

USING MR. BEAN VIDEO TO TEACH WRITING OF RECOUNT TEXT TO THE EIGHT GRADERS OF SMPN 3 SRENGAT BLITAR

Lia Permata Sari

Pendidikan Bahasa Inggris, Fakultas Bahasa dan Seni, Universitas Negeri Surabaya s020921@yahoo.co.id

Drs. H. Aswandi, M. Pd.

Pendidikan Bahasa Inggris, Fakultas Bahasa dan Seni, Universitas Negeri Surabaya aswandi20@yahoo.com

Abstrak

Kemampuan menulis adalah salah satu keterampilan yang harus diajarkan di sekolah. Namun, kurangnya ide-ide dan motivasi siswa sering membuat proses penulisan sulit. Untuk mendapatkan perhatian siswa, penggunaan media dan bahan ajar yang sesuai sangat penting. Untuk alasan ini, peneliti ingin melakukan penelitian dengan tiga rumusan masalah. Rumusan masalah pertama adalah tentang bagaimana pelaksanaan video Mr Bean dalam mengajar menulis teks recount untuk siswa kelas VIII di SMPN 3 Srengat, Blitar. Rumusan masalah kedua adalah bagaimana respon siswa terhadap penggunaan video Mr Bean dalam mengajar penulisan teks recount di SMPN 3 Srengat, Blitar. Dan yang terakhir adalah bagaimana hasil menulis siswa terhadap penggunaan video Mr Bean untuk mengajar penulisan teks recount di SMPN 3 Srengat, Blitar. Penelitian ini menggunakan metode deskriptif kualitatif. Instrumen penelitian ini adalah lembar observasi, catatan lapangan, kuesioner dan tugas menulis siswa. Hasil penelitian menunjukkan bahwa penggunaan video Mr Bean menggunakan teknik three phase. Dalam setiap pertemuan, guru menjelaskan tentang struktur generik dan fitur bahasa dari teks recount. Setelah memutar video, guru selalu melakukan diskusi tentang cerita tersebut. Dengan melakukan diskusi, guru dapat meningkatkan motivasi siswa dalam belajar menulis teks recount. Sementara itu, tanggapan terhadap penggunaan video Mr Bean sangat baik. Para siswa senang dan antusias. Mereka menyatakan bahwa penggunaan video dibutuhkan dan dapat membantu mereka untuk menulis teks recount dengan baik. Penggunaan video Mr Bean juga berpengaruh terhadap pemahaman siswa tentang isi, organisasi, kosakata, penggunaan bahasa dan mekanik. Video Mr Bean dapat digunakan untuk mengajar penulisan teks recount kepada siswa kelas delapan.

Kata Kunci: menulis kemampuan, video, motivasi, teks recount

Abstract

Writing ability is one of the skills that have to be taught in school. However, lack of ideas and motivation of the students often make the writing process difficult. To get students' attention, the suitable use of media and teaching material are important. For this reason, the researcher would like to conduct this study with three research questions. The first research question is how the implementation of Mr. Bean video in teaching writing recount text for the eighth graders in SMPN 3 Srengat, Blitar? The second research question is how are the students' responses toward the use of Mr. Bean video to teach writing of recount text in SMPN 3 Srengat, Blitar? And the last is how are the students' writing result toward the implementation of Mr. Bean video to teach writing of recount text in SMPN 3 Srengat, Blitar?. This research used descriptive qualitative method. The research instruments were observation checklist, field notes, questionnaire and students' writing assignment. The result of the observation showed that the implementation of Mr. Bean video using three phase techniques. In every meeting, the teacher explained about generic structure and language feature of recount text. After playing the video, the teacher always conduct discussion about the story. By doing discussion, the teacher could increase the students' motivation in learning to write recount text. Meanwhile, the responses toward the implementation of Mr. Bean video were very good. The students were happy and enthusiast. They stated that the use of video was needed and it could help them to write recount text better. The use of Mr. Bean video also influence to the students understanding about the content, organization, vocabulary, language use and mechanics. Mr. Bean video could be used to teach writing of recount text to the eighth graders.

Keywords: writing ability, video, motivation, recount text.

that time but Farah and her friends were very excited to explore the city.

Event 1

First, the aircraft landed in Hongkong International Airport in the afternoon. While walked through the airport building to the hotel, Farah and her friends were very excited with the sophisticated airport mall. They bought some merchandises there.

Event 2

After they arrived at the hotel, they did not waste the time that they only put their bag inside their room and ready to go to The Peak. They went there by monorail train or known as MRT. Farah and her friends were so happy because they could see the beautiful city along the way.

Event 3

Next, they had to find a bus that would drive them to the top of the city. When they arrived in The Peak, there were many people there. They enjoyed the scenery of the city from the top. There also visited a mall and Madame Tussauds wax museum. Farah took some pictures with wax statue of Mr. Barrack Obama and some of Hollywood artists.

Reorientation

It was 8 P.M so Farah and her friends had to go back to the hotel. They still wanted to explore the city. Nevertheless, they had to catch early morning flight back to Jakarta. They were very tired but they were happy.

Based on the understanding that recount text tells events in the past chronologically, writer can see kinds of language feature used in this text. Simple past tense and past continuous is used in recount text. Besides, the use of words showing the order of events such as first, second, then, next, finally, etc, are commonly included. Recount text usually does not contain direct speech or conversation between the characters.

There is a saying that if a picture speaks a thousand words then motion pictures must express millions. Susanti (2007: 15) states that motion pictures are the most powerful visual aid. Motion pictures or video is believed can help the student to write better since

it provides ideas those students can put it in written form. Wolf (2006: 1) finds activities that use engaging and popular video material is highly effective in eliciting creative, fluent and remarkably expressive writing from otherwise recalcitrant and unmotivated students. Video can be used as a stimulus to write in a variety of genres, styles, persuasive forms and can be done to produce narrative paragraph (Tatsuki, 1998: 1).

Using video can help both teacher and students in teaching learning process including writing. It can help to overcome problems deal with grammar, vocabulary, and student ideas about what to write as the main problem in writing.

Using video in class is not merely push the “play” button then asks the student to watch. Teacher should become familiar with the basic techniques in using the video to make it effective (Harmer, 2002: 290). It requires some careful consideration when it comes to use video in class. According to Davis (1998: 2) there are some criteria that have to be fulfilled in choosing video:

1. Intelligibility

In this part, teachers do not have to be afraid to challenge students with natural language to understand the film. With a certain amount of written explanation and vocabulary instruction, along with contextual clues, students can understand far more than what can might be expected. When comprehension is exceptionally difficult, judicious use of English captions can be helpful, especially since listening comprehension is not the primary objective for this activity.

2. Appeal

The movie must be appealing and engaging to the students. Here, motivation is the key element in this activity. In addition, as Tatsuki (2000) points out, the teacher should like the film as well since many times enthusiasm is infectious. Teacher can choose a film that she can wholeheartedly share with the students.

3. Language Objectives

Teacher may wish to choose films that emphasize particular grammatical, curricular, or thematic objectives.

4. Length

Most teachers need to limit length to fit available class time. This is not as difficult as it seems, however, since extensive sections can be cut from most films, while still maintaining an understanding of the entire plot.

5. Familiarity

Consider whether students have already seen a highly popular film. In many cases, however, they will have seen it in their native language, not in English. This can in fact be a favorable choice, since students will be familiar with the story, but still be challenged by the language.

Video not only works as the solution of less motivation and ideas, but it also useful for students to make a good sentences using target words since they have already known how to use that words base on context by watching the video. This is in line with Tatsuki's statement (1999: 1) that the learners who saw the video pictures will able to produce a higher percentage of acceptable sentences. Baxter (2012) also says that video can be used to improve writing skills and introduce new vocabulary. Deals with the use of video in class, Medina (2012:1) also states:

“Through the use of video in writing course, we can address students’ topics of interest in class and at the same time, students can deepen their understanding of certain writing structures or use the main ideas in video for different purposes through the use of their verbal, artistic, logical, and other ability.”

Many advantages can be taken from the use of video in writing class. According to Gagne in Sadiman (2003: 25), audio visual media has many function in education such as stimulus, source of attention and model of learning objectives. However, teacher has to be careful to pick certain video to make sure that it is suitable with the curriculum and do not give negative influence to the students.

RESEARCH METHODOLOGY

In conducting the research, research design plays an important role in obtaining the data. It is the way information gained from the subjects. This is related to the research questions stated in the chapter one, those are how is the implementation of Mr. Bean video in teaching writing recount text to the eighth graders in SMPN 3 Srengat? How are the student responses toward the implementation of Mr. Bean video in teaching writing recount text to the eighth graders in SMPN 3 Srengat? And how are the students writing results toward the implementation of Mr. Bean video in teaching writing recount text to the eighth graders in SMPN 3 Srengat? In this study, the researcher would present the data in form of words since this is a descriptive qualitative research. Descriptive qualitative research is educational research that purpose is to describe the phenomenon found in the

form of words rather than number. Issac and Michael in Danial (2009:62) stated that descriptive method is used to describe systematically a situation or area of interest factually and accurately. Qualitative method is naturalistic in which the evaluator are not allowed to manipulate the program or the audience in analyze the data (Patton, 2009:13).

The subjects of the study were the eighth graders and the teacher of SMPN 3 Srengat, Kabupaten Blitar. The research took VIII-D for the subject of the study. The class consists of 22 students; there are 10 girls and 12 boys. The reason why this class is taken as subject of the study because the writing schedule is suitable to the date of the research, besides the researcher has done some preliminary introduction to the student and tell them to enjoy the class, without being hesitate and nervous with the researcher appearance. Preliminary introduction is introduction to the subject of the study as the part of the research preparation. This research was concerned about the implementation of Mr. Bean video to help the student in stimulating their ideas in writing recount text.

The setting of the study is VIII-D class in SMPN 3 Srengat. It is located in Srengat, Kabupaten Blitar. The research is conducted in a classroom with 22 students and equipped with TV monitor and VCD player to support teaching and learning activities. In descriptive qualitative research, the data that was gathered by the researcher will be in the form of words, phrases, and sentences. The data of this study is all of the information gained from the implementation of Mr. Bean video in teaching and learning process in class. This data will be collected from observation checklist and field notes. Other important data source is the questionnaire about students’ response after the implementation of Mr. Bean video, and the result of students’ writing assignment.

Some instruments are used in this research. The instruments that are used in this research are observation checklist, questionnaire, students’ writing assignments, and field notes. There are some research questions that can be answered using observation checklist, such as how is the implementation of certain techniques or how teacher uses certain media in class. In this research, observation checklist is used to describe the phenomena dealing with the implementation of Mr. Bean video in teaching writing recount text. The use of checklist would help the researcher follow the activity during the teaching and learning process. The observation checklist includes the points about the teacher and students activities such as greeting, brainstorming, explaining, etc. It also points about materials and media such as whether or not the material suitable with curriculum and whether the teacher explained about the generic structure of recount text.

they had to do, since it was the first time for them to learn something in class using video. For this first observation, the video entitled Train Station. The duration was 7 minutes. When the video finished, the teacher asked the student whether they had understood the video. Some students whispered to another, indicated that some of them did not understand the story. Therefore, the teacher played the video once more. After watching the video, the teacher and the student had a short discussion related to the video. They talked about the content of the story and the generic structure. The teacher also introduced some new words related to the video such as sack, railway coach, tickets, trolley, and pretend.

After that, the teacher asked the student to write a short recount text about the video. He always reminded the students about a good organization and the use of language features. While the students wrote the story, the teacher walked around the class to check students' difficulty in writing recount text. He warned the student to make a quick review to check their work. When the students finished their writing, the teacher discussed some of the students' writing assignment. He asked some of the students to read their paper and gave feedback. In post activity, the teacher reviewed today lesson by talking about recount text. After that, he asked the students to collect their writing assignment and closed the lesson of that day.

Second Observation

The second observation in pre-activity, the teacher began the class as usual. After praying, singing "Satu Nusa Satu Bangsa", and checking the attendance list, he gave back students' writing assignment from previous meeting. The teacher had checked it, and asked the student to see some correction made by the teacher. From previous lesson, some students still had difficulties to get the details of the story and arranged it in a past tense sentence. Most of them got very low score. Therefore, the teacher explained again about past tense. He wrote down the rules in the board and gave the student some exercises. The teacher wrote some sentences to practice with Mr. Bean as the subject.

In this meeting, the teacher did not give example in wall chart, but every student was given a copy of another example of recount text. The title was Match in Bali Dome. After the students read the text, together with the teacher they discussed the generic structure and language feature. Students started to be able to answer teacher's questions about the text. Then he told the student if that day they would watch a different title of Mr. Bean video. He told the student the activity was purposed to make them better than yesterday in writing recount text. The title of the video was "Village Fete". The students were happy to hear that. They were in hurry to open their book and wrote down the information from the video. After watching the video, the teacher had a discussion with the student to help them understand the story.

- T : "Students, where did the story happen?"
S5 : "Di sebuah tempat hiburan pak..."

- T : "Iyaa.. jadi judul Village Fete itu artinya bazar desa. acara seperti pasar malam kalau di tempat kita. But the purpose is for charity. Lalu apa saja yang dilakukan Mr. Bean disana?"
S3 : "Bermain alat listrik pak.."
S2 : "Playing electric wire, Sir.."
T : "Benar.. What other game?"
S1 : "Pet show sir... Lomba anjing."
T : "Good. Before he went to pet show, what did he do?"
S6 : "He played Hit The Headmaster, Sir."

After having some short discussion, the teacher introduced some new vocabularies related to the video. He gives the new vocabularies with illustration and questions asked to the student so they could guess the meaning and took a note after that. In this second observation, the video played twice. It was hoped that from this meeting, students' understanding about recount text would be better. While the students were writing the text, the teacher walked around the class to check the students' work and help them with some difficulties and new words. He also motivated the student by saying that the score of the writing assignment would be added to the final score later.

After the writing process finished, the teacher asked the student to change their work with other friend. Then he asked them to check some of their friends' work. Some improvements appeared in this second observation since they could give some critics to the friends' work. For example, when their friend's work was not completed with orientation or when the texts were not contained some details. After discussing about the writing assignment, the teacher asked students to collect their paper again. In post activity, they reviewed the lesson about generic structure, and some about irregular verbs then the teacher closed the lesson.

Third Observation

In this last observation, the student looked better prepared. After the teacher opened the class, some of them asked if they were going to watch the video again. When the teacher said yes, they were happy. It looked like they started to get used with video in their English class. Some of them said happily that it felt good to have TV and watched Mr. Bean during English class. Before playing the video, the teacher reviewed some about past tense and generic structure of recount text as usual. This time, the student answered teacher's question aloud. They felt more confident and understood about the lesson. The activities were almost the same with previous meeting. He did the brainstorming activity by introducing the student to the title **Hair by Mr. Bean of London**. The duration of the video was 10 minutes 10 seconds. He asked them what things usually found in a barbershop. Then he introduced some new words related to the text such as barber, barbershop, ponytail, Prince Charles, etc.

After the teacher had played the video once, most of the student seemed had understood and got the details of the story. To make sure that all students should

angry to the barber. People did not know that Mr. Bean still there.

Mr. Bean always careless but he was lucky.

(Student 19)

From the example above, it is clear that this student could make a good organization of a recount text. The component of orientation that consist of who, when, and where were available. That student also used time connectors such as first, second, third, and finally to indicate events in the story. Although reorientation was optional, that student still added the reorientation part in form of her comment about Mr. Bean. In the third meeting, there were twelve students were in excellent to very good level and ten students were good to average level. This significant improvement is in line with Medina's statement (2012) that using video in writing class can deepen students' understanding about certain writing structure.

Vocabulary

In every meeting, the teacher introduced new vocabularies that would be used in writing for every title. Many times the teacher used illustration from the story and acted in certain gesture to introduce a word or gave it directly to the students. Students also looked up their dictionary every time they did not know or forget about some words. This made the improvement of vocabulary used by the student was good.

Based on ESL Composition Profile, there are four criteria to score vocabulary, they are excellent to very good for text that consist of 9 or more new words; good to average for text that consist of 6 to 8 new words; fair to poor for text that consist of 3 to 5 new words; and very poor for text that consist of 0 to 2 new words. On vocabulary case, most of the student had tried to use some new words introduced by teacher since the first meeting. The students score range between level of fair to poor and good to average. Below is the example of the student's writing from the second meeting.

Village Fete

In Sunday morning, Mr. Bean went to village fete in his town. He parked his car in the sheep cage in the field. Then he enter the room and there was so many games.

First, Mr. Bean played electric wire but he disconnected the electricity. Second, Mr. Bean played Hit The Headmaster. Mr. Bean threw the sponge but he always failed to hit the board. Third, he played in a pet show. But Mr. Bean played with Teddy doll not a dog. Mr. Bean won the game and the prize was a bone. He threw the bone to the dogs and the children screamed.

He went away happily and bring a can of honey.

From that example, the text used some new words introduced by the teacher. There were around 6 to 8 new words. That is why, the text is categorized into good to average criteria.

In the third meeting, their ability to use new vocabularies to the text was getting better. It was very useful for them to create a more complete and accurate story. Here is an example from the third meeting that was classified as excellent to very good vocabulary score.

Hair by Mr. Bean of London

Mr. Bean went to *barbershop* yesterday morning. He *queued* and read magazine, and saw the *barber* received money from *customer*. When the barber went inside to pick up a phone, Mr. Bean acted like a barber to new *customer* to get some money.

First, he cut a boy's hair wearing *electric clippers* and used bowl as hair model. Mr. Bean could not use the electric clippers well so he cut the hair wrong only in the middle of the boy's head. When the boy's mother came, he covered boy's head with hat and get money.

Second, a man with very good *ponytail* hair came. Mr. Bean could not cut it neatly. Because he careless, he cut the ponytail but the man did not know about that.

Third, the customer was a old man who could not see clearly without glasses. *Unfortunately*, Mr. Bean cut the hair wrong and *damaged* the man's fake hair. He put hair *foam* on the man's head and stuck trash hair on it. When all peopel *realized* their hair damaged, they come back to the barbershop and angry to him. Mr. Bean silent and walked out the room *quietly*.

All Mr. Bean activities were always for fun and made him happy.

(Student 1)

From the example above, it was clear that this student used more than 9 new words given by the teacher. Most of those new words were words that had been discussed together in class. Some words were asked to the teacher when the teacher walked around the class and taken from their own dictionary. From 22 students, seven students reached excellent to very good level and there were fifteen students who reached good to average level that consist 6 new words on the text. Here is the example of the student writing that classified into good to average level.

On the last holiday, Mr. *Bien* went to a barber shop. When the barber would cut his hair, the phone rang then the barber went inside. Then Mr. Bean wanted to be a barber there.

First, he cut the boy hair using bowl and made the *middel* bald. Second, Mr. Bean customer was a young man with long hair. His hair is ponytail model. But Mr. Bean cut the hair and read magazine, so he cut the long hair and the hair became very short. And then, he also cut the last man hair, because Mr. Bean still wanted more money from the costumer. Mr. Bean damaged the fake hair and covered the bald hair used hair from trash. All people went back to the house but back again to the barbershop because they knew their hair is bad. They angry to the owner of barbershop and made the barber confused.

(Student 16)

From the example above, there were some wrong spellings in some words. However, the use of punctuation, capitalization, and paragraphing was quite good. As the result, this text was considered as good criteria in mechanics aspect.

DISCUSSION

The observation was done on September 7th, 10th, and 14th 2012 that used Mr. Bean video to write recount text. Writing through the help of video can help students to overcome their lack of ideas. The use of video was more effective than let the student silent and thought about ideas they were going to write. That is why, it can be said that video can stimulate the students to write. This is in line with Gagne in Sadiman (2003: 25) who stated that audio visual media has many function in education such as stimulus, source of attention and model of learning objectives. In teaching writing recount text, the activity were divided into three parts; they were pre activity, whilst activity, and post activity. In the first meeting, pre writing activity took quite long time because the students need more explanation about recount text. The teacher prepares the student with adequate understanding of recount text such generic structure and language feature. The teacher also gave an example of a recount text in form of wall chart. In whilst writing, the students were asked to compose a recount text based on the clues and information that they had got from the video. In post writing activity, the students were asked to checked their writing; they also checked some the writing result together with the

teacher. Then the teacher asked them to collect their work and reviewed some of lesson of that day.

In the second meeting, the pre writing activity did not take a long time since it only a review about recount text. The teacher also gave another example of recount text. They were given a copy of a recount text and discussed the generic structure and language feature together. This was aimed to enrich their knowledge about recount text. In whilst writing activity, the teacher gave another video of Mr. Bean. After the student finished their writing activity, the teacher asked them to change their writing with other friends then give comments about their friend's writing. From this activity, it was hoped could increase students' understanding since they knew what was wrong with their friend's writing. Before the teacher closed the lesson, he did some review about lesson of that day.

The improvements of students' writing ability could be seen from second and third meeting. It could be concluded that the most significant improvement was in the third meeting. In the third meeting, teacher did short discussion about previous meeting to the student before the students started to write. The teacher did not give example of recount text anymore. After had some review, the student directly watch the last video of Mr. Bean. Most of them were able to improve their ability in writing recount text through regular practice and remedial process. They had learned from previous writing about their mistakes. In post activity, the teacher gave brief review about past tense and told the student that they still have to practice a lot to make their writing perfect.

From the result of questionnaire, the researcher found that the teacher usually did not use video or film in teaching learning process and often use course book as the main learning material. However, after the implementation of Mr. Bean video, the students felt that they could understand the material better and interested in using video in teaching and learning process. Students also stated that they had some difficulties in understanding recount text. They often found difficulties in finding the generic structure of recount text and finding ideas to write. This is because the students needed more exercises and explanation before they were being able to write. Most of the students were interested to the use of Mr. Bean video in their English class. This was proven by the result of questionnaire that twenty students said they interested toward the use of Mr. Bean video in learning writing of recount text. This is because Mr. Bean is familiar with the students and the story is funny. It was also found that by using Mr. Bean video, students could understand the plot of the story as well as the setting, characters, and series of events. This is because the researcher had tried to consider students' level of difficulty when choosing the video before it was used in class.

Students were asked to write a recount text in every meeting. The text that they wrote would be scored based on ESL Composition Profile. There would be three texts produce by the students by the end of observation. In the first observation, students were asked to write a

Tan, et al. 2005. *The Impact of Video on Writing Skills in the Foundation Years*. Xinmin Primary School

Tatsuki, D. H. 1999. *ESL/EFL Lessons Using Movie*. The Internet TESL Journal Vol. IV, No. 3, March 1998.

Tatsuki, D. H. . 1998. *Video in the Language Lab: Teaching Vocabulary*. The Internet TESL Journal, Vol. V No. 10, October 1999

Wolf, Grant S. 2006. *Using Video to Develop Writing Fluency in Low-Proficiency ESL Students*. The Internet TESL Journal, Vol. XII, No. 8, August 2006.

Baxter, Bibi. *Using Video to Teach- Mr. Bean*. From <http://www.musicalenglishlessons.org/video/bean.htm>. Retrieved at Nov 11th 2012.

Vanessa Medina. 2012. *Developing Critical thinking by Using Video to Teach Essay Writing*. Oxford University Press - English Language Teaching Global Blog. <http://oupeltglobalblog.com/2012/06/12/developing-critical-thinking-by-using-video-to-teach-essay-writing/>. Retrieved Nov 11th 2012.

<http://www.englishindo.com/2012/01/9-contoh-recount-text-pilihan.html?m=1> Retrieved October 27, 2012.

<http://whywine.wordpress.com/2010/05/05/contoh-recount-text/> Retrieved October 27, 2012.