

Teaching writing Recount Text Through Movie”Lego Story” in the Seventh Grade Students of SMP Yos Sudarso Sidoarjo in Academic Year 2017/2018

**(PENGUNAAN FILM ANIMASI “LEGO STORY” DALAM MENGAJAR
TEKS *RECOUNT*)**

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Abstract

One of the goals of teaching English at junior high school in class VII is that students are expected to be able to write. Most students are writing. The main problem often faced by students in writing is the fear of making mistakes and lack of confidence. Related to the explanation above, the researcher is interested in conducting a research entitled "Teaching Writing Recount text Through the movie" Lego Story "in the Seventh Students of SMP Yos Sudarso Sidoarjo Grade This study was conducted to determine students' ability in writing recount text" Watching Film in Teaching wrote to Grade VII Students of SMP Yos Sudarso Sidoarjo and to describe the response of students after learning to write English using the method of watching Film in class VII SMP Yos Sudarso Sidoarjo.

In analyzing data, researchers used qualitative descriptive. The subjects of this study were twenty-one students in class VII SMP Yos Sudarso Sidoarjo. Researchers use Field Notes.

In looking for research Film watch is a medium to teach and make students more active and enthusiastic to develop students' writing skills. The response has two responses, there are positive and negative responses.

Based on this data, researchers concluded that teaching writing Using Watch Film is a good medium to encourage students to write. From the responses students are easier to write with these methods, especially for Teaching Writing Recount Text using film watching is an effective way to teach and produce their ideas in writing either individually or in groups.

Key words : Teaching Writing, Movie , Recount Text

Abstrak

Salah satu tujuan mengajar bahasa Inggris di sekolah menengah pertama di kelas VII adalah bahwa siswa diharapkan dapat menulis. Sebagian besar siswa sedang menulis. Masalah utama yang sering dihadapi oleh para siswa secara tertulis adalah takut membuat kesalahan dan kurang percaya diri. Terkait dengan penjelasan di atas, peneliti tertarik untuk melakukan penelitian yang berjudul "Mengajar Menulis teks Recount Melalui film" Lego Story "pada Siswa Ketujuh SMP Yos Sudarso Kelas Sidoarjo Penelitian ini dilakukan untuk mengetahui kemampuan siswa dalam menulis teks recount "Menonton Film dalam Pengajaran menulis kepada Siswa Kelas VII SMP Yos Sudarso Sidoarjo dan untuk menggambarkan respon siswa setelah belajar menulis bahasa Inggris menggunakan metode menonton Film di kelas VII SMP Yos Sudarso Sidoarjo.

Dalam menganalisis data, peneliti menggunakan deskriptif kualitatif. Subjek penelitian ini adalah dua puluh satu siswa di kelas VII SMP Yos Sudarso Sidoarjo. Peneliti menggunakan Catatan Lapangan.

Dalam mencari penelitian, menonton Film adalah media untuk mengajar dan membuat siswa lebih aktif dan antusias untuk mengembangkan keterampilan menulis siswa. Tanggapan memiliki dua tanggapan, ada tanggapan positif dan negatif.

Berdasarkan data ini, peneliti menyimpulkan bahwa menulis mengajar Menggunakan Watch Film adalah media yang baik untuk mendorong siswa untuk menulis. Dari tanggapan siswa lebih mudah untuk menulis dengan metode ini, terutama untuk Pengajaran Menulis Teks Recount menggunakan menonton film adalah cara yang efektif untuk mengajar dan menghasilkan ide-ide mereka secara tertulis baik secara individu atau dalam kelompok.

Kata kunci : Pengajaran Menulis, Film, Teks Recount

Introduction

Language is primarily a means of communicating thoughts from one person to another. Language is a crucial part in our life, because nobody can not for long avoid the use of language from the moment they sleep, do all of daily activities, and even they may well dream of situations in which the use of language is again unavoidable. According to Communicative Language Theory as proposed by Nunan and Lamb, language is defined as a system for the expression of meaning: primary function – interaction.

Writing is transferring information or ideas of different kinds of the context to reader. According to Walters (1983:17) writing is the last and perhaps most difficult skill students learn. So, we can conclude that writing is not easy or spontaneous, it requires conscious mental effort. Unlike speech, writing has to be taught through formal instruction. The organization framework for our ideas in written communication has to be mastered. All these difficulties make learning to write a sophisticated process that combines many interrelated components.

Writing is one of the important skills for foreign language learning in English. It is important because writing is a crucial skill for academic or occupational success. Next, writing can be an effective tool for the development of academic language proficiency as learners have to explore advanced lexical or syntactic expression in their writing work.

Finding and Discussion

The findings in this research were found on observation. The observation was done by the researcher for two meetings. The researcher observed how was the implementation of watching movie teaching writing recount text for the second grade students in SMP Yos Sudarso Sidoarjo. besides it, the researcher also observed about how were the students' responses in teaching writing recount text through movie in the second grade students in SMP Yos Sudarso Sidoarjo. The first meeting, researchers conducted class observations. when doing classroom observations, the researchers concluded that the media used could be applied in class. and students can understand and be interested in the media. after the researcher got the results of the first study, the researcher continued to make a second observation. when doing a second observation, the researcher applied the media to students in class. and when applying the application, students begin to be interested in the media. after making the first and second observations, researchers can conclude that media that use animated films are very effective there are students. students can easily understand the contents or stories of animated films. students can find new verbs so that their knowledge increases.

In this part the researcher discuss about the finding that had found From field note. All of the instruments were used to found the teaching learning process in teaching wraiting recount text throught movie "Lego Story" in SMP YOS SUDARSO Sidoarjo and to found the students' cognitive responses in teaching wraiting recount text throught movie as follows: Teaching writing recount text through movie and The students' Cognitive and Response in Teaching writing recount text through movie"Lego Story".

Conclusion

In this final chapter, the researcher presents the conclusions and gives some suggestions. The conclusions include the analysis that the researchers made in the previous chapter. The advice is given to English teachers who are teaching writing recount text through movie in junior school students, especially in the two grade and next researchers who will conduct similar research.

Based on the findings of the researcher it can be concluded that, watching movie technique can be used in teaching text writing recount for seventh grade students. This watching movie technique is easy to apply. so it is easy to understand by students and students' writing skills are improved using the technique of watching movies. students are easier to retell what they have seen and through the techniques of watching this movie, writing text recount increases. This technique can motivate students in learning to write.

Based on the data interpretation and previous conclusion, the researcher has some suggestions to the teacher, the students and other researcher. The researcher constructs her suggestion as follows :

1. For the teacher

English teachers need to be creative and innovative in teaching and learning, especially in the definition of reading. This means that teachers need to use a lot of information to understand, read, enjoy, be active, and interactive in the learning process. The strategy of watching a movie can be used in understanding the text because this strategy can help students to understand the texts by shooting the movie after they

watch and understand the story, they will have no trouble writing the recount text.

2. For the students

A. to be success in understanding the material, students should accustomed to practice regularly.

B. as the first learner, students should not afraid to make mistake in learning process, in contrary they make themselves to be more courage in expressing their mind.

C. as a learner, do not be ashamed to enrich the knowledge.

3. For the Next Researchers

The researcher would like to invite the next researcher who performs similar research to make improvements in this research, such as using the same strategy but different text types, or different subjects. Researchers can further measure the effectiveness of the implementation of the strategy of watching movies in writing recount text through movie, so it will use quantitative methods in subsequent research.

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