

CHAPTER I

INTRODUCTION

1.1. The Background of the Problem

Language is a means of communication that is used to transfer information, ideas, and feelings from one person to another. The language indicates each of its nations, a parable once say so. If its meaning pondered deeper, may make he/she wiser in understanding and addressing all cases that linked between language and attitude or behavior of groups of speakers of the languages. The teaching and learning of English as a foreign language is very complex. The people use language to communicate with the other people and also get information each other. It is used to communicate both in written and spoken languages.

Learners need to combine a lot of components to compose a good writing, starting from grammar to cohesion and coherence in writing. These will be difficult points for many students to write. The students' difficulties in writing English can be influenced by the lack of many vocabularies, and grammar, lack of written exercises and ideas. It is supported by Sulasti (2003:10), The problems that they mostly face is about how to write, what to be written, and lack of vocabulary words as well as incompetence in structure.

NO	Initial Name of the Students	Number Of Question	Number of the correct answer	Score
1	AN	20	6	30
2	YA	20	5	25
3	NA	20	8	40
4	PU	20	10	50
5	PT	20	15	75
6	DI	20	15	70
7	AA	20	12	60
8	TA	20	11	55
9	TI	20	8	40
10	NA	20	11	55
11	AY	20	13	65
12	DA	20	14	70
13	TA	20	9	45
14	KA	20	11	55
15	IH	20	16	80
16	SL	20	6	30
17	LU	20	8	40
18	UD	20	17	85
19	SA	20	11	55
20	ZA	20	15	75
21	SR	20	16	80
22	Y	20	17	85

KKM = 75

Total Score = 1275 Total

Data= 22

Mean = 57,9

In the learning process, writing becomes a problem for the students of the first grade of senior high school observed. The students have to prepare their selves more. The writing skill is considered to be the most difficult of the language skills for Indonesian students. The first stage in learning language is by hearing it. Students are able to understand what they heard, but they do not know

how to write it. Most of the student is low to understand about it. The student is really low competency about writing. Their knowledge of grammar, diction, and cohesion and coherence are not used appropriately. Students' sentences often contain a lot of grammatical errors, especially in using tenses. Learners need to improve their knowledge on diction. They have difficulties in taking words to the context when developing sentences, so they cannot compose a good paragraph, like recount text. However, the use of recount text in writing is often, that is to enhance the students' skill in writing class.

Difficulties Faced by the Students in Writing Recount Text To get the answer of the first question based on the problem statement, the writer mentions the difficulties faced by the students in writing recount text. According the data, the writer specifies students' difficulties into two parts, consisting of difficulties in generic structure and language features. First Generic Structure Difficulties in genetic structure. This structure divided into three parts. The difficulties are in orientation, in events, and in re-orientation.

1) Orientation

Based on the data the writer didn't find the difficulties in orientation. All the students can write orientation.

2) Events

Based on the data the writer found the students' difficulties in writing event only one data made by one of the students. The student doesn't write the even in his text.

3) Reorientation

Based on the data the writer gets the students' difficulties in re-orientation in only two data. Two students don't write the re-orientation in the last paragraph. The students only write orientation and event.

Secondly, Language Features Difficulties in language features, and divided into eight parts. They are specific participant, material process/ verb, the sequence of time, tenses/ past tense, grammatical sentence, deleting words, choosing vocabulary, and spelling.

1) Specific Participant

The writer didn't find the students' difficulties in specific participant. The students can show specific participant in their work.

2) Material Process

The writer didn't find the students' difficulties in using the material process. The students can write the material process in their worksheet.

3) Sequence of Time

The writer has found difficulties of sequencing of time. The students can explain the text using sequence of time.

4) Tenses (Past Tense)

The writer found difficulties in tenses. For example, of the data: We are arriving. This sentence is wrong because the students did not change the verb arrive into past form. The correct answer should be „we arrived“.

5) Grammatical Sentence

The writer found the students' difficulties in grammar. For example, of the data: I and all my family. The sentence is wrong because if a sentence has

conjunction, the sentence should not have to be „am“. The correct answer should be „I and all my family“.

6) Deleting Word

The writer found the difficulties in deleting the word. For example, of the data: I bought is T-shirt. To Be „is“ must be deleted because it“s ungrammatical sentence. The correct sentence should be „Ibought a T-shirt“.

7) Choosing Vocabulary

The writer found the difficulties in choosing vocabulary. For example, of the data: Time 08.00 p.m. The word „time“ is not with grammatically correct. The correct answer should be „it is 08.00 PM.

8) Spelling

The writer found the difficulties in spelling. For example of the data: Such as elephant, lion, tiger, cocordil, monkay, bird, camels, etc. The spelling is wrong because the student didn“t write the word crocodile completely.

The learning media can be visual, audio, audio-visual, and multimedia. This media can help the students to write recount text. The students“ apply direct writing activity in the classroom to write recount text after the teacher gives the command or by the media. It has complete media that can be used in the learning process, but the teachers seldom use the computer laboratory. The internet connection is available in that school, but it is never used in writing class. The teacher does not use media like the computer laboratory with internet connection. The students feel bored and not interested in English, especially writing. Actually, most students are dislike to study English, especially about how to write the good text. In the learning process, writing becomes a problem for the students

of the first grade of senior high school observed. So, that is the challenge of the teacher to make the students be like to study about English.

There are still many reasons why writing English is difficult. Most of the students' parents in the school are not well-educated or do not have good background study. Most of them were parked-workers, housemaids, farm workers, and many more. These conditions made the parents not concern about the behavior and the education of their children. Many techniques or strategy that the students use in a writing class to improve or enhance their writing activity. Directed writing activity is one of the writing of strategy to exercise the student writing skill. The key of writing activity is the teacher must be slowly to enhance the student skill.

The student can write the sentence or statement whatever they want to write. So the student know their fault after the teacher check out the student directed writing skill. It is easy to do, is not really difficult. Students' sentences often contain a lot of grammatical errors, especially in using tenses. According to Carol Bertram, Peter Ranby, Mike Adendorff, Yvonne Reed, and Nicky Roberts (2010: 91) using media in teaching is one of the modules in the SAIDE Teacher Education Series developed between 1998 and 2002. This comprehensive multi-media series comprises. Learning Guides, which operate much as a teacher does in structuring learning, explaining concepts, exploring debates, in the field, and direct readers to other parts of the module at appropriate times. A video which bring issues and debates from the modules to life (not for all the modules). This media can help the students to write recount text.

The students" apply direct writing activity in the classroom to write recount text after the teacher gives the command or by the media. By using media in the teaching learning process, the students may obtain their experiences and support them to understand the material. The failure of the students has likely happened because of media use in teaching is not interesting and not effective. So, that is the challenge of the teacher to make the students be like to study about English. Teachers are not able to create interesting media in teaching and learning process. The student commonly gets bored in writing activity as they must spend many times to write their ideas into writing product. Video media is one of solution for the student to understand about the material and media that use in this research is Video Media. Video is a medium that has visual and auditory information. Video is one of material distributed become more interesting than just the shape of the text as well as image only and then video media can be one solution to the teacher to present the new material about recount text effectively to enhance the student skill in directed writing in writing recount text. There is some reason why directed strategy applies to the students. The objectives of this task are to assess students with the ability. Express thoughts, feelings, and ideas. Sequence facts, ideas and opinions, use a range of appropriate vocabulary. Write in a suitable style and tone write accurately with no spelling, punctual or grammatical errors.

1.1 The Problem of the Study

Based on the background of the study, the problem of this study is:
Does Directed Writing Activity Strategy, effect on students" skill in writing recount texts?

1.2 The Objective of the Study

Through this study, the writer wants to know the answer to the question in the statement of the problem above. The objective of this study is to find out the significant directed writing activity, effect on students' skill in writing recount text by using Video Media.

1.3 The Scope of the Study

Based on the background of the study above, the writer restricted the scope of the study because it can be more effective. There are many kinds of method, technique, approach, or media in teaching which are discovered by many experts to facilitate teaching and learning process. In this research, the writer focuses on writing method and directed writing technique. There are many types of text in English, such as narrative text, procedure text, news item text, and so on but the writer focuses on to direct writing of recount text.

1.4 Significances of the Study

According to the explanation above, the writer can get some benefits theoretically and practically from this study.

1. Theoretically

1. Theoretically to say that although something is supposed to be true or to Happen in the way stated, it may not in fact be true or happen in that way.
2. This is to give insight to enhance the students' skill in writing recount text by using Video Media in direct writing skill.

2. Practically

- a. For the writer, it will be a practice in developing her knowledge and skill in writing recount text.
- b. For the English teacher, The writer hopes that this technique able to give information for the teacher in order to consider the directed writing activity as an additional technique in teaching writing recount text for students and as a contribution of the study about English language teaching and learning, particularly in the way on how to enhance the students" skill in writing recount text by directed writing activity.
- c. For students, this study will make the students easy to learn about writing with an interesting strategy.
- d. Other researchers, it will be used as the experience of how to do good research according with a good procedure.

1.5 The Hypothesis of the Study

In order to answer the answer question, the following hypothesis is proposed :

Ha: The Effect of Directed Writing Activity Strategy on Students Skill in Writing Recount Texts at SMP HKBP SIDORAME MEDAN

Ho: Directed Writing Activity Strategy does not effect the students" writing recount text

CHAPTER II

REVIEW OF LITERATURE

2.1 Theoretical Framework

To conduct a research, there are some theories which are needed to explain through some concept and terms applied in the thesis concerned. This study also uses some concern and terms in the theoretical elaboration of concept and terms used will be presented in the following part.

2.2 Writing

One of the problems that emerges in the teaching of writing is the students' poor skill in writing. Referring to a preliminary study, the writer found the following facts: (1) the students' learning motivation in writing is low due to the image of complicated skill to learn; (2) the students' lack of confidence of writing text because of their insecure feeling of writing in English; (3) the students' score is under the school's targeted minimum standard of 65 since they do not know how to begin to write, how to get ideas to write, and how to organize them to a united text; and (4) the teacher assigns their students to write without offering guidance to them in the process of producing a text. Writing is one of language skills which are important to have and prepare. We have known writing is important for our daily life. In writing, some ideas are formed into sentences which are arranged in a good way and related to each other, so that the information can be received.

According to Gordon Taylor (2009:2) Writing is the seed, the fruit and the pickle of our understanding. If we are to write well, we need to know (as well as we can) what we are talking about. In order to find out what, precisely, we are talking about we need to write. Pushing ourselves to write will often reveal that we know more about a subject than we at first supposed; it should just as often reveal large gaps in our understanding of matters we thought ourselves fairly sure of. In writing, we bring knowledge into being, we record and preserve it. Such a writing is commonly about a certain topic in which the writer at first collect the data, then elaborate the topic based on a certain idea in order to answer a question, or prove a statement, or describe an object, or expose a new truth of a certain facet of an object. The terms of writing ability have several meanings. Many experts have proposed the definition and explanation of writing.

As the name suggests, the structure of these texts involves movement from broader statements to more specific ones. At the end of this unit, the writer will also introduce texts that move in the opposite direction, namely from specific detail to more general content. Such texts are common in a variety of fields such as Art History, History, and Literature, but you may find examples of this writing strategy in other fields where it may be helpful to orient the reader by providing "immediate contact" with an object or context Bondi (2007:33). GS texts are quite common in graduate student writing, and they are comparatively straightforward. Nation (2009:112) who states that writing is an activity that can usefully be prepared for by work in other skills of listening, speaking, and reading. This preparation can make it possible for words that have been used receptively to

come into productive use. It means that writing can be increased through learning the other language aspects.

Kendal and Qutey (2006:4) state there are three writing process:

1. Prewriting

For English Language Learners, as well as other students, this involves providing experiences and comprehensible input that helps students build background. Immersing students in literature by reading a variety of texts and genres provides models of writing and mentor others to inspire students and teach them „how to do it“.

2. Drafting

This offers students the opportunity to get their ideas down. Offer the writers a choice of ways to draft to motivate them to write and to draw on their different strengths as learners. When they are writing a draft, she/he ask writers to say the word they want to spell aloud slowly and listen to the sounds they hear. Then ask them to write down what they hear and move on with their writing. During editing, special attention will be paid to correct spelling.

3. Revising

That's the first step of revision be rereading. Encouraging them to read their writing and as that the partner reread the piece to the writer so that he or she can listen again.

2.2.1 Genre of Writing

First, the genre is a kind of text or writing work itself. Genre is a matter of communication event of social context. Consequently, the different social context, then, tends to lead to a different genre. Christie and Martin (2000:16) adds states

that genre is the particular usage of the language in a certain social circumstance such as interview genre, media genre, or advertisement genre, and so forth.

In this case Widdoson (2007:7) adds that genre is shaped or existing due to the existing discourse community. Referring to the previous statement, it can be simply defined that genre is a kind of text either oral or written, in which there is the relationship between language and its social function.

It seems that genre and genre approach in writing are relatively new in teaching and learning English. Genre in writing is a part of genre in language use. Thoreau (2006:46) simply states that genre in writing or genre writing is a kind or type of writing in which it has a typical style, a particular target of readers, and a specific purpose. Then, Scott and Avery (2001:46) support the Thoreau's idea by stating that style in writing is words or expressions used to write the writing and how language patterns are expressed. Hyland implies that the purpose of genre writing is not only to enable the writer to write, but also the writer writes to pursue a certain goal.

The genre is a kind of text which divided into some types, according to Pardiyono (2007:2), they are:

1. Recount

Social functions : to retell the event in the past. It may be personal or factual, but it's generally a story or report that is known to be true. The generic structure of recount text is reorientation, events, and orientation. The language features used simple past tense.

2. Procedure

Social functions : to tell the reader how to do or finish something. This is may include the tools needed to make something. As she/he know procedure is one of the text that show us how to make something. The generic structure of this text is goal, material and step. This text uses imperative verb, action verb and connective time.

3. Narrative

Social function: to tell the story in the past, to amuse or entertain and give a good lesson to other people. Usually this text like making a story up. It is usually has a number of events that takes place and a problem that needs to be solve by the characters. The narrative deals with a problematic event which lead to a crisis or turning point of some kind, which in turn finds a resolution. The generic structure of narrative text is orientation, evaluation, complication, resolution, and reorientation. This text uses saying verb and temporal conjunction, for example: once upon a time, one night.

4. Report

Social functions: to inform or describe the way things are, with reference to arrange of nature, man and social phenomenon in our environment and give more knowledge. The generic structure of this text is the general classification and description. This text uses simple present tense and material verb.

5. Explanation

Social functions: to explain a process such as how something works. In way involve explaining a series of steps involved in why something happens and what happens. The significant lexico grammatical features of report text are focus on generic, non-human participants, use mainly of material and relational processes

use mainly of temporal and causal circumstances and conjunctions, and the simple present tense. The generic structure of this text is a general statement and explanation.

6. Descriptive

Social functions: to describe a particular person, place, or things. The generic structure of this text is the identification and description. This text uses simple present tense and material verb.

7. Discussion

Social functions: to offer their viewpoints that related to some problems. The generic structure of this text is issued, arguments for.

8. Hortatory exposition

Social functions: to persuade the reader or listener that something should or should not in the case. The generic structure of this text is thesis, argument, and recommendation. The difference of hortatory exposition and analytical exposition is hortatory giving a recommendation to the readers and analytical, the writer only concludes the text.

9. News item

Social functions: to inform the readers, listeners, or viewers about event of the day which are considered newsworthy of importance. The generic structure of this text is newsworthy event, background event and the source. This text can found in a newspaper or magazine.

10. Anecdote

Social functions: to entertain the readers with fun and unusual incidents in fact or imagination story. The generic structure of the anecdote text is abstract,

orientation, crisis, recession, and coda. The language features of this text use simple past tense, temporal conjunction, and action verb.

2.2.2 Directed Writing Activity Strategy

Directed writing activity is one of the English learning. According to Amos Buh Nyoh. (2016:11) Directed Writing (DW) remains one of the most challenging exercises at the GCE O/L. It is to English Language students" what poetry is for Literature students. As the name implies, it is a piece of writing that requires students to demonstrate their knowledge of the basic principles of writing; sentence structure, form, content, expression, grammar, spelling, choice of words, punctuation, and most especially the ability to write convincingly and persuasively.

According to Alan Rosenthal (2002: 173), the DWA (Directed Writing Activity) strategy is also can we used for take film. Somehow the creator used for direct writing to write the text of the video will be taken. Your considerations each time are fairly simple: How much time do you need for preparation, lighting, meals, breaks, travel, and shooting. If you are unsure of the way your crew works or the difficulty of the scenes, it's best to be pessimistic rather than optimistic, allowing more time rather than less time for the shooting. The writing stages applied in this strategy are as follows: the prewriting stage, the draft writing stage, the revising stage, the editing stage, the writing stage, and the writing publishing stage. Sherwood (2002:2-3) notes the importance of self-directed learning with regard to writing and by implication the importance of the student writers" sense of self in addition to them learning at different rates and thinking along different

lines. Furthermore, the importance of developing a sense of voice in terms of writing is evident.

The implementation of the DWA (Directed Writing Activity) strategy is considered as an alternative solution to overcoming problems in learning to write descriptions. Strategies for successful writing will help you become a successful writer. According to James A. Reinking, Robert A. von der Osten (2015:26) after you graduate it can serve as a useful on-the-job reference. He has known strategies really helpful and also promotes experimental strategies rather than rules and regulations. According to Hazel Smith (2005: 8) most broadly, an experimental approach to writing means retaining an open-ended and open-minded attitude, and pursuing new, modes of textual.

This study employs a collaborative action research design in which the researcher accompanied by a collaborator (one of the English teachers from the school) worked in a team in the study. It encompassed designing the lesson plan, implementing the action, observing the action, and making the reflection. This study was conducted in a single class consisting of 10 students (in Cycle 1) and 12 students (in Cycle 2) as subjects of the study. The study consisted of 4 meetings in each cycle from which the researcher required 80 minutes for each meeting. I will give them video and the data of the study were taken from the results of observation checklists, field notes, and students' writing products.

By applying the "Directed Writing Activity Strategy", the students' skill in writing will be enhanced. The enhancement can be seen from the results of their mean scores attained from the mid term test, Cycle 1, and Cycle 2 which were respectively 45, 61, and 74. The strategy also made the students more active in

taking part of the writing activities. Their active participation reached 68% (equal to good) in Cycle 1 and 92% (equal to very good) in Cycle 2.

It is also found that the appropriate model of the "Directed Writing Activity Strategy" comprises 6 major stages: (1) the teacher engages students to select or determine the topics of video related to their experience in real life; (2) the teacher guides students to formulate questions and answers in developing topics; (3) the teacher guides students to make outlines of recount texts; (4) students write rough drafts of recount texts in which the teacher provides the students with guidance during the process of writing; (5) under the teacher's guidance, the students, in groups, discuss and conduct peer revising to develop their drafts of recount texts related to content and organization of ideas before they revise their own drafts of the same text type independently; (6) and directed by their teacher, the students, in groups, discuss and do peer editing to improve their drafts of recount texts in terms of grammar and mechanical aspects prior to editing their own drafts of the same text type.

On the basis of findings, suggestions are proposed: (1) the English teachers are suggested to set the time limit for each activity, to use English and Indonesian languages in giving explanation and instruction, to equip the students with a list of vocabulary and dictionaries, to explain the grammatical aspects, to give intensive guidance along the process of writing, and to group the students in order to work cooperatively, (2) further researchers are recommended to carry out a study on the same strategy-"Directed Writing Activity"-to be implemented at different modes and level of students such as at Elementary or Senior High School.

Directed writing is a piece of writing that follows a set of directions or instructions. Thus, the question aims to test the ability of students to respond appropriately to a certain task. During the exam, you will be given a question in the form of notes or a stimulus. A piece of direct writing is a composition of some length written „to order“. The examiners provide you with „source material“ and with detailed instructions which stipulate:

1. The nature of the material to be used in your answer
2. The form your writing must take
3. The audience for which it is intended

The directed writing task requires students to produce a piece of writing in which they present their own views in a particular form. They need to show they can control a style of writing, and write engagingly and purposefully. (Situation) : Your friend recently asked you to deliver an item of value to a relative. The student needs to explain this in a letter to their friends.

2.2.2.1 Tips on Directed Writing

1. (Instruction): The student writes the letter. They must include the following.
2. (Content Points): When and how the item was lost, attempt to find it, and offer to replace or pay for the item.
3. (Suggestion): Cover all these points above in detail. The student should make the letter polite and apologetic.

Compulsory section one situation is set

1. Read the question carefully
2. Give your attention to the video

3. Make notes with each content point specially focusing on the ones with two climbs
4. Do not ignore any details and do not change important facts in the situation
5. Elaborate all the content points equally

Then, over the course of the next four weeks, we will look at the four different types of essay tested in Directed Writing. According to Jugdeep Kaur Gill (2008:5) The total amount of marks allocated for Directed Writing is 35 and it is divided between Content (15) and Language (20). The format is considered as part of the content and has usually allocated between 1 to 3 marks. Below is an analysis of past year SPM questions for Directed Writing including the amount of marks awarded for Format.

Table 2.1 SPM questions for Directed Writing

Year	Directed Writing	Format
2000	Informal Letter-to ask mother for money	3 marks
2001	Article- for school newsletter	1 mark
2002	Talk-on road safety	3 marks
2003	Formal Letter- to class teacher about school trip	-
2004	Report- to principal about the school canteen	3 marks
2005	Informal Letter- letter to friend to share experience	3 marks
2006	Informal Letter- letter to friend asking for advice	3 marks
2007	Speech- to promote a book	3 marks
2008	Article- for school magazine (best leader at camp)	3 marks
2009	Report- to principal about students" lack of interest in sports	3 marks
2010	Informal Letter- letter to cousin about the National Service Programme	3 marks
2011	Speech- how to treat a sprained ankle	3 marks

2.2.2.2 Aims and Objectives of Directed Writing

Aims

The aims are statements of intent. They are usually written in broad terms.

Aims is about what you hope to do, your overall intention of the project. It signals

what and/or where you aspire to be by the end. It's what you want to know. It is the point of doing the research. An aim is therefore generally broad. It is an ambition, but not beyond possibility. The objectives are usually more than one, are the specific steps you will take to achieve your aim. Objectives are often expressed by through active sentences.

Directed writing usually aims at training learners:

1. on how to extract relevant material from Video Visual Media
2. on basic writing skills; writing clearly and coherently in a given number of words and paragraphs.
3. on how to write purposefully, convincingly and for a particular the student

Objectives

Students are usually expected to:

1. Respond to stimulus.
2. Select and present facts.
3. Write different text types.
4. Slant and format information appropriately.
5. Respect word and paragraph limits.

2.2.2.3 Structure

Students are usually expected to solve a problem using one of the following text types:

1. Letters (formal/informal)

Letters are a form of verbal and written communication, which contains information or message, sent by one party to another, to convey the message. The formal letter is written for business or professional purposes with a

specific objective in mind. It uses simple language, that can be easy to read and interpret. Informal letters are written to friends and relative for personal communication and uses a casual or an emotional tone.

2. Newspaper/magazine articles

A piece of writing on a particular subject in a newspaper or magazine, or on the internet

3. Reports

An account or statement describing in detail an event, situation, or the like, usually as the result of observation, inquiry, etc.

4. Speeches

What is spoken or expressed, as in conversation; uttered or written words

5. Talks

To exchange thoughts or opinions in spoken or sign language; converse

6. Debates

A discussion, as of a public question in an assembly, involving opposing viewpoints

7. Minutes of a meeting

Meeting minutes are the detailed notes that serve as an official written record of a meeting or conference.

2.2.2.4 Pharagraphing and Word Limitation

As a writer, you may find yourself pondering the question. “How many words are in a pharagraphing?” Much like the number of sentences in a paragraph. A rule of thumb answer is, “There are usually 100 to 200 words in a paragraph”

but the more accurate answer would be depends on which isn't particularly helpful. A paragraph usually deals with a single idea.

2.2.2.5 Distribution

Distribution is taking into consideration the following aspects of the candidate's written work: content, expression, accuracy and slanting, with content taking a lion's share of the marks.

1. Content: (14 marks)
2. Expression: (6 marks)
3. Accuracy: (6 marks)
4. Slanting: (4 marks)
5. Total: (30 marks)

Understanding what each of the above terminology means will help you approach DW with a greater sense of focus and direction.

6. Content (14 marks)

You are expected to read the instructions carefully and understand what is expected of you. Cutting and pasting of chunks of the video does not earn you any marks. It only shows that you have not understood the text. Most sentences that are cut and pasted are meaningless. Paraphrasing is therefore an essential component in DW.

Use your own words as much as possible. Nothing is added to nor subtracted from the original text. Yes, the number of words is greatly reduced, but the meaning is supposed to remain unchanged. Do not introduce any ideas that are not found in the original text from the video that you already watch.

7. Expression (6 marks)

Sentence structure is a very important element here. This means that the sentence must express a complete idea. You therefore need a good mastery of English vocabulary and formal expressions. Straightforward, short and simple sentences will earn you more marks than long and winding sentences. Your grammar should be accurate.

8. Accuracy (6 marks)

Accuracy comes from the word accurate, which has as synonymous, correct. Thus, writing accurately means writing correctly.

9. Slanting (4 marks)

Directed Writing is all about writing to convince/persuade or to make someone or a group of people accept your point of view.

2.2.2.6 Directed Writing Text Type

3 Letter Writing

A letter is a written message that can be handwritten or printed on paper. It is usually sent to the recipient via mail or post in an envelope, although this is not a requirement as such. In here I have some types of letter writing, they are:

3.1 Informal Letters

Informal letters are not so much of a problem for students because they are written to friends, acquaintances, parents and relations. Judging from the language used in this type of letters, we can say that the style is usually conversational. The use of contract forms and casual language is permitted.

3.2 Formal Letters

Formal or official letters are often addressed to people with whom we have little or no relation.

3.3 Business Letter

This letter is written among business correspondents, generally contains commercial information such as quotations, orders, complaints, claims letters for collections etc.

3.4 Official Letter

This type of letter is written to inform offices, branches, subordinates of official information.

3.5 Social Letter

A personal Letter written on the occasion of a special event is known as a social letter.

3.6 Circular Letter

A letter that announces information to a large number of people is a circular letter.

3.7 Employment Letter

Any letters with respect to the employment process, like joining letter, promotion letter, application letter etc.

4 Reports

For report there are two types, they are : Informative and Investigative

4.1 Informative

An information report provides readers with information on choosing a topic by providing them with facts. Generally an information report is written to provide facts about a living or non-living objects. It can be an individual object or a group of object.

4.2 Investigative

Investigative designed to find information or ascertain facts. Investigation is also relating to discovery of information about something that may be illegal.

5 Accounts

An oral or written description of particular events or situations, narrative, an account of the meetings, an account of the trip.

6 News Report

News report are confirming the difficulties employers face restaffing from a labor pool containing many who will be better of unemployed, at least until the supplemental benefits.

7 Magazine Articles

A regularly published collection of articles that might focus on the topic in general or on topic of interest to a specific group, such as sports fans of music.

8 Leaflets

Leaflets is a small sheet, flat, or folded, of printed material meant to provide information or advertisement. Leaflets purpose is the same across any platform.

2.2.3 Recount Text

In communication context, sometime we would like to inform other people about the past activities did, such as vacation, weekend, etc. In the written form, that information can be packed in recount text. A recount is a kind of genre that has a social function to retell an event for the purpose of informing or entertaining. The tense that used in recount text is past tense. The social purpose of the recount is to reconstruct past experiences by retelling events in original sequence. We can look at the sample of the recount in personal letters, police report, insurance claims, and incident reports (Ken Hyland, 2004; 29).

Recount text is based on the life experience and foreign language. Recounts are used in most subjects to show memory of a series of events as in accounts of Science excursion, everyday life in another time or culture. According to Pardiyono (2007:63) recount text is a text which retells events or experiences in the past. Its social function is to inform the reader or listener about past experiences.

Based on the explanations above, the writer concludes that recount text is a text which tell or inform the reader about one story, activity or activities in the past. To make sure the recount text there is rules or structure that must be contained in the text. It is generic structure and language features as follows.

Harkemes Boys gives example for recount text in this

Travel on the train for the First Time

Last year, I was Eighteen years old. I had graduated from my senior high school and I wanted to continue my education in Yogyakarta. . . I lived with my family in Cirebon during eighteen years. So, I would live alone there and it was a new experience for me.

I went to Yogyakarta by train, before I came to the train station, I did not know how to check-in. All procedures were so new to me. Fortunately, a security guard helped me and gave me some directions to check-in. After that I entered to the train and sat on the hair.

I listened to the song and I was really enjoying when I was in the train. After 5 hours in the train, finally I arrived in Yogyakarta. I would start my new life in Yogyakarta. I was really excited to start my new adventure my new city.

2.2.3.1 The Rhetorical Structure

Pardiyono (2007:34) stated that there are three text elements of recount text which have been arranged based on the rhetorical structures.

1. Orientation

Orientation contains topics of an activity or event which will be introduced it provides information about whom, where, and when and introduces participants/character. Orientation has some functions which have gotten the reader's attention, show the reader about the past activities of events will be told.

2. Record of event

Events is a describing series of event that happened in the past chronologically. Event tell what happened, present event in temporal sequence. It is usually recounted in chronological order. Personal comments and/ or evaluative remarks, which are interspersed throughout the record of events.

3. Reorientation

Reorientation contains a simple summary based on the record of an event. Is optimal that states a personal comment of the writer to the story. Reorientation optional-closure of events. It is rounded off the sequence of events.

2.2.3.2 The Language Feature of Recount Text

According to Mark Anderson and Kathy Anderson (1998:49) the language features usually found in a recount text are:

- a. Proper noun and pronouns to identify those involved in the text
- b. Action verb

- c. Descriptive word to give details about who, what, what, when, where, and how.
- d. The use of the past tense to retell the events.
- e. Conjunction and time connectives.
- f. Adverb and adverbial phrase.
- g. Words that show the order the events

2.3 Definition of Media

Media is collective communication outlets or the tools used to store and deliver information or data. Media is a channel old communication, derived from the Latin word meaning „between“. This term refers to anything that carries information between a source and receiver. Naz and Akbar (2016:35) stated that media is a channel of communication, derived from the Latin word meaning „between“. Media are the means for transmitting or delivering messages and in teaching-learning perspective delivering content to the learners, to achieve effective instruction.

Media can be used effectively in formal situations where students play a significant role in the education of students with exceptionalities children supplemented with adaptation and a specially designed media for effective instruction of such students. Media are considered as the way of communication used to carry messages with an instructional purpose or intent, for example to facilitate communication. According to Celce Murcia (2001:142) says media are tools or physical things used by teachers to motivate the students by bringing a

slice of real life into the classroom and presenting language in its more complete communication complex.

From the definitions above, it can be concluded that media is important in teaching and learning English. On the one hand, media help the teacher to deliver the material beings taught easier. The function of using media in teaching are engages students, aid student retention of knowledge, motivates interest in the subject matter, and illustrates the relevance of many concepts. So, using media in teaching is very helpful.

2.3.1 The Types of Media

According to Doosur (2013:1) three are kinds of media. They are:

1. Audio Media

Audio media includes some music, recorded speeches and reading text. In the same example, Kemp and Smellie (1989) in Onasaya (2004:130) define that audio aids are media that can be listened to:

1. Tape recorder
2. Radio
3. Smart phone

2. Visual Media

Visual media is a media that can be seen or touch with students. It would captivate visual sense eyes mostly. It can be formed of:

1. Book or textbook
2. Magazine or newspaper
3. Flashcard
4. Puzzel

5. Blackboard or whiteboard

3. Audio – Visual Media

Audio – visual media is a media that has visual and auditory information. Richards et al (1985:21) defines that audio – visual media is a great help in stimulating and facilitating the learning of a foreign language.

2.4 The Definition of Video Media

Video is an electronic medium for the recording, copying, playback, broadcasting and display of moving visual media. Video is a sequence of images electronically into an analog or digital form and displayed on a screen with sufficient rapidity as to create the illusion of motion and continuity. Video media is the recording, reproducing, or broadcasting of moving visual images. Continuing technological developments enable video to be accessible more easily, faster, and across multiple platforms and devices.

It can be viewed on multiple (student owned) devices, in multiple formats (before, during, and after class). Within Higher Education, the increasing prevalence of technology is driving the viability and availability of online teaching and the open academic resources, and video is playing a role in facilitating these developments (Bates, 2015; van den Brink et al., 2014).

Within this context, video as a medium continues to have an ongoing impact on higher education, on the role of the student, challenging the (traditional) role of the lecturer and the format of delivering course content via a lecture. Many lecturers lack adequate knowledge, support, guidance and training to integrate this

technology into their teaching, either at a practical, technical level, or at a didactic, teaching level (Stover & Veres,2013).

2.4.1 The Advantages of using Video Media

Advantages of video as an educational medium:

1. It is a scientific fact that "Visual education is 8 times more powerful than textual education".
2. One can remember for a long period of time what we learn from a visual medium than text.
3. In this era of digitization, everything is going online and so the children will get an opportunity to learn from videos at an early age.
4. Visual education creates images of the subjects taught to them and it attracts the children and is easy for them to remember.
5. Topics converted into videos give time freedom and place freedom to the learners.

2.4.2 The Disadvantages of using Video Media

Disadvantages:

1. There is no direct contact between the educator and the learner.
2. Clarification of doubts will take some time

2.5 Previous of Study

My thesis "The Effect of Directed Writing Activity Strategy on Students' Skill in Writing Recount Texts". I took an understanding of the thesis I found on the internet. I study and try to adjust my title with the thesis in question. I took the title of a person.

The first is a final project by Halimatun Husna Rambe and Zainuddin (2013) entitle *The effect of using Visual, Auditory, Kinesthetic (VAK) learning model on students' achievement in writing recount text*. It conducted by using experimental research. The objective of the study was to find out whether VAK learning model significantly affected the students' achievement in writing recount text in the eighth grade of SMP N.1Tg Morawa. Based on a score that gave from conducting VAK is higher than scores not using VAK. It means that there is significant of using Visual, Auditory, Kinesthetic (VAK) learning model on students' achievement in writing recount text.

The second is taken from Abbas Pourhossein Gilakjani and Seydeh Masoumeh Ahmadi (2011) entitle *The effect of Visual, Auditory, Kinesthetic Learning Style on Language Teaching*. This study is an analysis of learning styles of Iranian EFL students. The purpose of the study is to increase faculty awareness and understanding of the effect of learning style on the teaching process. From the review of the literature along with analysis of the data will determine how learning style affect in the learning process.

The third research is done by final project by Fatimah (2011) with title "*The Use of Wall Magazine to Improve Students Writing Skill (Of The Second Years Of MAN 1 Tengarani In The Academic Years OF 2011/2012)*". The research focuses on how wall magazine improves students writing ability and find the significant difference of writing skill before and after using a wall magazine.

The writer has the different research between the other writers above. The theory of this research is about directing the writing and same as the Amos Boh Nyoh theories. But the content of the study is different. The writer concerned of direct writing activity strategy to enhance the student skill in writing recount text. The writer wants to enhance the student skill in writing recount text by using directed writing activity strategy.

2.6 Conceptual Framework

To enhance the student skill in writing recount text, DWA (Directed Writing Activity) strategy is one of the strategies for developing writing skills using the writing process approach. Through the "Directed Writing Activity" strategy, this study was devised to enhance the students' skill in writing recount texts. This strategy was selected for it was believed to be able to stimulate the students to be more actively involved in the writing activity so that their skill in writing could be enhanced. According to Amos Buh Nyoh (2016:11) Directed Writing (DW) remains one of the most challenging exercises at the GCE O/L. It is to English Language students what poetry is for Literature students. As the name implies, it is a piece of writing that requires students to demonstrate their knowledge of the basic principles of writing; sentence structure, form, content, expression, grammar, spelling, choice of words, punctuation, and most especially the ability to write convincingly and persuasively.

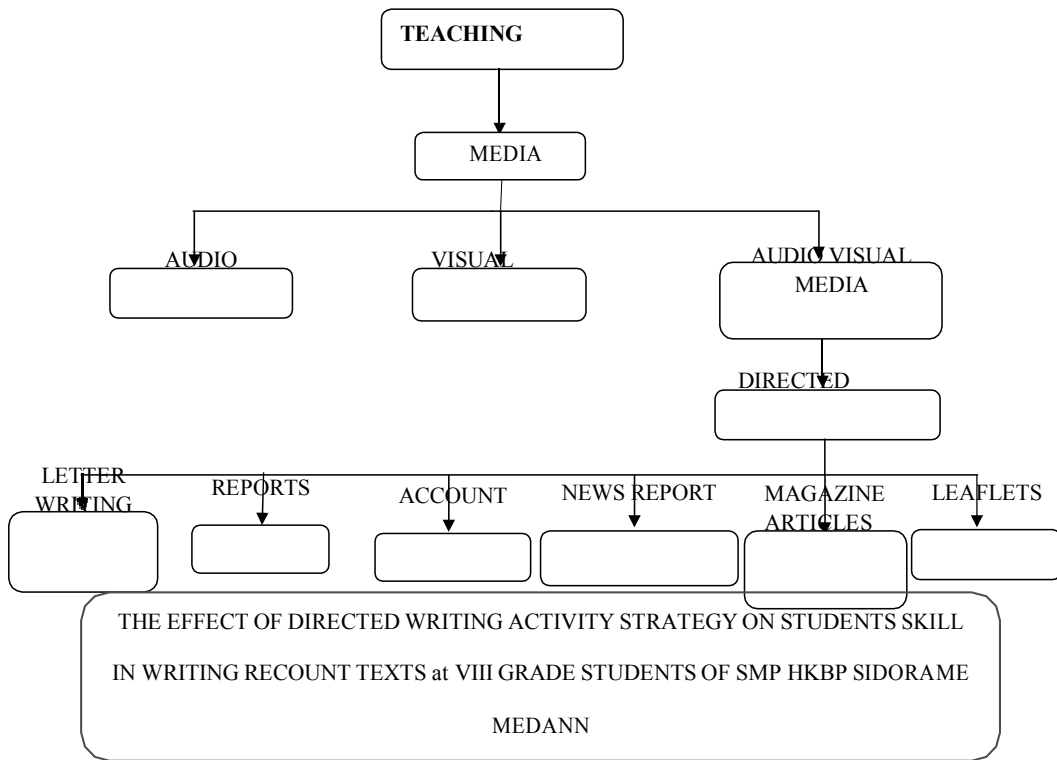


Figure 2.1 Conceptual Framework of the Effect of DWA Strategy on Students Skill in Writing Recount Texts at VIII Grade Students of SMP HKBP SIDORAME MEDAN

CHAPTER III

RESEARCH METHODOLOGY

3.1 Research Design

This thesis was conducted by using experimental quantitative design. Experimental design is the process of planning a study to meet specified objectives. Research is a way of observation and has the objective to find the answer of problems or discovery process (Sukardi,2003:3). The design of this research is Experimental Research Design. According to Sugiyono (2006:80), experimental research is a research which has the purpose to find the cause-effect relationship among variables in a controlled condition.

This study classify in to experimental research that use one group pre-test and post-test design. In the one group pre-test and post-test design, a single group is measured or observed not only after being exposed to a treatment of some sort, but also before it by applying the pre-test. A pre-test provides a measure of some attribute or characteristic that the researcher asses for participants in an experiment before the group receive a treatment, while a post-test measure on some attribute or characteristic that is assessed to participants in an experiment after a treatment (Creswell, 2008:301).

The sample were devided into two groups. They were experimental group and control group. The experimental group was taught by applying Directed Writing Activity Strategy with Video Media, the mean while control group were taught without using Directed Writing

Table 3.1
Research Design

Group	Pre- Test	Treatment	Post-Test
Expetimental Group	TIE	Directed Writing Activity	T2E
Control Group	TIC	Without using Directed Writing Activity	T2C

Where :

TIE : Pre-Test Experimental Group

TIC : Pre-Test Control Group

T2E : Post-Test of Experimental Group

T2C : Post-Test Control Group

3.2 Population and Sample

Population and sample have a different meaning. According to Arikunto (2013) Population is a whole of the subject meanwhile sample is the partial or representative of the population.

3.2.1 Population

According to Sugiyono (2006:89), population was not only about the quantity of the subject/object that is going to be learnt, but also involves the whole characteristics of the subject or object. The population of this research was done in VIII grade students of SMP HKBP SIDORAME Medan, they have two classes for VIII grade. The writer chooses VIII grade because the students have a good motivation in learning English.

3.2.2 Sample

The sample is part of the population that is chosen as the representative (Sukardi, 2003:54). According to Sarwono (2006 :111) meaning of sample is the element of the population, which has selected to do the research. The samples of this research were taken by random sampling technique. The writer used total sampling technique in which the students of VIII 1 and VIII 2 taken as a sample. There were 20 students that took as the sample. The classes 10 students as a control group and the other 10 students as the experimental group.

The writer must take sampling decision early in the overall planning to take samples of the research. According to Arikunto (2010:171) random sampling were done by the writer by mixing all of the subject research in one population and choose the sample.

3.3 Instrument of Collecting Data

As an experimental research, the instrument used in this research was tested, especially writing test. In collecting data, writing test were use as the instrument. In collecting data, the students are instruction to write a recount text based on what they have been learning before. After the writer do the research, the writer will get the data from the student writing test by using directed writing activity strategy.

To collect data, the writer conducts several steps :

1. Asking permission to the headmaster of Medan do the experiments that would take 2 weeks. Here the author will examine the extent to which students" ability to write recount text directly from the video to be given.

2. Field notes

The field note support the data from the thesis. It will be aimed at recording the process of teaching and learning. The field note consisted of some notes on students' behavior during the teaching learning process and the weaknesses and obstacles founded in this thesis. Therefore, the writer were able to see the students' progress on their writing skills.

3. Observation checklist

Observations of the teaching and learning process gave the researcher any kind of information needed. It were check the application of collaborative writing technique in teaching and learning process. Observation checklist referred by putting a mark/tick to statements of writing processes which had been done by the teacher. The teacher teach writing using Video Media to explore the response of the students when they are taught by using Video Media

4. Directed writing test. To direct students to write text through the video that is played directly. In addition, if there are obstacles in direct research, students can work through videos that have been sent online. From one of the media that has been provided, for example watched on YouTube through the link sent, or through the Google form, and formed a group to facilitate students in doing it.

3.4 Scoring the Test

In scoring the test, the following will be used :

$$S = \frac{\square}{N} \times 100$$

Where :

S = total score

R = students' score

N = total numbers of question (Arikunto,2006)

3.5 Technique of Collecting Data

1. Pre-Test

The test were implement in this thesis consists of pre-test and post-test, in this thesis the pre-test will be given in the first time. The researcher entered the class. There were videos that will given by writer. They were vocabulary, simple past tense, verb, main idea, and general structure of recount text. A pre-test provides a measure of some attribute or characteristic that you assess for participants in an experiment before they receive a treatment (Creswell,2008: 301).

2. Treatment

After giving a pre-test, the writer will be teach recount text in the rest 15 minutes in every English meeting. The treatment were though using Video Media that will give to the student. The aims of the treatment were:

1. To find out the effectiveness of using video media on students' writing recount text with directed writing activity strategy.
2. To organize the treatment of two groups in class meeting. The test were given after in the last activity, after gave pre-test and the treatment. Post – test were given for experimental and control group.

3. Post-test

The last step is giving post-test. It is give after the treatment will finish. The post-test is purposed to know the result of students' achievement after the students' have been given teaching/ treatment. Students ask to fill the

blanks/missing words carefully while seeing the video. Then, the writer evaluate their writing tasks from the first task to the last task.

3.6 The Validity of the Test

Content validity means that the test should represent as far as possible the areas to be assessed. So, before writing a test, the writer should make table of specification of areas to be tested based on the purposes of the assessment. In here I used content validity to support my research.

Table 3.2
The Rubric of Content Validity

Aspect	Score	Criteria
Content	30%	The topic is complete and clear, and the details are relating to the topic of video
Organization(O)	20%	Most of the sentence are related to the main idea
Grammar (G)	30%	Very few grammatical inaccuracies
Vocabulary (V)	20%	Effective choice of words and word forms

3.7 The Reliability of the Test

The scoring of reading test is to find out whether the test is reliable or not. Reliability refers to the consistency of the measurement. The internal consistency reliability of the test is use in this thesis because it's indicate to the consistency of the test scores over part of the test. The coefficient correlation is obtained by applying Kuder Richardson (KR) in Arikunto (2010:238-240) as follows:

$$r = \frac{K}{K-1} \left(1 - \frac{K(M^2 - \sum X^2)}{\sum X^2} \right)$$

Where:

R : The coefficient of the reliability

K : The number of test

M : Mean of the score

S² : Variance

According to Best (1981:43) states that the criterion for the evaluation of coefficient correlation reliability (r) is:

- 0.00-0.20 : The reliability is legible
- 0.20-0.40 : The reliability is low
- 0.40-0.60 : The reliability is moderate
- 0.60-0.80 : The reliability is substantial
- 1.80-1.01.1 : The reliability is high to very high

3.8 Technique of Analyzing the Data.

To find out the differences of students' score in using directed writing activity strategy, the writer uses pre-test and post-test. In order to know the different affect between two groups the writer use to the formula of test that was state by Sudijono (2010; 308) is the following:

$$t = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\left(\frac{\sum X_1^2 + \sum X_2^2}{n_1 + n_2} - \left(\frac{\sum X_1 + \sum X_2}{n_1 + n_2} \right)^2 \right)}$$

Where:

- t : The effect
- M1 : Mean of experimental
- M2 : Mean of control group
- $\sum \square 1^2$: Sum of square deviation score in the experimental
- $\sum \square 2^2$: Sum of square deviation score in the control group
- N1 : The sample of experimental
- N2 : The sample of control group

For analyzing the data, the writer will perform data analysis through the following steps : the writer was provide video material to watch, giving an assessment of the results of their writing, after that the writer tabulated the results of the student scores by following the formula to be used.

3.1 Testing Hypothesis

The hypothesis was tested by carrying out the t-test result. The hypothesis was accepted of the result of t-observed is higher than t-table. As the nice version the hypothesis was rejected of t-observed is lower than t-table. Hypothesis testing should be done in order the know whether the hypothesis accepted or rejected. It could be concluded that Ha is accepted and Ho is rejected, because the result of t-test describes that there is significant effect of (DWA) Strategy on student"s writing recount texts.