Abstract
The aims of this research are to describe (1) students’ writing skill before using video, (2) the implementation of using video technique to improve students’ writing recount text, (3) the improvement of the students’ writing skill after using video, and (4) the significant of differences between the students’ writing before and after using video. This study is action research. The researcher collected the data by doing observation during the implementation, interviews with the teacher and the students, and test for the students and documents. The finding of this research consisted of two cycles. First and second cycle provided five stages, they are observing, questioning, experimenting, associating, and communicating. In observing stage, the researcher showed the example of recount text to the students. In questioning stage, the researcher asked the students to give their opinion about the text. In experimenting stage, the researcher explained material about recount text to the students. In associating stage, the researcher provided the activities and asked the students to make recount text as a test 1. In communicating stage, the researcher asked the students to communicate their work. And second cycle, in observing stage, the researcher showed video about recount text. In questioning stage, the researcher asked the students to give their opinion about the video. In experimenting stage, the researcher explained about the generic structure and language feature of the video. In the associating stage, the researcher provided the activities and asked the students to make recount text as a test 2. In communicating stage, the researcher asked the students to communicate their work. The results of this study in teaching writing recount text using video were that firstly, teaching writing recount text improved the students’ writing in three aspects:
content, organization, and language features. Secondly, the students became motivated in teaching and learning process using video.

**Keywords:** writing, recount text, video, action research

**Introduction**

Language is system of conventional spoken or written symbols used by people communicating with each other. Language has a very important function in the process of communication. It is used as a system to express meanings, ideas, thoughts, etc. Learning languages is very important, one of which is English. English is an international language used throughout the world. So, it is important for people to learn it. Particularly in Indonesia, English is one of foreign languages. It is the most famous foreign language which is taught from elementary school up to university level. It is important to be able to master it well, in order to fulfill the needs of many requirements in the work force in this globalized era. By learning English, the students are expected to absorb and keep up with the development of science, technology and art.

Writing is generally defined as an activity that requires transfer and arranges these ideas into meaningful or written transcript texts. In the context of education, writing is considered as one of the four language building blocks. That means writing is important in language development. That's because writing is a productive skill, it is also considered an act of communication, which means writing can transfer messages in written form to readers. Because writing provides an opportunity to explore new information, use information, and translate information into paragraphs, many functions are attached to writing activities. For example, writers can write for academic writing, essays, diaries, reports, free time or study.

Generally, students are not interested in learning English especially writing. That happens because the method used by the teacher in teaching is less interesting. The teachers usually ask students to make sentence appropriate to the topic as much as they can. In general, the teacher only explains the material to students instead of first drawing students' attention to learning. So, students only listen to the teacher's explanation without understanding the material.

In teaching, media is very important to attract students' interest in learning. There are many types of media that can be used by teachers to teach English. But the teacher must be selective in choosing the
media because, the use of media in teaching and learning process can affect students’ interest. One of the media that can be applied is video. By using video in the learning process, it can attract students to learn English. Hopefully using videos can help students generate ideas and increase students’ ability to write text procedures in accordance to the steps.

Literature Review

Curriculum 2013

According to Permendikbud number 81A (2013), retrieved from http://bdksemarang.kemenag.go.id/the-changing-of-curriculum-from-2006-to-2013/, the curriculum of 2013 is one of the government’s efforts to resolve the various problems being faced by the world of education today. The aims of curriculum 2013 is to generate Indonesian people who are: productive, creative, innovative, affective through the strengthening of attitudes, skills, and knowledge which are integrated.

Permendikbud number 81A (2013) states that there are five steps of applying scientific approach in teaching learning process, they are observing, questioning, experimenting, associating, and communicating. The activities of each step can be explained as follows: In observing stage, there are two main activities that should be done lead to the observing steps. First, the teachers give students a wide opportunity to do observation. The observation can be done through reading, listening, or seeing the object. Second, the teachers facilitate the students to do observation and train the students to observe the important things from the object. In questioning stage, questioning functions to encourage and inspire learners to actively learn and develop questions, and the other can answer logically, systematically using proper and correct arguing, developing the ability to think and draw conclusions and to build an attitude of openness to give and receive opinions or ideas, enrich vocabulary, as well as developing social tolerance in gregarious. In experimenting stage, experimenting activity is the activity to internalize knowledge and the skill learned by the students. It is the activity to internalize knowledge and the skill learn by students. In this process, the students try express the newly learned knowledge and use the language ability in the real world through the activity like simulation, role play, presentation, discussion and playing games. In associating stage, Associating is done to build students critical thinking and scientific attitude. This process can be
designed by group work so that the students are asked to analyze a text, identify, categorize, conclude, compare the expression, text structure, and language feature, discuss the discourse, and also get feedback from the teacher. In communicating stage, all of the teachers believe that in the step of communicating, the students should communicate their work to their friends. This is aimed to develop ability to express or present all the knowledge and skill learned or not, spoken or written. In this activity, not only knowledge and skill will be presented but also the problems and success in the learning.

**Writing**

Writing is productive skill that can be used as a tool to deliver or to give information in written form. There are many points of view about the meaning of writing. Setiyadi (2006:69) states that writing in the target language can be introduced shortly after language learners have begun to read. Writing is one of the parts of language skills besides listening, speaking and reading. Writing is more difficult than other language skills, because it needs well knowledge and hard thinking produce words, sentences and paragraph well. Writing is one of efficient tool to reinforce other language skills. Nunan (2003:88) implies that writing is the mental work of inventing ideas, thinking about how to express them, and organizing them into statements and paragraphs until it is clearer to the readers. It can be concluded that writing is a tool that is a mental work from finding ideas to express or translate ideas or questions into clear language.

According to Grace (2007: 30) recount text is a text that tells the reader or listener what happen in the past through a sequence of events. The generic structures of recount text are orientation, event, and re-orientation. Hylan (2004: 29) states that, recount text is a kind of genre that has function to retell past experiences or event for the purpose of informing or entertaining. It can be concluded that recount text is a text which retells about experiences in the past and has a purpose to inform and entertain the readers.

**Video**

According to Canning (2000: 25) Video is a digital media that has benefit to enhance students writing skill. Video is a selection and sequence of messages in audio-visual context. Video consists of audio and visual. Djamarah and Zainin Safitri (2010: 18) say that audio-visual
is the complete media because both audio and visual are used in the class, for example: television, films, video, etc. There are three kinds of videos that can be used in classroom (Harmer 2005: 284): off-air program video is all channels in television that is recorded become video. This video is difficult video to understand by students because difficult to comprehend. Real-world video is not really different from off-air programs. Features films, manuals exercise, wildlife documentary or comedy are example of real-world videos. Language learning video is the video that is accompanied by course books. This video is comprehensible, best used for every subject in class, and it is designed with interesting topic. Yet, this video has weakness: they have unauthentic situation and language, the content is not suitable with culture and real world situations.

Method

The type of this researcher is action research using a qualitative researcher. Burn (2010) states that, in the action research, a teacher becomes an ‘investigator’ or ‘explorer’ of his or her personal teaching context, while at the same time being one of the participants in it. The main purpose of action research is to identify a ‘problematic’ situation or issue that the students consider worth looking into more deeply and systematically.

According to Kemmis and McTaggart (1990) in Burns (1999), there are two cycles in Action Research; the first cycle involves the major steps of planning, action, observation, and reflection. Then, the second cycle is revising the first cycle. The procedure of this research involved planning, acting, observing, and reflecting. The researcher collected the data by doing observation during the implementation, interview with the teacher and the students, and test for the students and documents. The qualitative data were in the forms of observation checklist, interview guidelines and test of writing, documents. The researcher used random sampling technique to select the sample of the research. In this research, the researcher took VIII F which consisted of 30 students with 12 males and 18 females.

Findings

In the finding, the researcher presents the result of the implementation of videos to improve students’ skill in writing recount text.
**The Implementation of Videos in Teaching Writing Recount Text**

The implementation of video in teaching writing of recount text had three steps. There were pre-activities, main activities, and post-activities. In the main activities there were five stages that applied from scientific approach in teaching learning process. There were observing, questioning, experimenting, associating, and communicating. The implementation of video in teaching learning process are as follows:

a) Problems
Before doing the research in the classroom, the researcher conducted observation and interview with the teacher to find out the problems of the students in the classroom. Based on the observation and interview the researcher found several problems, they are motivation, grammar and vocabulary. And after that, the researcher doing the research in the classroom. The researcher found several problems about teaching writing recount text. The problems were the students found difficulty to get and develop ideas and tense. The students still wrong in using simple past tense or V2. So, to solve the problems, the researcher used video as a media in teaching learning process.

b) Pre-activities
In this step, the researcher opened the class with greetings and continued with praying together. Then, the researcher checked the attendance and asked for the previous material that has been studied.

c) Main-activities
Main activities consisted of five stages. There were observing, questioning, experimenting, associating, and communicating.

In observing, the researcher showed an example of video about recount text in the LCD to the students. The researcher asked the students to see and observe the video together.

In the questioning, the researcher guided students to give questions and answer about video shown in front of the class. The researcher asked the students to give their opinion about the video.

In the experimenting, the researcher explained video about recount text to the students. She explained the definition and purpose of recount text, generic structure and language features.

In associating, the researcher asked the students to do the tasks. In the task one, she asked student to arrange the following paragraph
into a correct order. In the task, the researcher asked the students to write a recount text based on their experiences.

In the communicating, the researcher asked the students to show and read them in front of the class. Then, the students read their recount texts in front of the class one by one.

d) Post-activities
In the post-activities, the researcher made conclusion which reviewed the material and the last closed the class with greetings.

The cycle I
In the cycle I, the researcher asked the students to make recount text based on their experience as the test 1 to compare with the test 2 on the cycle II after teach using video. The result of students writing text on the cycle I was not good enough. It can be seen in the table from the results of the students writing skills below.

| No | The result of text 1 |
|----|---------------------|
| 1. | The students got difficulty to get idea. Example: The generic structure in the paragraph was not complete. |
| 2. | The sentences were not good enough/sentences still wrong. Example: I in angry-angry a my teacher. |
| 3. | The use of simple past tense were not good enough. Example: wake up, live, and sleep. |

Table 1. The results of the students writing skills in the test 1

The cycle II
In the cycle II, the researcher asked the students to make recount text based on their experience as a test 2 to compare with the test 1 on the cycle I. The result of students writing in the cycle II was good. It can be seen in content, organization and sentences of their text. After using video in teaching and learning process can be better to get and develop idea when they wanted to write recount text. And also the students could choose and change V1 to V2. The result of test 2 students writing recount text. It can be seen in the table below.

| No | The result of test 2 |
|----|---------------------|
| 1. | The students could get and develop their ideas. Example: In the paragraph has generic structure. |
| 2. | The use of simple past tense were good. Example: went, parked, and walked. |

Table 2. The results of the students writing skills in the test 1
3. The sentences were good.
   Example: I went to the theater.

Discussion

Cycle I

a. Planning

The first step in planning was to determine the effort to solve the problems. The researcher planned what action that would be implemented in class. The researcher designed a lesson plan for cycle 1. The lesson plan was designed based on the curriculum 2013. It included 5 stages. They were observing, questioning, experimenting, associating, and communicating. The plan of the action was expected to improve the quality of teaching and learning process.

b. Acting and Observing I

First meeting

The first meeting was conducted on Monday, April 8th, 2019. The class started at 09.15 a.m. When the researcher came to the class, the students were noisy, there were several students who were talking to their friends and some were walking in the class. In the pre-activities stage, the researcher started the class by greeting and continued the class by checking the attendance and introduced herself.

In the observing stage, the researcher started to tell about the material taught. She asked the students to open their books and to pay attention to the example about recount text by saying. After the students paid attention to their books, the teacher asked about the text.

In the questioning stage, the researcher asked the students to give their opinions about the text. After the students answered the researcher question, the research asked the students about tense used in recount text.

In the experimenting stage, the researcher started to explain about generic structure and language features in recount text on their book. After the students finished read on their book, the researcher explained the material. After that, the researcher asked whether students understood or not.

In the associating, the researcher asked the student to do the assignment that had been shared. In the task, the researcher asked the students to make recount text based on their experiences.
In the post-activities, before ending the class the researcher asked the students understanding about the material. After that the researcher ended the class by saying greeting.

Second meeting

The second meeting was conducted on Monday, April 15th 2019. The class started at 09.15 until 10.50. when the researcher came to the class the students talked to each other. As usual, in the pre-activities the researcher opened the class with greetings, asking the students condition, checking attendance list, and asking about material last week. After that, the researcher moved to the observing stage.

In the observing stage, the researcher reviewed the previous material last week. After that the researcher showed a new recount text. The researcher asked the students to pay attention to the text and asked the students to repeat after the researcher read.

In the questioning stage, the researcher asked the students to give their opinion about the text. After the students answered the question above, the researcher asked again about the content of the text like anyone who went for vacation and where.

In the experimenting stage, the researcher began to explain the material about recount text. In started from the generic structure and language features of recount text. The researcher explained about the use of past tense on the recount text example. After that, the researcher asked anywhere that showed the past tense of the text. And the last, the researcher asked the meaning of the words.

In the associating stage, the researcher asked the student to do the assignments that have been shared. In the task, the researcher asked the students to arrange the following paragraph into a correct order and fill in the blank with the correct verb forms in the box.

In the communicating stage, the researcher asked the students to present their works in front of the class one by one.

In the post-activities, the researcher asked the students understanding about the material and the task by saying. After that, the researcher summarized the material. After that the researcher ended the class by saying greeting.

c. Reflecting I

Based on analyzing the result of cycle I, the cycle I was not good enough. In this cycle I, the first step of the researcher was to explain the
recount text material briefly, because to measure students' knowledge about which recount text. After the researcher explained the recount text material briefly, then the researcher conducted a pre-test to make recount text based on their experience with a free theme. This pre-test aimed to measure students' ability to make recount texts before the teacher taught using the media. The results of cycle I, the researcher found several problems faced by students when they wanted to write recount text. The students found difficulty to get and to develop ideas when making a recount text. And the next problem was tense, the students were still wrong in using tense or V2.

**Cycle II**

*a. Planning*

According to the reflecting I, the researcher would revise the previous planning and continued to the cycle II consisted of two meetings. At this meeting, researcher still used the same indicators, but changed the example of recount text and use media as a tool to stimulate student’s ideas in writing recount text. At this meeting the researcher explained again in detail about past tense and asked the students to make a past tense sentence and asked the students to write a recount text. But as soon as students made a recount text, the students were shown a video about the holiday experience and after that the researcher asked the students to make a recount text about the holiday as well, and this recount text would be used as a test 2 for students after teaching using video.

**b. Acting and Observing II**

**First meeting**

The first meeting was conducted on Friday, May 10th 2019. The class was started at 8.25 until 9.35. As usual, in the pre-activities the researcher opened the class with greeting, asking the students condition, checking attendance list, and asking about material last week. After that, the researcher moved to the observing stage.

In the observing stage, the researcher showed a video about recount text. The researcher asked the students to pay attention to the video.

In the questioning stage, the researcher asked the students to give their opinion about the video and other questions based on the video.
In the experimenting stage, the researcher explained about past tense. The researcher told the formula from past tense and gave them an example of past tense. After the researcher explained about the past tense. After that, the researcher replayed the video about recount text and asked about the past tense sentence on the video.

In the associating, the researcher asked the student to do the assignments that have been shared. In the task, the researcher asked the students to make sentence using past tense and complete the sentences with was or were.

In communicating, the researcher asked students to write the answer in the whiteboard. After the students wrote their answers, the researcher checked the answer and discussed them with the students.

In the post-activities, the researcher asked the students understanding about the material and the task by saying. And after that the researcher explained and summarized the material and closed the class by greeting.

**Second meeting**

The second meeting was conducted on Monday, 13th May 2019. The class was started at 08.25 until 09.35. As usual, in the pre-activities the researcher opened the class with greeting, asking the students condition, checking attendance list, and asking about material last week. After that, the researcher moved to the observing stage.

In the observing stage, the researcher showed a video about my holiday in Bali. The researcher asked the students to pay attention to the video.

In the questioning, the researcher asked the students to give opinion based on the video. And after that, the researcher asked the students about the generic structure of recount text and the past tense on the video.

In the associating, the researcher asked the students to do the assignment. The researcher distributed worksheets as task to the students. In the worksheet, the researcher asked the students to make recount text about holiday based on their experience.

In the post-activities, the researcher summarized the material. And after that, the researcher said thank you to their participant all this time and closed the class by greeting.
c. Reflecting II

Based on the result of cycle II, the researcher concluded that the results of cycle II were quite good from cycle I. In cycle II, after the teacher re-explained the recount text material and simple past tense students were asked to make a recount text as a post-test teaching after using the video. Post-test aims to compare student outcomes between pre-test and post-test. In the cycle II, they writing had improved in the content, the organization, and the language features. In terms of content and organization, students could write and develop their ideas easily and fairly well, because the use of videos could guide the students’ idea in making recount text. The students also had a better understanding of using past tense in the text. The use of V2 in form simple past tense had improved too. In the use of V2 students have better understood that the results of recount text of students in the post-test section, they wrote had improved in tense.

In the cycle I, the students writing recount text was not good enough. It can be seen in content, organization and sentences of their text. The students found difficult to get an idea to construct a recount text. The use of simple past tense were not good enough. Most of the students forgot to change V1 to V2. The students still used V1 in the writing recount text.

In the cycle II, the use of video in the students writing recount text was good. It can be seen in content, organization and sentences of their recount text. After viewing the video before writing a recount text, the students could get an idea of the video. Video helped them to organize their idea. In language feature, almost of the students could use appropriate word. The students could also choose and change V1 to V2. The video could make the students interest and participation became high.

Conclusion

From the result of the finding of the discussions it can be concluded that video can be effective medium that can be used to guide students to get ideas when writing recount text. The use of video could improve the VIII F students at SMP N 1 Pleret in writing recount text. It included the term of content, organization, vocabulary, language feature and mechanic. The use of videos could affect student writing results. From the video, the students could get an idea to write recount text. From the results of the pre-test and post-test, the students have
differences and improvements. Based on the results of the pre-test, teaching without using videos was not good enough, but for the post-test after the researcher taught using videos, the students’ results were good enough. The students had found it easier to get ideas for writing recount text.

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