



IMPROVING THE STUDENTS' ABILITY IN WRITING
RECOUNT TEXT BY USING MR. BEAN VIDEO AT SECOND
GRADE OF MTs PAB 2 SAMPALI

A SKRIPSI

*Submitted to the Faculty of Tarbiyah and Teacher's Training State Islamic
University of North Sumatera Medan as a Partial Fulfillment of the
Requirements for Degree of Sarjana Pendidikan*

By

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FACULTY OF TARBIYAH AND TEACHERS TRAINING
STATE ISLAMIC UNIVERSITY OF NORTH SUMATERA MEDAN

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Assalamu'alaikum Wr. Wb

Setelah membaca, meneliti dan memberi saran-saran perbaikan seperlunya terhadap skripsi mahasiswa **Eva Darmaini** yang berjudul "Improving The Students' Ability In Recount Text By Using Mr.Bean Video At Second Grade of MTs PAB 2 Sampali"

Maka kami berpendapat bahwa skripsi ini sudah dapat diterima dan dimunaqosyahkan pada sidang Munaqosyah Fakultas Ilmu Tarbiyah dan Keguruan UIN-SU Medan.

Demikian kami sampaikan, atas perhatian saudara kami ucapkan terima kasih.

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RECOUNT TEXT BY USING MR.BEAN VIDEO AT
SECOND GRADE OF MTs PAB 2 SAMPALI**

Menyatakan dengan sebenar-benarnya bahwa skripsi yang saya serahkan ini benar-benar merupakan hasil karya sendiri, kecuali kutipan-kutipan dari ringkasan-ringkasan yang semuanya telah saya jelaskan sumbernya. Apabila di kemudian hari terbukti atau dapat di buktikan skripsi ini hasil jiplakan, maka gelar dan ijazah yang di berikan oleh Univeritas batal saya terima.

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ABSTRACT

EVA DARMAINI. 2019. Improving The Students' Ability In Writing Recount Text By Using Mr. Bean Video at Second Grade of Mts Pab 2 Sampali

This research was aimed to find out the implementation of mr.bean video technique to improve the students' writing ability in writing recount text. The subject of this study were 28 students at VIII-3 grade of MTs PAB 2 SAMPALI. This research was conducted by using Classroom Action Research. The qualitative data were obtained from test which carried out at the end of every cycles. The tests were given to the students in pre-test, post-test I, and post-test II. The result of data analysis showed that the students' score increased from the first test, post-test of cycle I to the post-test of cycle II. It could be seen from the mean of pre-test was 43.25. In the post test of cycle I, the mean was 56.39. There were 3.57% (1 students) who passed MPG. In the post test of cycle II, the mean was 73.71. There were 60.71% (17 students) who passed MPG it indicated that was improvement of the students' ability in writing recount text by using mr.bean video.

Keywords: *Writing, Recount Text, Mr.Bean Video*

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All praises are due to Allah. The lord of the universe who has given the writer has blessing, healty, opportunity and guidance. Peace and blessing be upon Prophet Muhammad *Shallahu'alaihi wa salam*, his family, his relatives and all his followers.

This thesis which is entitled “**Improving The Students’ Ability In Writing Recount Text By Using Mr. Bean Video At Second Grade Of Mts Pab 2 Sampali**” is written to fulfill one of requirements to obtain the *Sarjan pendidikan* degree at the Department of English Education, Faculty of Tarbiyah and Teachers’ Training, State Islamic University of North Sumatera.

In the process of completing this thesis, the writer faced difficulties and problems. It was hard for me to make this research finished without the help and supports from many people around me. Therefore, the writer would like to thanks for:

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Medan, Oktober 2019
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CHAPTER I

INTRODUCTION

A. **Background of the study**

Writing is one of the important aspects in English that should be mastered by all of people in general and especially for all of people who want to express their knowledge, opinions, and experiences in written form. As we knew that writing can be a bridge for seeing the world and the whole world will know you. There are so many benefits that could be gotten from writing if we know the right strategy in getting writing.

Alexander LG said that all of four basic language skills are listening, speaking, reading, and writing. In his book he also said the most important of all basic language skills are speaking and writing. “speaking and writing are most important of these skills, since to some extent they presuppose the other two”.¹

Writing is the expression of language in the form of letters, words, sentences, and paragraph on the bases of structure and some other related to one another. Regardless of the language, writing many rules including grammar, spelling, and punctuation. Writing is a piece of written text about the topic in a context, and it is very important to use a means of communicator people, especially for the students.

Unfortunately, writing is still being complicated problem in Indonesian students right now. The using strategy that teacher used in teaching writing is giving influence to students’ writing directly. Almost of teacher who teach writing

¹Alexander LG. *Practic and Progress*.(London:Longman Group Ltd.1975).p.viii

just focus on students' writing fluency without note students' writing. Because of this case, almost of students being less interest in doing writing activity.

Based on the experience of the researcher, when doing teaching practice program (PPL) in MTs PAB 2 Sampali, the researcher found that the most of students faced difficulties in writing process particularly in writing recount text. In the planning process, a number of students are still confused how to figure ideas out. They tend to use only sight as one of senses in figuring ideas. In the final version, the students have some problems such as heving problem in the generic structure, grammar, and spelling.

In the line with the rality above, there are some factors that influence students' ability in writing recount text such as students' cognitive background, students' interest and teaching technique in the classroom, etc. The factors are connected and influenced each others. In this case, to make students enjoy and move interested in learning English in the clasroom, teacher needs to use several appropriate techniques in teaching which depends on the goal of learning that want to reach. Besies that the teacher did not choose a suitable media, so it makes the students are not interested to write.

To solve this problem, the researcher would like to use a different media, such as Mr Bean Video. It is one of the medias which has very high value in absorbing students' lesson. This media can be seen, make a students focus, and precise. Therefore I want to use this media to improve the students' writing recount text.

Through this technique, the writer wants to see how far students' writing recount text can be improved. Based on the details above, the writer takes a title

of this thesis is **“Improving Students’ Recount Text Writing By Using Mr. Bean Video At Second Grade Of Mts Pab 2 Sampali”**

B. The Identification of Study

Based on the background of the study, the problems that can be identified follows:

1. The Students’ in Writing Recount Text is Still Low
2. The Students still make mistakes in sentence pattern on writing recount text
3. The students are not confident to write down their idea in English
4. The teacher is less in using media in class so that the students bored

C. Limitation of the Problems

There are many factors that can influence the students in writing recount text. Some influences are internal and external factors. In internal factors of the students are influence by motivation, interest of material, students learning styles, and external factors are influence by teacher performance, teacher discipline and the using of media, strategy, method, and tehnik in teaching by teacher. In this research, writer limits the external factor on the english teachers’ media in teaching English that is Mr Bean Video focus on writing recount text at MTS PAB 2 SAMPALI.

D. Formulation of the Problems

In the relation to the background study, the problem in ths research can be formulated as follows:

1. How is the Effect of Mr. Bean Video as Media to Improve Students' Ability In Writing Recount Text ?
2. Can Mr.Bean Video Improve Students' Ability In Recount text ?

E. Objectives of the Sudy

1. To Know the Effect of the Using of Mr.Bean Video in teaching Writing Recount Text
2. To Know Mr.Bean Video can Improve Students' Ability In Writing Recount Text

F. Significances of the Study

The result of this study are expected to provide benefits to teachers that are theoretical or practical. Theoretical benefits of this research are as follows.

1. The Principle

The principle can make a concept of teaching and learning

2. The Teachers

- a. It can be improved their teaching of writing though Mr.Bean Video
- b. Consideration and alternaive of learning media that may can be applied to improve students learning success.

3. The Students

The students can improve their ability in writing skill by using Mr.Bean Video

4. The Researcher

This study will be one of her experience in writing English while she is studying in the English Department.

CHAPTER II

THEORITICAL REVIEW

A. Theoretical Framework

To conduct a research, there are some theories are needed to explain some concept and terms applied in the research concerned. This study also uses some concern and terms that need to the theoretical explained. The theoretical elaboration on the concepts and terms used will be presented in the following part.

1. Definition of Writing

Writing is one of language skills which is important in our life. Through writing, we can inform others, carry out transaction, persuade, infuriate, and tell what we feel. However, we know that writing or learning to write especially in a second language is not simply a matter of “writing things done”. It is one of the four basic skills (listening, reading, speaking, and writing)

According to Jack C. Richards and Willy A. Renandya. Writing is the most difficult skill for second language learners to master.² Writing is the final product of several separate acts that are hugely challenging to learn simultaneously. Among these separate acts not taking, identifying a central idea, outlining, drafting, and editing. It is difficult to start writing a report, for example, without a central idea and notes to support it. Often, the more detailed an outline, the easier is the writing. People frequently find that they can finish faster by writing a first draft quickly and then editing and revising this draft.³

²Jack C. Richards and Willy A. Renandya, *Methodology in Language Teaching: An Anthology of Current Practice*, (Cambridge University Press, 2002), p.303

³Wallace, Trudy, Winifred E. Stariha And Herbert J. Walberg. 2004. *Teaching Speaking, Listening, writing: educational Practices Series-14*, p.15

Many experts have proposed the definition and explanation of writing. Writing is the expression of language in the form of letters, symbols, or words. The writing process includes prewriting, composing, revising, editing, and publishing. There are many kinds of writing such as expository, narrative, descriptive, and persuasive. Regardless of the language, writing has many rules including grammar, spelling, and punctuation.⁴

Writing which resembles speech (something a script writer would try to master) and some writing may become spoken language (a political speech, or news broadcast, for example). Therefore text can be placed on a continuum, with typically written texts (for example, formal academic writing) at one end and typically spoken texts (such as chatting to friends) at the other.⁵

Writing is to produce or reproduce written messages. It means that writing is one of language skill use hand to transform what we think in our mind. Writing is a within form in expressing idea, feeling and opinion.

In the Holy Qur'an, writing is also important skill should be learned and there is verse that state the existence of writing that be stated in Al-Qur'an that is surah Al-Alaq 1-5:

أَقْرَأْ بِاسْمِ رَبِّكَ الَّذِي خَلَقَ (١) خَلَقَ الْإِنْسَانَ مِنْ عَلَقٍ (٢) أَقْرَأْ وَرَبُّكَ الْأَكْرَمُ (٣) الَّذِي عَلَّمَ بِالْقَلَمِ (٤) عَلَّمَ الْإِنْسَانَ مَا لَمْ يَعْلَمْ (٥)

The Meaning:

1. Read! In the name of your Lord, Who has created (all that exists),
2. Has created man from a clot (a piece of thick coagulated blood),

⁴Utami Dewi.2013. How to Write. Medan: La-Tansa Press. p.2

⁵ Vinod Vasishtha. 2007. Learning to Teach English (A practical introduction for new teachers). New Delhi: Viva Books Private Limited, p.70

3. Read! And your Lord is the Most Generous,
4. Who has taught (the writing) by the pen [the first person to write was prophet Idrees (Enoch)],
5. Has taught man that which he knew not.⁶

The command to write as in both of verses have a goal is that people need to have knowledge and information. Generally, Allah gives knowledge through the intermediary of *qalam* (pen). There are two signals that can be captured to obtain and to develop science : Allah teaches with pens that have been known to other humans previously, and teaches people (without pen) that he has not yet known. The first way is no teach with a tool or on a basis human effort. The second way is to teach without tools and without human effort.⁷

Based on explanation of the verses, Allah created pen as a media that can be used by people for knowing, understanding something though writing. And Allah teaches us that writing is an activity to give information in written form that are connected with three components, such as thought, heart and hand.

The hadith was narrated by Abu Huraira:

حَدَّثَنَا عَلِيُّ بْنُ عَبْدِ اللَّهِ، قَالَ حَدَّثَنَا سُفْيَانُ، قَالَ حَدَّثَنَا عَمْرُو، قَالَ أَخْبَرَنِي وَهْبُ بْنُ مُنَبِّهٍ، عَنْ أَخِيهِ، قَالَ سَمِعْتُ أَبَا هُرَيْرَةَ، يَقُولُ مَا مِنْ أَصْحَابِ النَّبِيِّ صَلَّى اللَّهُ عَلَيْهِ وَسَلَّمَ أَحَدٌ أَكْثَرَ حَدِيثًا عَنْهُ مِنِّي، إِلَّا مَا كَانَ مِنْ عَبْدِ اللَّهِ بْنِ عَمْرٍو فَإِنَّهُ كَانَ يَكْتُبُ وَلَا أَكْتُبُ. تَابَعَهُ مَعْمَرٌ عَنْ هَمَّامٍ عَنْ أَبِي هُرَيْرَةَ.

Meaning :He told us 'Ali bin' Abdullah said that he had narrated tous Sufyan said, had told us' Amru said, had told me Wahhab bin Munabbih from his brother said, I

⁶Abdullah Yusuf Ali, The Meaning of the Holy Qur'an, United States of Amerika: Amana Publication, 2001,p.1436

⁷Mustolehudin, Pemikiran: Tradisi baca tulis dalam islam kajian terhadap teks Al-Qur'an surah Al-Alaq ayat 1-5, jurnal analisa Vol.XVIII, No.01 Januari-Juni 2011

heard Abu Hurairah said, There is none among the companions of the Prophet who has narrated more Hadiths than I except 'Abdallah bin Amr (bin Al-'As) who used to write them and I never did the same, Ma'mar also narrated from Hammam from Abu Hurairah. (HR. Al-Bukhari: 113).⁸

The process of writing is virtually the same for all writers. Writers get their ideas from many different sources. They organize what they have to say (on paper, on a computer, or in their heads). They write a draft. They ask what others think. They revise, making changes and additions to clarify their meaning. They edit for capitalization, punctuation, grammar, sentence sense, and spelling. Then they publish. It is the same for English Language Learners, they need to move through the writing process just like everyone else.

A text or paragraph may be understood as a visible division of the subject matter. According to Boardman by the quotes there are three characteristics in writing a good text or paragraph, namely :

1. Coherence

A paragraph has coherence when the supporting sentences are ordered according to a principle. The sentences are put in order so that the reader can understand your ideas easily. The principles for ordering depend on the types of paragraph you are writing. Coherence means stick together, coherence is basically a matter of having the part of a piece of writing in the right with the clear process.

⁸M. Mukhsin Khan, 2009, *The Translation of the Meanings of Sahih Al-Bukhari Arabic-English* Vol. 1, Book 3, Darussalam, Riyadh, Saudi Arabia, p. 121.

2. Cohesion

Another characteristic of a good paragraph is cohesion. When a paragraph has cohesion, all the supporting sentences connect to each other in their support of the topic sentence.

3. Unity

The final characteristic of a well written paragraph is unity. All the supporting sentences should relate to the topic sentence. Order in text or paragraph is like organization easy, but is smaller in space so it may be simpler to consider order as direction. Thus order chronological steps to express the idea the written form.⁹

To make the text or paragraph the thing of remember is the characteristic in writing. Understand the meaning of coherence, cohesion, and unity. So when writing a text we should make sure that we start a new paragraph when we move to an new point, or to a new development of an existing point. A good test for whether or not to begin a new paragraph is whether we could invent a heading for it.

2. The Writing Process

Writing process is about how the stages of writing applied by the writer. As stated in the nature of writing, there are four stages in writing process. Those are planning, drafting, editing and final draft. The writer should think the topic that they want to write down on a paper. There are some stages of the writing process. The stages are presented as follows:

⁹IOSR Journal of Humanities And Social Science (IOSR-JHSS) Volume 19, Issue 1, Ver.XII (Feb.2014), e-ISSN: 2279—0837, p-ISSN: 2279-0845.p.57

1. Planning

In this stage, the students make a list of ideas related to the topic. They plan what they are going to write in the first draft. In this stage, they have to consider three main issues. The issues are the purpose of the writing, the audience they are writing for and the content structure to sequence the facts, ideas or arguments.

2. Drafting

After the students have a list of ideas related to the topic, it is the stage for the students to start writing the first draft. They write the ideas which they are going to write without paying attention to making mistake.

3. Editing

In this stage, students should re-write their first draft after finishing it. Its purpose is to see where it works and where it does not. The process of editing may be taken from oral or written feedback will help students to make revision of their writing. The revision shows what has been written. It means that this step is important to check the text coherence and to stimulate further ideas. Not only that, it also encourages students to find and correct their mistakes in writing.

4. Final Version

In this last stage, the students re-write their draft after revising with peers and teachers. The students have a good written text in the final product since they do the editing process before.¹⁰

3. Recount Text

a. Definition

¹⁰Jeremy Harmer.. How To Teach English . Essex: Pearson Education Limited.1998. p.56

According to Anderson, recount is a piece of text retells past events, usually in the order in which they happened. It has a purpose in which it gives the audience a description of what occurred and when it occurred¹¹. Knapp and Watkins also say that a recount is a sequential text that does little more than sequencing a series of events. It is the simplest type of narrative genre¹².

So recount text is a text that telling the reader about one story, action and activity. In this case, recount text is text which retells event or experiences in the past. Its goal is to entertaining or informing the reader.

b. Structure of Recount Texts

It is a point when writers try to create a piece of a recount text. Anderson states that a recount text has three main parts:

➤ Orientation

It gives background information about who, what, where, and when.

➤ A series of paragraphs

It consists of paragraphs which retell the events in the order in which they happened

➤ Conclusion

It is a paragraph that contains a personal comment. In this case, a recount text tells the reader what happened in a past. It begins with an orientation which tells the reader who was involved, what happened, where this event took place

¹¹Anderson, M and A. Kathy. Text Type in English 1. Melbourne:Macmillan. 1997. p.49

¹²Knapp, P., Watkins, M. Genre, Text , Grammar: Technologies for Teaching and Assessing Writing. Sydney: University of New South Wales Press. 2005. P.223

and when it happened. Then, the sequences of events are described in some sort of order. And last it may be a reorientation at the end which summarizes the event.

4. Video

As an educator, the teacher has an important role as the facilitator of the students so that the learning process runs according to the planned goals. One of the learning objectives is that students can master the material that has been set in the learning plan. One effort that can be done by the teacher so that these goals can be achieved, the teacher should be creative in developing learning media. According to Yudhi, learning media is everything that can convey and channel messages from a planned source so as to create a conducive learning environment and students can carry out the learning process effectively and efficiently.¹³

Meanwhile, according to Gagne and Briggs in Arsyad's book said that learning media includes tools that are physically used to convey the contents of teaching material, which consists of books, tape recorders, films or videos, slides, photos, graphics, television and computers.¹⁴ From some of the opinions of the experts it can be seen that learning media are components or tools used in the learning process.

One of the media that can be used in learning is video. Through video media, learning is more interesting and fun. The peting aspect of using video media is to help clarify the material, so the media acts as a tool to clarify the messages conveyed in the teaching and learning process. The use of video media

¹³Yudhi Munaidi. Media Pembelajaran. Jakarta: GP Press Group. 2013. P.7-8

¹⁴Azhar Arsyad. Media Pembelajaran. Jakarta: Dian Rakyat 2015. P.4

can stimulate student knowledge, train logical, analytical, more creative, effective thinking, sharpen students' imagination and delight.

Arsyad's opinion in the Wiarto 's book states that: Video is images in a frame, where frame by frame is projected through the projector lens mechanically so that on the screen there is a vivid image.¹⁵ Then the opinion of Daryanto said that Video is a non-print teaching material that is information-rich and straightforward because it can arrive directly in front of students, video adds a new dimension to learning.¹⁶

In English Learners' Incidental Vocabulary Acquisition in the Video-based CALL Program mention: The inclusion of video clips in teaching is becoming increasingly dominant in the second language learning curriculum. This reform reflects the acknowledgement that audio and visual information aids language learning. For the past two decades, Mayer and his colleagues have been investigating the nature of multimedia learning with a goal of building a research-based theory of how people learn from words and pictures.¹⁷

Plowman says that video is a powerful communications medium which, in combination with other learning resources and instructional strategies, can perform a vital role in modern education. Thus video can be an important media an important media for motivation. It can also help to promote discussion and

¹⁵Giri Wiarto. Media Pembelajaran Dalam Pendidikan Jasmani. Yogyakarta: Laksitas. 2016.p.136

¹⁶Daryanto. Media Pembelajaran. Bandung: Satu Nusa. 2011.p.90

¹⁷Lu-Fang Lin. English Learners Incidental Vocabulary Acquisition in the Video-based CALL Program; Asian EFL Journal. Volume 12 Issue 4.tt.

reflection about personal values, or personal connections to the topic under consideration.¹⁸

So my opinion video as a tool of communication and powerful vehicle of information that packed with messages, images, and ambiguity and present a rich content in learning classroom. Video can be one of the good alternative media to support student interest in the learning and teaching classroom.

While the benefits of video media according to Aqib include: 1) Learning is clearer and more interesting; 2) the process of learning is more interaction; 3) time and energy efficiency; 4) improve the quality of learning outcomes; 5) learning can be done anywhere and anytime; 6) foster a positive attitude towards learning about learning processes and materials; 7) increasing the teacher's role in a more positive and productive direction.¹⁹

Furthermore, the advantages of video media according to Rusman are: 1) videos can provide messages that can be received more evenly by students; 2) video is very good for explaining a process; 3) overcoming the limitations of space and time, more realistic and can be repeated or stopped as needed, and; 4) gives a deep impression, which can affect the attitude of students ".

In addition, the opinions of Kustandi and Sutjipto added the weaknesses of video media, namely: 1) the procurement of video media requires a very high cost

¹⁸Plowman, L. Active Learning and Intercative Video: A Contradiction in terms? Programmed Learning and Educational Technologies. 1988. 25(4), 28-293

¹⁹Zainal Aqib. Model-model, Media, dan Strategi Pembelajaran Kontekstual (Inovatif). Bandung: Yrama Widya. 2013.p.51

and a lot of time; 2) when playing video images and sounds will continue; 3) not all students are able to follow the information conveyed through video media ".²⁰

Some opinions above can be concluded that in the media there are benefits, and have advantages and disadvantages. With the learning process that uses video media, students can streamline time in learning, provide new experiences to students, and provide accurate, and more interesting information, but take up a lot of time and are quite expensive.

Moreover, Stempleksi, S. & Tomalin, B. Also say that Mr. Bean Video is a great material classes. It can motivate the students in learning then it also increases the student's ability.²¹

Based on definitions above, it means that Mr.Bean is described as the silent person, nice person and there are many people love his character. Especially the students at junior high school, students will motivate after watching the video because it also has a source of authentic and varied language.

B. Related Study

There are many researchers had implied some techniques to improve student's recount text at writing in different field of research. They proved the application of some techniques have good effect in learning process especially in teaching writing.

The research of Wahyu,²² entitled Improving The Writing Skills of Recount Text By Using Picture Series for The Eighth Grade Students of SMP

²⁰Kustandi dan Sutjipto. Media Pembelajaran; Manual dan Digital. Bogor: Ghalia Indonesia. 2013.p.64-65

²¹Stempleski, S. & Tomalin, B. Film. Oxford: Oxford University Press. 2001.

²²Intan Wahyu Saputri, 2014, Improving The Writing Skills of Recount Text By Using Picture Series for The Eighth Grade Students of SMP Muhammadiyah 2 Kalasan

Muhammadiyah 2 Kalasan In Academic Year of 2013/2014. The researcher found that teaching recount text by using picture series strategy can develop the students' writing skill at understanding recount text.

The research of Rulia,²³ entitled Teaching writing a Recount Text By Using A Mr.Bean Video To Junior High School Students. Based on she research , it caan be concluded that teaching writing a recount text by using Mr.Bean Video can increase student's motivation in writing skill.

The research of Bekti,²⁴ entitled Improving Students' Writing Skills On Recount Text Through Collaborative Writing Technique. According to data analysis conducted in this research, the application of collaborative writing is believed to be helpful to improve students' writing skills. Based on the result shown in he research's, the mean score of students' writing skill increases in each cycle.

The research of Aisah,²⁵ entitled The Effectiveness of Teaching Writing Recount Text By Using Facebook. The researcher found that facebook is an effective media in teaching writing recount text and really helpful in incresing student's ability and achievment of writing recount text.

In Academic Year of 2013/2014, Educational English Department, Yogyakarta State University, p.73.

²³Nila Rulia, 2014, Teaching writing a Recount Text By Using A Mr.Bean Video To Junior High School Students, English Department, state University Of Padang, p.190.

²⁴Amrih Bekti Utami, 2012, Improving Students' Writing Skills On Recount Text Through Collaborative Writing Technique, English Education Department, Yogyakarta State University, p.88.

²⁵Putri Aisah Ningsih, 2015, The Effectiveness of Teaching Writing Recount Text By Using Facebook, Educational English Department, Syarif Hidayatullah State Islamic University of Jakarta, p.40.

C. Conceptual Framework

Writing is a difficult thing because they have to think of tenses and selection of correct vocabulary in a sentence. Starting from this fact, the researcher is interested in raising and submitting Mr.Bean Video as one of media that is effective in improving students' understanding in writing recountt text. Mr. Bean video is applied not only interesting and fanny, but also because this is the right medium to introduce students to the elements in the recount text. Especially on the video "Mr.Bean was at the library" in this video there is no dialoge or conversation, so by using this video students it can write recount text properly without having to listen conversation or reading the running text. In addition, students will also be much more focus on the content of the video.

D. Actional Hypothesis

The Hypothesis of this research is the Mr.Bean Video can improve the students' writing recount text in PAB 2 Sampali.

CHAPTER III

RESEARCH METHODOLOGY

A. The Subject of The Research

The objective of research is to describe how the teaching writing recount text by using Mr.Bean Video at eleventh grade of Junior High School of Mts PAB 2 Sampali. Teacher hopes, them to active in practicing English writing in class or another place. It is will expect that the students can enjoy to expressing their ideas opinion and feeling and can match writing with situation and condition. Besides

that, they can also get fun in learning English in school especially for learning English writing.

B. Research Setting

The time and place of the research teaching writing recount text by using Mr.Bean video for eleventh grade students of high school at MTs PAB 2 Sampali on jl.Pasar Hitam No. 69 Sampali Desa Sampali, Kecamatan Percut Sei Tuan, Kabupaten Deli Serdang, Kota Medan, Provinsi Sumatera Utara. The school is selected as the setting of the research because MTs PAB 2 Sampali was as a place which the writer did PPL III, there is no similar research conducted previously. The researcher also found that most of the student were still having problem in writing particularly in figuring ideas out to write recount text.

C. Research Method

In this thesis, the writer used Classroom Action Research (CAR). According to Burn in Kunandar's book, action reseacrh is application of fact finding to practical problem solving in a social situation with a view to improve the quality of action rithin it, involving the collaboration and cooperation of researcher, practitioners, and laymen.²⁶ According to Kemmis and Mc Taggart cited by David Nunan, Classroom Action Research is a group activity, and a descriptive research carried out by a teacher in his or her own classroom, without the involvement of others, which is aimed at increasing our understanding rather than changing the

²⁶Dr. Kunandar.2012.Langkah Mudah Penelitian Tindakan kelas; Sebagai Pengembangan Profesi Guru, Raja Grafindo Persada, Jakarta. P.44

phenomenon under investigation, would not be considered by these commentators to be action research.²⁷

The large number of cycles depends on the satisfaction of the researchers themselves, but it needs to be confirmed that the CAR must not be less than two cycles. And in this case researcher have been quite satisfied with the results of two cycles.

The specific characteristic of action research according to whitehead in kunandar's book.

1. In a classroom action research there is a commitment to improving education
2. In a classroom action research, there is a clear intention to intervene into and improved understanding and practice of a person and to accept responsibility for themselves.
3. In this action attached to a knowledgeable, committed and intend.
4. In this research, the monitoring of systemic to produce valid data or information
5. The study involved authentic description of the action
6. Needs validation²⁸

Based on explanation above, action research is qualified to be used in order to see the improvement of students' recount text writing by using mr.bean video. There are two cycles applied in this research. There are four components in one

²⁷David Nunan, *Research Method in Language Learning*, (Australia: Cambridge University Press, 1992), p.18

²⁸Ibid. p.24

cycle for doing Classroom Action Research. They consists of (1) planning, (2) acting, (3) observing, (4) reflecting.

Planning, it is arrangement for doing something such as preparing lesson plan, conductig the pre-test as the instrument to know the basic recount text writing of students, and next preparing the learning material, media, writing test and the instrument for collecting data such as dairy note, interview sheet, and observation sheet. Action is the process of doing thing. It is the implementation of planning. The researcher should be flexible and welcome to the changing situation in school. Observation is purposed to find out information of action, such as the students attitudes even the obstacles that happen. So it is collected as the data which were used as a basic of reflection. Reflection is a feedback process from the action which has been done before. Reflection is used to help the teacher make a decision. Reflection has evaluative aspect to evaluate the effect of spacios issue and suggest the way to handle it.

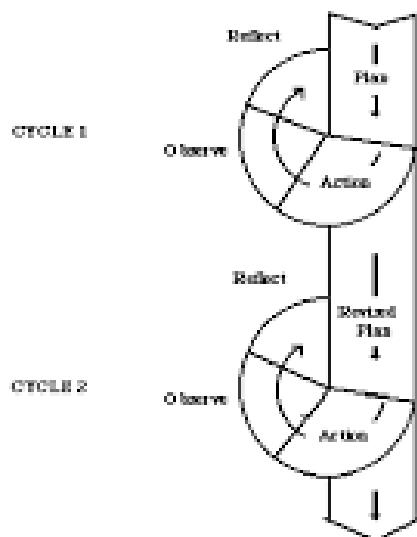


Figure 1. Cyclical Action Research Model Based on Kemmis and McTaggart

D. Design and Procedures Of The Classroom Action Research (CAR)

The writer followed Arikunto Classroom Action Research design. The design consists of several cycles, in which each cycle covers the planning, acting, observing, and reflecting of the teaching learning process based on the lesson plan that has been prepared for on meeting.

Table 1. The Table Of Classroom Action Research by Arikunoto²⁹

Cycle 1	Planning: problem identification and determination of alternative solution to problems	<ul style="list-style-type: none"> a. Planning lessons will apply in the PBM b. Determine the subject c. Developing a learning scenario d. Setting up learning resources e. Develoving evaluation format f. Develoving learning evaluation format
	Action	Applying the scenario refers to the act of learning
	observation	<ul style="list-style-type: none"> a. Observation using the observation formats b. Assessing the results of the

²⁹Dr. Kumandar, *op.cit.* p.96.

		action using the format
	Reflection	<ul style="list-style-type: none"> a. To evaluate actions taken which includes an evaluation of the quality, b. A meeting to discuss the result of the evaluation of the learning scenario and others c. Improve the implementation of appropriate measures of evaluation results, to use in the next cycle d. Evaluation of cycle 1
Cycle II	planning	<ul style="list-style-type: none"> a. Problem identification and determination of alternative solution to problems b. The development program of action II
	Action	Implementation of the program of action II
	Observation	Collection and data analysis of the action
	Reflection	Evaluation of action II
Subsequent Cycle		

E. **Technique of Collecting Data**

The technique of collecting data in this research is used both quantitative sheet, documents, and diary notes. The complete explanation as follow:

1. Quantitative Data

The quantitative data is used to know the students' mastery through giving scores of the subject that they have learn. In collecting quantitative data, the researcher will use:

a. Test

Test will be given to measure students' recount text writing. The test which will be used consists of two kinds, pre-test and post-test. Pre-test will be done by student before applying Mr.Bean Video to know the basic students' recount text, and the researcher will give test to write recount text after teaching or explaining the lesson. Post test will be done by students after applying Mr.Bean Video to know the improvement of students' recount text, and the researcher will give test to write recount text after teaching or explaining the lesson.

2. Qualitative Data

The qualitative data is used to describe the situation during the learning teaching process. In collecting qualitative data, the researcher will use:

a. Observation Sheet

The observations were conducted to discover valuable information related to the teaching and learning process. The information here was related to the

students' involvement during the lesson, the students' understanding of the given materials, the techniques and method used by the teacher, and also the media used in teaching and learning process.

b. Interview

The researcher interviewed the students and the teacher before, during, and after the action. The interview was used to collect the data by using personal contact with students and the teacher to know the progress or improvement of students' writing ability.

F. Technique of Analyzing the Data

Technique of data analyzing is an effort that is done by researcher to analyze the data accurately. The data will use to describe the situation during teaching learning process. In this case, the researcher need to analyze qualitative and quantitative data.

1. Quantitative data

To analyze the quantitative data, the researcher will compare the result score of the pre-test and post-test to know whether the students' writing of recount text can improve or not. The step of data analysis are the researcher will assess the result of the students' writing in pre-test and count the mean of the result. The last step is the researcher will compare the improvement on the pre-test and each cycles. The quantitative data will be analyzed by t-test formula to know the difference of the test success after using Mr.Bean video technique.

The formula of t-test as follows:

$$t = \frac{\bar{D}}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}$$

Where:

D = Difference

N = Subject Of Students ³⁰

2. Qualitative Data

To analyze the qualitative data, the researcher will conduct some steps by Miles and Huberman.³¹ Qualitative analysis defines as consisting of three activities : data reduction, data display and conclusion drawing. Those can be explained as follow:

1. Data Reduction

Data reduction refers to the process of selecting, focusing, simplifying, abstracting, and trnasforming the data that appear in written up field notes or transcriptions.

2. Data display

Data display goes a step beyond data reduction to provide an organized, compressed assembly of information that permits conclusion drawing.

3. Conclusion Drawing

³⁰Chandra Wijaya And Syahrums, 2013, Penelitian Tindakan Kelas, Bandung: Citapustaka Media Perintis, p.61.

³¹MatthewB.Miles and A.Michael Huberman, 1994, Qualitative Data Analysis, USA:Sage Publications, p.10.

The action involves drawing meaning from displayed, reducing data, noting regularities, patterns, explanation, possible configuration, casual flows and preposition. The conclusion in qualitative research was a new discovery that can be an answer of the research problem. Finally, in this step the researcher will get the result and conclusion of the research.

G. Research Validity and Realibility

To get the validity of the data, Anderson et al in Burns³² purpose five criteria of validity. The criteria are:

1. Democratic Validity

This validity relates to the extent to which the research is truly collaborative. It relates to the perspectives given by those who have a stake in the research, which they lead to the inclusion of multiple voices.

2. Outcome Validity

It refers to the nation of actions leading to outcomes that are “successful” within the research context. It also depends on the process of conducting the research

3. Process Validity

This validity rises when the study is conducted in a dependable and competent manner and effort is made to not simply praise existing practices.

4. Catalytic Validity

³²Anne Burns, 1999, Collaborative Action Research for English language Teachers. Cambridge University Press. p.161-161.

It relates to extent to which the research allows the participants moved to action based on their changed understanding that came from participation in the study and do the results of the study act as a catalyst for action.

5. Dialogic Validity

It is the technique and findings of the study subject to critical conversations or a peer review process.

Furthermore, to enhance the trustworthiness of the research, the researcher decided to implement triangulations. There are four forms of triangulation which it could be valuable in collaborative action research. In this study, the researcher implemented two of four kinds of triangulations, namely time triangulation and investigator triangulation. The criteria are:

- a. Time triangulation : to get a sense of what factors are involved in change processes, the data are collected at one point in time or over period of time.
- b. Investigator triangulation : This triangulation helps avoid observer bias and provides checks on the reliability of the observation. Furthermore, in the same research setting, more than one observer is used. Meanwhile, to access the reliability of the data, the researcher involved the students of second grade in MTs PAB 2 Sampali.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

A. The Research Finding

1. Preminiary Study

Before doing a treatment in the first cycle, the researcher did a preliminary study. It was aimed to know the students' ability and to evaluate the students' improvement in writing recount text. In this preliminary study, there were quantitative and qualitative data. The quantitative data were strengthened by the qualitative data.

The quantitative data were obtained from the result of students' score in writing recount text. The Minimum Passig Grade (MPG) of English lesson at MTs PAB 2 Sampali is 75. The researcher gave a pre-test to 28 students of VIII-3. The total score of the students' pre-test was 1186 and the mean score was 42.35. It shows that the mean score of the students did not fulfill MPG.

The qualitative data taken from the result of teacher's and students' interview. It shows that there were some problems in writing recount text. It can be seen from the interview of English teacher about students' ability in writing, as follows: "*salah satu kesulitan yang saya hadapi adalah kurangnya vocabulary siswa dan pemahaman tenses*". It was strengthened by the result of students' interview as follows: "*menulis recount text sulit miss, karena hasur maham pakai tense dan harus banyak menguasai vocabulary*".

Another students said that, "*tambah lagi kalau saya miss, payah mau nulis recount text, gak tau apa yang mau ditulis*". Based on the qualitative data, it shows that students faced difficulties and they were confused in writing recount text particularly in tenses, mastering vocabulary, and figuring ideas out.

Based on the preliminary study above, it can be concluded that the students' ability in writing recount text was low. It can be seen from the quantitative which were obtained from the result of test and the qualitative data which were obtained

from the result of teacher's and students' interview. Therefore, the researcher would like to conduct a research about improving students' ability in writing recount text. Thus, the researcher continued giving treatment in first cycle.

2. Cycle I

After doing preliminary study, the researcher decided to do the cycle I. In this cycle, the researcher conducted four steps, they are : planning, action, observation, and reflection.

a. Planning

In this step, the researcher prepared all of material which were needed in learning such as preparing lesson plan, pbservation sheet, and preparing about the post test of cycle I.

b. Action

In this step, there were all activities in planning step which were done by reseearcher. The researcher implemented the action based on the lesson plan which had been made in planning step. In this cycle, the reseracher explained about recount text which consisted of its definition, generic stucture, language features and gave an example how to write recount text by using Mr.Bean video.

Then, the researcher asked students to make recount text writing based on Mr.Bean video. After finishing, the researcher submidtted the students' writing recount text.

c. Observation

The observation was conducted to observe the activities of teacher and students in teaching and learning process. It was aimed to find out the information

about all activities during the action process. This observation was used as basic data to do reflection.

The result of the post test of cycle I, it showed that the total score of the students was 1579 and there were 28 students. Based on the result the researcher got the mean of the students' score was 56.39. The percentage of the students' score of the post test cycle I was 1 students who passed or got the score up to 75 was 3.57%. Then the percentage of the students' score of the post test I was 27 students who failed or did not get the score up to 75 was 96.42%

In this research was used the hypothesis from compilation of pre test and post test I. It could be seen that the coefficient of t-observed and t-table to $df=N-1=28-1=27$, with fact that $\alpha=0,05$ was 2.048 in the coefficient of t-observed (9.10) > t-table (2.048). Thus, alternative hypothesis (H_a) cannot be received. Based on finding, alternative hypothesis (H_a) stated that mr.bean video not improve the students ability the students' ability in recount text yet.

The quantitative data above were strengthened by qualitative data which of obtained from interview and observation sheet. The observation was done to observe how students' behavior and problem in teaching and learning process. Most of students had participated in teaching and learning process. They were able to aply mr. Bean video which helped them to find ideas out so that they could arrange and write recount text better in this cycle.

The students were enthusiastic and enjoyable about the topic and they were able to work in pair to write recount text by using mr bean video. The activity of students could be seen in observation sheet and documentatio were taken by researcher during teaching and learning process in the classroom.

d. Reflection

In this step, the researcher evaluated the teaching and learning process in the end of cycle I. The evaluation was done by collecting data such as observation sheet, the result test of qualitative data which were used to make consideration for the next cycle. Thus, the researcher stated that to continue doing cycle II. Because the researcher believed that the students' ability still could be improved to get the better result.

3. Cycle II

The researcher decided to continue the research in cycle II. In this cycle, the researcher expected that the result of cycle II was better than cycle I. The researcher applied the technique of five senses in cycle II and the researcher could use the information of cycle I to help in considering the better planning in this cycle. The researcher did the same steps as follows:

a. Planning

Based on the reflection I cycle I, the researcher rearranged the plan by preparing the lesson plan, preparing the general explanation briefly of the lesson the active and competitive condition of teaching and learning process. The researcher made ice breaking to make students be enjoyable in the beginning of teaching and learning process.

b. Action

In this step, there were all activities in planning step which were done by researcher. The researcher implemented the action based on the lesson plan which had been made in planning step. In this cycle, the researcher explained about past tenses, about recount text briefly and gave an example how to write

recount text by using Mr.Bean video. The researcher gave ice breaking to the students in the beginning of teaching and learning process.

Then, the researcher asked students to make recount text writing based on Mr.Bean video. After finishing, the researcher submitted the students' writing recount text.

c. Observation

This step was conducted to observe the activities of teacher and students in teaching and learning process. It was aimed to find out the information about all activities during the action process. This observation was used as basic data to do reflection.

Quantitatively, the result of the post-test of cycle II, it showed that the total score of the students was 2064 and there were 28 students who took the test. Based on the result of the post test of cycle II, the researcher got the mean of the students' score was 73.71. The percentage of the students' score of the post test was 17 students who passed or got the score up to 75 was 60.71%. Then, the percentage of the students' score of the post test was 11 students who failed or did not get the score up to 75 was 39.28%.

In this research was used the hypothesis from compilation of pre-test and post test I. It could be seen that the coefficient of t-observed and t-table to $df=N-1=28-1=27$, with fact that $\alpha=0,05$ was 2,048 in the coefficient of t-observed (24.93) > (2,048). Thus, alternative hypothesis (H_a) can be received. Based on finding. Alternative hypothesis (H_a) stated that mr,bean video could improve the students' ability in writing recount text.

Table 2. The Table of Percentage of Students who got score up to 75

Competence Test	Percentage
Pre-Test	0
Post-Test I	3.57%
Post-Test II	60.71%

Qualitatively, the activity of students was observed and it showed that most of students were enjoyable in learning recount text by using mr,bean video. The students were more confident and they listened to teacher's explanation seriously. They were not confused how to finding ideas and how to write recout text.

d. Reflection

In this step, the researcher could reflect the data such as the result of post test cycle II and the quantitative data such as interview students and teacher. They showed that the action given could improve students writing ability which was better result that the first cycle. The researcher could be concluded that the students' score showed better improvement. Most of students' score increase from the cycle I to the cycle II. It made the researcher stopped the cycle in this research because the students' ability in writing recount text was improved by using mr.bean video.

B. Discussion

The researcher was conducted to find out improvig students' ability in writing recount text by using mr.bean video. The result showed that there was improvement in students' ability in writing recount text by using mr.bean video. In the preliminary study showed that there 28 students whose the mean of score was 42,35.

It can be concluded that the ability of students in writing recount text is still low. Because, it did not fulfill MPG for English lesson is 75. The mean of the students' score in the post-test of cycle I was 56.39. It means that there are the number of students's score improved by using mr.bean video in writing recount text. Then, the mean of the students' score in the post test of cycle II was 73.71. It showed that the improvement of post test of cycle II was higher than the post test of cycle I.

The percentage of the students' score of the pre-test, there is no got the score up to 75. In the post test of cycle I, the percentage of the students' score, there were 1 students who passed or got the score up to 75 was 3.57%. It means that there was improvement about 3.57%.

In the post test of cycle II, the percentage of the students' score was 17 students who passed or got the score up to 75 was 60.71% and the improvement was about 60.71%. Thus, the total improvement of students' score from pre test to the post-test of cycle II was 60.71%. It means that te students' ability in writing recount text become better from the first meeting to the last meeting.

Based on the result of the qualitative data which was obtained from observation sheet, and interview. It was found that the effectiveness of teaching and learning activities in the classroom was improve in every steps of cycles. It indicated that the implementation of mr.bean video could help students in figuring out the ideas to write recount text.

From the explanation above, it can be concluded, the result of the research showed that the implementation of mr.bean video can improve the students'

ability in writing recount text. It can be proven by the quantitative data which showed the score of students got better from the pre-test to the post-test of cycle II.

Furthermore, it can be proven by the qualitative data which showed that the students were more enthusiastic in writing recount text and the teacher could teach better through applying the technique.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the result of the researcher that was conducted at VIII-3 grade students of MTs PAB 2 Sampali in 2019/2020 academic year. It can be concluded that the hypothesis of this research was accepted because the video technique could improve the students' ability in writing recount text. It could be seen from the improvement of students' score in post test I and post test II.

The researcher did this research in two cycles because the researcher had solved the problems in this research. The students' ability increased in both cycle I and cycle II. In the preliminary, quantitatively, the data showed that the total score of students was 1186. The mean score was 42.35. Qualitatively, the data were obtained from interview and observation during conducting the research. It showed that the ability of students was still low.

In the cycle I, the quantitative data showed that the total score of 28 students was 1579. There were 1 student who passed MPG and there were 27 students who failed the post test of cycle I. It can be concluded that the students' ability was improved but not successfully.

The cycle II, the quantitative data showed that the total score was 2064 and there were 17 students who passed MPG and there were 11 students who failed the post test cycle II.

Based on the analysis of the research, it showed that the technique of mr.bean video is appropriate to apply at VIII-3 grade of students. There is improvement of students' ability in writing recount text by using mr.bean video.

B. Suggestion

The researcher showed that the implementation of Mr.bean video had improved students' ability in writing recount text at the second grade students of MTs PAB 2 Sampali. Therefore, the researcher gave several suggestion for the English teacher, students and other researchers as follows:

1. For the English teachers

The use of Mr,Bean video can help students to figure out ideas in writing recount text. So that the students' ability can improve and they will be confident to write recount text,

2. For the students

They must improve their ability in writing recount text. Because writing is one of skill that must be mastered in learning English.

3. For the other researcher

This research is useful as information in conducting the deep and further research which is related this research. This thesis can be a reference for other researchers to conduct the next research if there are some weaknesses.

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APPENDIX III**OBSERVATION SHEET****The Observation Sheet of Students' and Teacher's Activity in Cycle I**

Read the following sentences accurately. Put (✓) whether the activity was done and put (X) whether the activity was not done by the teacher or students.

NO	ACTIVITIES	TEACHER	STUDENT
1	Explains recount text, its generic structure and example	✓	
2	Listen to the teacher's explanation about recount text enthusiastically		✓
3	Instrucs students to watch the video and explain what the important points that must be considered by students	✓	
4	Instructs students to write what the content about mr.bean bean video by recount text	✓	
5	Asks students to share and discuss with a partner what they got from the video	✓	
6	share and discuss with a partner what they got from the video		✓
7	Instructs students to underline about orientation, events, and reorientation	✓	
8	students write to underline about orientation, events, and reorientation		✓
9	Gives students time to write a recount text and underline about orientation, events, and reorientation	✓	
10	Asks students to presentation with their own work	✓	

11	Students to presentation with their own work		✓
12	Teacher give the conclusion from video	✓	

APPENDIX IV

OBSERVATION SHEET

The Observation Sheet of Students' and Teacher's Activity in Cycle II

Read the following sentences accurately. Put (✓) whether the activity was done and put (X) whether the activity was not done by the teacher or students.

NO	ACTIVITIES	TEACHER	STUDENT
1	Explains recount text, its generic structure and example	✓	
2	Listen to the teacher's explanation about recount text enthusiastically		✓
3	Instrucs students to watch the video and explain what the important points that must be considered by students	✓	
4	Instructs students to write what the content about mr.bean bean video by recount text	✓	
5	Asks students to share and discuss with a partner what they got from the video	✓	
6	share and discuss with a partner what they got from the video		✓
7	Instructs students to underline about orientation, events, and reorientation	✓	
8	students write to underline about orientation, events, and reorientation		✓
9	Gives students time to write a recount text and underline about orientation, events, and	✓	

	reorientation		
10	Asks students to presentation with their own work	✓	
11	Students to presentation with their own work		✓
12	Teacher give the conclusion from video	✓	

APPENDIX V

INTERVIEW SHEET WITH THE STUDENTS (PRE-TEST)

- Researcher : Assalamu'alaikum Warahmatullahi Wabarakatuh
- Students : Wa'alaikumsalam miss
- Researcher : Saat belajar bahasa inggris itu pernah gak mengalami kesulitan ?
kira kira kalau pernah kesulitannya apa saja ?
- Student 1 : Kalau kesulitan sih pernah miss, salah satunya adalah
mengartikan kalimat atau perkata nya miss.
- Student 2 : Pernah mis, saya bingung kali kalau disuruh buat kalimat gitu
- Student 3 : Pernah miss, saya masih sedikit vocabulary miss
- Researcher : Oke, selanjutnya miss mau tanya, kalian sudah pernah belajar
recount text ?
- Student 1 : Pernah miss
- Student 2 : Iya miss, pernah
- Student 3 : pernah miss
- Researcher : Bagaimana cara bapak mengajarkan writing tentang recount text
di kelas ? nah, gimana cara belajar kalian di kelas ?
- Student 1 : bapak itu menjelaskan di papan tulis miss, terus kami di kasih
tugas tentang recount text
- Student 2 : bapak itu juga ngasih contoh dulu miss sambil menjelaskan
sambil diartikan sama-sama gitu miss

Student 3 : biasanya bapak itu menjelaskan dulu mis baru dikasih tugas. Kalau disuruh nulis recount text itu miss saya bingung mau nulis apa.

Researcher : Bagaimana kesan kalian saat belajar recount text di kelas ?

Student 1 : suka miss, tapi sulit

Student 2 : lumayan miss, tapi miss saya butuh banyak waktu untuk menyelesaikan tugas nya. Kayak mana lagi miss saya kurang kali vocabulary saya terus belum lagi membuat kata-katanya

Student 3 : wih miss sulit, bingung mau nulis apa

APPENDIX VI

INTERVIEW SHEET WITH THE STUDENTS (POST-TEST)

- Researcher : Assalamu'alaikum Warahmatullahi Wabarakatuh
- Students : Wa'alaikumsalam
- Researcher : Bagaimana menurut kamu cara miss dalam mengajarkan recount text di kelas ?
- Student 1 : enak miss, saya suka. Biasanya saya bingung kali kalau disuruh menulis bahasa inggris miss.
- Student 2 : kalau sama miss lebih enak lah mis, miss juga banyak game terus jelasin sampai kami paham
- Student 3 : suka miss, apalagi nonton mr bean. Saya jadi lebih mudah untuk menuliskan cerita dalam bentuk recount text miss
- Researcher : Bagaimana kesan kamu setelah belajar recount text di kelas miss?
- Student 1 : lebih seru miss, mudah dipahami
- Student 2 : lebih mudah menulis miss, biasanya kalau menulis recount text itu lama dan susah cari ide nya
- Student 3 : agak lebih mudah lah miss. Pertamanya kayaknya susah kali ternyata enggak

APPENDIX VII

INTERVIEW SHEET WITH THE TEACHER (PRE-TEST)

Researcher : Assalamu'alaikum Warahmatullahi Wabarakatuh

Teacher : Wa'alaikumsalam Warahmatullahi Wabarakatuh

Researcher : Jenis text apa saja yang sudah bapak ajarkan dikelas?

Teacher : yang sudah ya, recount text dan descriptive text

Researcher : bagaimana cara bapak mengajar recount text di kelas ?

Teacher : awalnya saya jelaskan dulu apa itu recount text,selanjutnya saya kasih contoh

Researcher : dalam mengajar recount text, kesulitan apa saja yang biasa di hadapi pak ?

Teacher : ya kesulitannya, salah satu kesulitan yang saya hadapi adalah kurangnya vocabulary siswa dan pemahaman tenses

APPENDIX VIII

INTERVIE SHEET WITH THE TEACHER (POST-TEST)

- Researcher : Assalamu'alaikum Warahmatullahi Wabarakatuh
- Teacher : Wa'alaikumsalam Warahmatullahi Wabarakatuh
- Researcher : bagaimana pendapat bapak terkait sikap para siswa/i dalam pembelajaran yang saya lakukan di kelas ?
- Teacher : Menurut saya, sikap mereka antusias ya dalam mengikuti pembelajaran yang kamu berikan. Biasanya ya, dikelas saya berikan tugass mereka cukup lama untuk menuliskannya. Dan tulisannya pun sangat singkat. Namun yang saya lihat dalam pembelajaran kamu mereka cukup tertarik, aktif dan responsif.
- Researcher : Bagaimana pendapat bapak terkait Mr.Bean video yang telah saya terapkan di kelas dalam mengajarkan recount text?
- Teacher : kelau menurut saya, Mr.bean video ini dapat membantu menuangkan ide ya, dan video ini lucu sehingga anak anak tertarik dan bisa fokus terhadap alur cerita dalam Mr.bean video

APPENDIX IX

THE INSTRUMENT OF PRE-TEST

Subject : English

Material : Recount Text

Class : VIII MTs PAB 2 SAMPALI

Instruction :

1. Write your name on the right of your work sheet !
2. Choose one of these several topics : Experience/ Diary/ Holiday !
3. Write a recount text !

APPENDIX X

THE INSTRUMENT OF POST-TEST

Subject : English

Material : Recount Text

Class : VIII MTs PAB 2 SAMPALI

Instruction :

1. Write your name on the right of your work sheet !
2. Watch the video that will be played, please attention and focus on Mr.Bean Video !
3. Write a recount text !

APPENDIX XI

THE STUDENTS' SCORE BEFORE TREATMENT (PRE-TEST)

No.	Initial of Name	Score	
		Pre-Test	Criteria of Success ≥ 75
1	AA	30	Unsuccess
2	AAZ	45	Unsuccess
3	AT	40	Unsuccess
4	DK	53	Unsuccess
5	HH	50	Unsuccess
6	IYR	50	Unsuccess
7	IP	35	Unsuccess
8	IS	65	Unsuccess
9	JAS	35	Unsuccess
10	JUS	30	Unsuccess
11	MRA	30	Unsuccess
12	MIS	35	Unsuccess
13	MFR	35	Unsuccess
14	PSA	35	Unsuccess
15	RFL	30	Unsuccess
16	RR	35	Unsuccess
17	RP	50	Unsuccess
18	RC	30	Unsuccess

19	RK	45	Unsuccess
20	SN	70	Unsuccess
21	SNB	55	Unsuccess
22	ST	30	Unsuccess
23	SH	40	Unsuccess
24	SS	68	Unsuccess
25	SA	30	Unsuccess
26	TNK	50	Unsuccess
27	WP	45	Unsuccess
28	Y	40	Unsuccess
TOTAL		$\Sigma = 1186$ $M = 42.35$	

APPENDIX XII

THE STUDENTS'S SCORE IN POST-TEST 1

No.	Initial of Name	Score	
		Post Test I	Criteria of Success ≥ 75
1	AA	51	Unsuccess
2	AAZ	50	Unsuccess
3	AT	62	Unsuccess
4	DK	60	Unsuccess
5	HH	62	Unsuccess
6	IYR	62	Unsuccess
7	IP	54	Unsuccess
8	IS	70	Unsuccess
9	JAS	50	Unsuccess
10	JUS	50	Unsuccess
11	MRA	50	Unsuccess
12	MIS	48	Unsuccess
13	MFR	50	Unsuccess
14	PSA	50	Unsuccess
15	RFL	52	Unsuccess
16	RR	50	Unsuccess
17	RP	58	Unsuccess
18	RC	48	Unsuccess
19	RK	62	Unsuccess
20	SN	72	Unsuccess
21	SNB	62	Unsuccess
22	ST	50	Unsuccess
23	SH	53	Unsuccess
24	SS	75	Success
25	SA	50	Unsuccess

26	TNK	58	Unsuccess
27	WP	61	Unsuccess
28	Y	59	Unsuccess
TOTAL		$\Sigma=1579$ $M=56.39$	

APPENDIX XIII

THE STUDENTS'S SCORE IN POST-TEST II

No.	Initial of Name	Score	
		Post Test II	Criteria of Success ≥ 75
1	AA	75	Success
2	AAZ	75	Success
3	AT	78	Success
4	DK	78	Success
5	HH	76	Success
6	IYR	78	Success
7	IP	76	Success
8	IS	80	Success
9	JAS	60	Unsuccess
10	JUS	68	Unsuccess
11	MRA	60	Unsuccess
12	MIS	65	Unsuccess
13	MFR	69	Unsuccess
14	PSA	75	Success
15	RFL	69	Unsuccess
16	RR	69	Unsuccess
17	RP	75	Success
18	RC	71	Unsuccess
19	RK	78	Success
20	SN	80	Success
21	SNB	79	Success
22	ST	67	Unsuccess
23	SH	70	Unsuccess
24	SS	79	Success
25	SA	75	Success

26	TNK	78	Success
27	WP	82	Success
28	Y	79	Success
TOTAL		$\Sigma = 2064$ $M = 73.71$	

APPENDIX XIV**THE STUDENTS' SCORE IN PRE-TEST, POST-TEST 1, POST-TEST II**

No.	Initial of Name	Scores		
		Pre-Test	Post-Test I	Post-Test II
1	AA	30	51	75
2	AAZ	45	50	75
3	AT	40	62	78
4	DK	53	60	78
5	HH	50	62	76
6	IYR	50	62	78
7	IP	35	54	76
8	IS	65	70	80
9	JAS	35	50	60
10	JUS	30	50	68
11	MRA	30	50	60
12	MIS	35	48	65
13	MFR	35	50	69
14	PSA	35	50	75
15	RFL	30	52	69
16	RR	35	50	69
17	RP	50	58	75
18	RC	30	48	71
19	RK	45	62	78
20	SN	70	72	80
21	SNB	55	62	79
22	ST	30	50	67
23	SH	40	53	70
24	SS	68	75	79
25	SA	30	50	75
26	TNK	50	58	78
27	WP	45	61	82

28	Y	40	59	79
TOTAL		$\Sigma=1186$ M =42.35	$\Sigma=1579$ M =56.39	$\Sigma=2064$ M =73.71

APPENDIX XV

THE STATISTICAL ANALYSIS OF THE STUDENTS' SCORE IN PRE-TEST AND POST TEST I

NO	Initial Of Name	Pre-Test	Post Test I	D	D ²
1	AA	30	51	21	441
2	AAZ	45	50	5	25
3	AT	40	62	22	484
4	DK	53	60	7	49
5	HH	50	62	12	144
6	IYR	50	62	12	144
7	IP	35	54	19	361
8	IS	65	70	5	25
9	JAS	35	50	15	225
10	JUS	30	50	20	400
11	MRA	30	50	20	400
12	MIS	35	48	13	169
13	MFR	35	50	15	484
14	PSA	35	50	15	225
15	RFL	30	52	22	484
16	RR	35	50	15	225
17	RP	50	58	8	64
18	RC	30	48	18	324
19	RK	45	62	17	289
20	SN	70	72	2	4
21	SNB	55	62	7	49
22	ST	30	50	20	400
23	SH	40	53	7	49
24	SS	68	75	7	49
25	SA	30	50	20	400

26	TNK	50	58	8	64
27	WP	45	61	16	256
28	Y	40	59	19	361
TOTAL				$\Sigma D = 387$	$\Sigma D^2 = 7092$

From the last computation has been found that :

$$D = \frac{387}{28} = 13.82$$

$$T = \frac{\bar{D}}{\sqrt{\frac{\Sigma D^2 - \frac{(\Sigma D)^2}{N}}{N(N-1)}}$$

$$T = \frac{13.82}{\sqrt{\frac{7092 - 5348.89}{756}}}$$

$$T = \frac{13.82}{\sqrt{2.3057}}$$

$$T = \frac{13.82}{1.5184}$$

$$T = 9.10$$

From the computation above, it could be seen that the coefficient of t-observation = 9.10

APPENDIX XVI

THE STATISTICAL ANALYSIS OF THE STUDENTS' SCORE IN PRE-TEST AND POST TEST II

NO	Initial Of Name	Post Test I	Post Test II	D	D²
1	AA	51	75	24	576
2	AAZ	50	75	25	625
3	AT	62	78	17	289
4	DK	60	78	18	324
5	HH	62	76	14	196
6	IYR	62	78	16	256
7	IP	54	76	22	484
8	IS	70	80	10	100
9	JAS	50	60	10	100
10	JUS	50	68	18	324
11	MRA	50	60	10	100
12	MIS	48	65	17	289
13	MFR	50	69	19	361
14	PSA	50	75	25	625
15	RFL	52	69	14	196
16	RR	50	69	19	361
17	RP	58	75	17	289
18	RC	48	71	23	529
19	RK	62	78	16	256
20	SN	72	80	8	64
21	SNB	62	79	17	289
22	ST	50	67	17	289
23	SH	53	70	17	289
24	SS	75	79	4	16
25	SA	50	75	25	625

26	TNK	58	78	20	400
27	WP	61	82	21	441
28	Y	59	79	20	400
TOTAL				$\Sigma D = 483$	$\Sigma D^2 = 8693$

From the last computation has been found that :

$$D = \frac{483}{28} = 17.25$$

$$T = \frac{\bar{D}}{\sqrt{\frac{\Sigma D^2 - \frac{(\Sigma D)^2}{N}}{N(N-1)}}}$$

$$T = \frac{17.25}{\sqrt{\frac{8693 - 8331.75}{756}}}$$

$$T = \frac{17.25}{\sqrt{0.477}}$$

$$T = \frac{17.25}{0.6919}$$

$$T = 24.93$$

From the computation above, it could be seen that the coefficient of t-observation = 24.93

DISTRIBUSI NILAI t_{tabel}

d.f	$t_{0.10}$	$t_{0.05}$	$t_{0.025}$	$t_{0.01}$	$t_{0.005}$
1	3.078	6.314	12.71	31.82	63.66
2	1.886	2.920	4.303	6.965	9.925
3	1.638	2.353	3.182	4.541	5.841
4	1.533	2.132	2.776	3.747	4.604
5	1.476	2.015	2.571	3.365	4.032
6	1.440	1.943	2.447	3.143	3.707
7	1.415	1.895	2.365	2.998	3.499
8	1.397	1.860	2.306	2.896	3.355
9	1.383	1.833	2.262	2.821	3.250
10	1.372	1.812	2.228	2.764	3.169
11	1.363	1.796	2.201	2.718	3.106
12	1.356	1.782	2.179	2.681	3.055
13	1.350	1.771	2.160	2.650	3.012
14	1.345	1.761	2.145	2.624	2.977
15	1.341	1.753	2.131	2.602	2.947
16	1.337	1.746	2.120	2.583	2.921
17	1.333	1.740	2.110	2.567	2.898
18	1.330	1.734	2.101	2.552	2.878
19	1.328	1.729	2.093	2.539	2.861
20	1.325	1.725	2.086	2.528	2.845
21	1.323	1.721	2.080	2.518	2.831
22	1.321	1.717	2.074	2.508	2.819
23	1.319	1.714	2.069	2.500	2.807
24	1.318	1.711	2.064	2.492	2.797
25	1.316	1.708	2.060	2.485	2.787
26	1.315	1.706	2.056	2.479	2.779
27	1.314	1.703	2.052	2.473	2.771
28	1.313	1.701	2.048	2.467	2.763
29	1.311	1.699	2.045	2.462	2.756
30	1.310	1.697	2.042	2.457	2.750
31	1.309	1.696	2.040	2.453	2.744
32	1.309	1.694	2.037	2.449	2.738
33	1.308	1.692	2.035	2.445	2.733
34	1.307	1.691	2.032	2.441	2.728
35	1.306	1.690	2.030	2.438	2.724
36	1.306	1.688	2.028	2.434	2.719
37	1.305	1.687	2.026	2.431	2.715
38	1.304	1.686	2.024	2.429	2.712
39	1.304	1.685	2.023	2.426	2.708
40	1.303	1.684	2.021	2.423	2.704
41	1.303	1.683	2.020	2.421	2.701
42	1.302	1.682	2.018	2.418	2.698
43	1.302	1.681	2.017	2.416	2.695
44	1.301	1.680	2.015	2.414	2.692
45	1.301	1.679	2.014	2.412	2.690

d.f	$t_{0.10}$	$t_{0.05}$	$t_{0.025}$	$t_{0.01}$	$t_{0.005}$
61	1.296	1.671	2.000	2.390	2.659
62	1.296	1.671	1.999	2.389	2.659
63	1.296	1.670	1.999	2.389	2.658
64	1.296	1.670	1.999	2.388	2.657
65	1.296	1.670	1.998	2.388	2.657
66	1.295	1.670	1.998	2.387	2.656
67	1.295	1.670	1.998	2.387	2.655
68	1.295	1.670	1.997	2.386	2.655
69	1.295	1.669	1.997	2.386	2.654
70	1.295	1.669	1.997	2.385	2.653
71	1.295	1.669	1.996	2.385	2.653
72	1.295	1.669	1.996	2.384	2.652
73	1.295	1.669	1.996	2.384	2.651
74	1.295	1.668	1.995	2.383	2.651
75	1.295	1.668	1.995	2.383	2.650
76	1.294	1.668	1.995	2.382	2.649
77	1.294	1.668	1.994	2.382	2.649
78	1.294	1.668	1.994	2.381	2.648
79	1.294	1.668	1.994	2.381	2.647
80	1.294	1.667	1.993	2.380	2.647
81	1.294	1.667	1.993	2.380	2.646
82	1.294	1.667	1.993	2.379	2.645
83	1.294	1.667	1.992	2.379	2.645
84	1.294	1.667	1.992	2.378	2.644
85	1.294	1.666	1.992	2.378	2.643
86	1.293	1.666	1.991	2.377	2.643
87	1.293	1.666	1.991	2.377	2.642
88	1.293	1.666	1.991	2.376	2.641
89	1.293	1.666	1.990	2.376	2.641
90	1.293	1.666	1.990	2.375	2.640
91	1.293	1.665	1.990	2.374	2.639
92	1.293	1.665	1.989	2.374	2.639
93	1.293	1.665	1.989	2.373	2.638
94	1.293	1.665	1.989	2.373	2.637
95	1.293	1.665	1.988	2.372	2.637
96	1.292	1.664	1.988	2.372	2.636
97	1.292	1.664	1.988	2.371	2.635
98	1.292	1.664	1.987	2.371	2.635
99	1.292	1.664	1.987	2.370	2.634
100	1.292	1.664	1.987	2.370	2.633
101	1.292	1.663	1.986	2.369	2.633
102	1.292	1.663	1.986	2.369	2.632
103	1.292	1.663	1.986	2.368	2.631
104	1.292	1.663	1.985	2.368	2.631
105	1.292	1.663	1.985	2.367	2.630

APPENDIX XVIII



Giving the Pre-Test



Applying the Mr.Bean Video



Giving exercises (cycle I)



Post Test Cycle I



The Process of Cycle II



Giving Post Test Cycle II

BIOGRAPHY

Name : Eva Darmaini

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Thesis Title : Improving the Students' Ability in Writing Recount Text
By Using Mr.Bean Video at Second Grade of MTs PAB 2
Sampali In Year 2018/2019.

Advisor I : Dr. Abdillah, M.Pd

Advisor II : Yani Lubis, S.Ag., M.Hum

Father's name : Darmin

Mother's name : Muriani

Education :

- a. SDN. 115499 Kotapinang (2003-2009)
- b. SMPN 1 Kotapinang (2009-2012)
- c. SMA N 1 Kotapinang (2012-2015)
- d. Student of English Department Faculty Tarbiyah Science and Training State
Islamic University (UINSU) Medan 2015-2019 until reaching the degree of S1

