question. They gave opinion about the material, asked question that they did not understand. They looked like enjoy studied recount text about some experiences or holiday by using video. In the last question which was about helping to do the assessment by their selves in learning writing of narrative text by using big book. All of the students which were 22 or 100% students that they could to do the assessment in learning writing of recount text by using video. And there was no student that had negative respond. It means that the teacher were success to make students understand the material. So the students could do assessment by individually, they could do it by their selves.

**DISCUSSION**

This section deal with the discussion on the research finding related to the research problem. It discussed about the preparations of the teacher, the strategies of teaching writing, the teacher’s problem of teaching writing, the students problems of teaching writing and the assessment of the teacher in teaching writing of recount text.

Based on the result of the research finding, the teachers’ preparation in teaching and learning activities was prepared some planning.
The first preparation is lesson plan. Based on Departemen Pendidikan Nasional (2011), lesson plan consists of basic competent, theme, time, aim of the study and the most important thing is series or connecting structure of activity starting from a greeting until parting. The second preparation was the material. Based on Richardt (2007), Video is a visual multimedia source that combines a sequence of image to form a moving picture. The video transmits a signal to a screen and processes the order in which the screen captures should be shown. Gouthro (2003) says that writing skills and writing process must be taught, modeled, and practiced in the classroom to help reluctant writers and to give them the confidence to succeed. And Rogers (2005) says that writing is systematic in two ways: It has a systematic relationship to language and it has a systematic internal organization of this own. Media as the strategy in learning writing of recount text about some experiences or holiday. The media that used by the teacher was video. By using media could help the English teacher to transfer their knowledge to students and to present the material more easily. It can give motivation to the students in teaching learning process. Video was one of media which were match with this topic of recount text especially about some experiences or holiday. In teaching writing of recount text about some experiences or holiday, the teacher began to introduce the meaning of recount text, the generic structure and the language of recount text, she tried to make the students understood first about recount text. In first meeting, the teacher explained the meaning of recount text and did brainstorming by giving the example of recount text by using video. After the students watched video, the teacher also gave some questions in order the students could be more understood with the material. In second meeting, the teacher showed the video about some experiences and holiday same with the first meeting.

According to Lean (2010), some techniques we could use to develop skills are introducing collaborative writing tasks (students work in groups to write a story or research and write an article); encouraging peer correction of work; and the last offering non-specific correction (telling students where their mistakes are rather than actually correcting it yourself). The teacher could know the students achievement in accepting the material given and knew the students who got high achievement and students who got low achievement. Those were the problems that were faced by the students. The problem was difficult to construct paragraph of recount text. It was because they lazy to think and they could not improve their ideas. Sometimes they did not pay attention and less to focus about the material that explained by the teacher’s. To write paragraphs, it needed prewriting experiences, planning, drafting, revising, and editing.

CONCLUSION

The research concluded that the teaching writing by using video for the eighth grade students of SMPN 1 Lumbang in academic year of 2014 – 2015 was good. First, the preparation of the teacher in teaching writing of recount text was good. The preparations were the lesson plan, material, media and evaluation form. Second, the teacher used the media of video as the strategies in teaching and learning writing of recount text. Using video could help the students more interested and motivated to learn writing of recount text. Third, the
teacher evaluated the students’ writing by answered questions and wrote paragraph of recount text about holiday or experiences. The teacher gave the score based on the criterion which were vocabulary, content and grammar. The result of the students’ writing was good. The students had the problem too. First, some students were difficult to follow the lesson. It was because they did not have spirit and motivation to study about the material. Second, the students were difficult to construct paragraph of recount text. They had low vocabulary, so they could not write well. By using video, the students are more interested to learn the material and they could construct paragraph of recount text. Based on the discussion and the conclusion, the researcher had some suggestions for the English teacher, and future researcher. The first suggestions was for English teacher. It could help the English teacher to explore their ability and increase their knowledge to make the learning more interesting by using video in teaching writing recount text. The second suggestions was for future researcher. This research used for future researcher as a reference to compare their present research to the previous research in order the future researcher can find the other information in there research with same topic.

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