Teaching Writing Recount Text by Using Powtoon Video

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Article Info	ABSTRACT
	Powtoon. video and finding the advantages of using it. This research was a qualitative descriptive method. It was done in class IX of SMPN 6 Madiun. The sample of this research is class IX H. The data were collected by doing observation, interview, and documentation. Then, it was analyzed through three techniques. They involve data reduction. Displaying data, conclusion and verification. The result of reserach shows that using Powtoon. Powtoon video in teaching writing recount text done in three-phase technique. It involves pre activities, main activities and post activities. The process of writing done based on Linses' theory. Those are pre writing, writing, revising, editing and publishing. Powtoon video was played twice. First, it was played in pre activities to stimulate the students' understanding of the material. Second, it was used in main activities specifically in revising step to make sure the students about their works. The advantages of using Powtoon video in writing class are; (1) creating a joyful class; (2) raising the students' motivation and enthusiasm in writing; (3) realize the students to be independent learners; and (4) develop the teachers' creativity. .

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1. INTRODUCTION

Having writing skill is One of the aims stated in Kurikulum Tingkat Satuan Pendidikan 2006 is the students of the ninth grade have to be able to write of narrative text, descriptive text, recount text, leaflet, announcement, post-card and personal letter. Each of them has different characteristics which make the students fell more inconvenience. Delivering these materials in classroom activities is not an easy one as everybody thinks. Writing is not a simple ways. It is very complex, so it needs a long process to do to get agood writing. White and Arndt (1991) states that some stages of writing involve; drafting, structuring, reviewing, focusing and generating ideas and evaluation. Specific characteristics of text and the process of writing, then caused the problem facing by the students in writing the text.

Looking at some difficulties appeared, English teachers have to be able to find out the solution in order to the learning objectives can be achieved. Using teaching media is one of the way can be choosen to support the process of teaching. Among so many media available, digital media is the best choice to be used. Digital media is a kind of media which has close relation with the students' background of life as a millenial generation. Video is an interesting one. It has strong effect to stimulate the student's interest and mind. Clark & Salomon (1988) proposed that video has a positif effect to the students' learning. By using video in teaching writing, the English teacher can address the students to the topic of writing, certain structure of sentences & main idea used, and also organization of the text stated in. The use of digital video in teaching process really supports the students in linking the theory and practice. Newhouse, C. P., Lane, J., & Brown, C. (2007). In short, video in writing class will create contextual learning because video not only bring information in atractive way but also entertain the students. There are so many kinds of digital video can be found in social media. Powtoon video is one of suitable video to teach English. It is as a means to motivate the students in classroom activities. Knowing the material delivered in Powtoon video, the students will demonstra more enthusiasm in attending the class. Harmer (2001) mentions some reasons for using video to support the process of teaching learning. First, it can add/increase an extra dimension to the learning experience. The students do not only see language use but also hear the language. Second, it raises the

students' cross-cultural awareness. Third, it digs up the students' creativity. Moreover the last, it is rising the students'motivation to write better.

Besides, in this case the researcher object on it. Medina (2012) conducted a study entitled "Developing Critical Thinking By Using Video to Teach essayWriting" concluded that using video in writing class make the students become more creative in class and achieve a better outcome. Then, Falupi; et all (2013) entitled "Teaching Descriptive Text Writing By Using Video To Junior High School Student" stated that teaching writing by using video significantly increased the student's score in writing.

Powtoon video is a kind of digital video classified into audio visual media. Harmer (2001) proposed that the use of audio visual media in teaching writing can motivate and interest the students to write. They will get more information on how to write in it. Powtoon digital video was then chosen as a media to teach recount text. This video is expected to encourage the students to understand how to write recount text well. This consideration was caused by the result of pre-observation which showed that 77% of the student in class IX couldn't write recount text well. They did so many mistakes in it. Such as , I am bought a new bag yesterday. This problem arised because the students do not understand well about the language features and the generic structure used. They also still get difficulties in identifiying noun, verb, tobe, adjective and adverb. This article just limit the focus on recount text. Recount text is telling about past events in spoken or written and consist of personal recount, factual recount and imaginative recount (Anderson & Anderson, 2002). Considering the facts found by the students, it was essential to research tittle "Teaching Writing Recount Text By Using Powtoon Video"This research aims at describing the way of teaching writing recount text by using Powtoon video and finding the advantages of it.

2. RESEARCH METHOD

This research was conducted through a qualitative descriptive method. It was done in class IX of SMPN 6 Madiun. The sample of this research is class IX H. Purposive sampling was used to select the sample or respondent. The instrument used were checklist of observation, guided interview, teaching devices, and some pictures related to the activities. The research data were collected by doing observation, interview, and documentation. Then, the obtained research data were analyzed through three techniques. Those steps were data reduction. Displaying data, conclusion, and verification (Miles and Hubberman, 1994). Selecting the real data related to the research problem was done in data reduction. Then, displaying data is dealing with the way how the researcher presents the primary reserach data . Since it was descriptive, so it was presented in the form of description. The last step was drawing conclusion. Conclusion or verification was done based on the research finding.

3. RESULTS AND ANALYSIS

This part discusses the research data found in research related to the use of Powtoon Video in teaching recount text. The observation was done by using participant observation. The position of the researcher was as an English teacher. The process of teaching writing by using Powtoon video divided into three phases.

The first -phase is Pre-activities. In this step, the English teacher stimulates the students' knowledge by giving some questions related to the material in the previous meeting (recount text for reading skill). Then followed by introducing the next skill will be learned still about recount text. Showing the Powtoon video is the main activity in pre activities to recognize the language feature and the generic structure used in it. It was supported by some different instructions given by the teacher to every group of the students, such as: English Teacher: Ok students, For group I, you have to find out V2 stated in the text; then, for group 2, you have to find out adverb of time : group 3, you have to find tobe; and group 4, you have to find adjective.

The function of Powtoon video is as a means to deliver the material. Powtoon has specific characteristics so that they can attract the students' attention in writing class. Berk (2009) says that video can have substantial effect on the students' minds and senses. It is so powerful. Moreover, Powtoon is a inspiring video system that can be used by the teacher to create an interesting video material - appropriate with the material and the characteristics of the students. In short, Powton video is a tool to help the teacher to encourage the students' motivation, interest and concentration in understanding the material given.

The second phase is the main activities. In this step, the students trully realize writing recount text in a piece of paper. The process of writing divided into several steps. Those are pre writing, drafting, revising and editing, rewriting and publishing. Pre-writing is the brainstorming phase or the begining. In this phase, the English teacher gave the students tasks to write recount text in pairs and divide the class in to group. Every group got a different theme to write. She provided two themes, Bad and Good Experience.

English Teacher : Here are the themes you have to choose. Bad and Good Experience. Bad Experience for the right side and the Good Experience for the left side. In this case, the students are free to simply or expand the theme into some tittle based on their experience. It was a great time to organize their ideas and plan. They are going to organize the language feature.

The next step is Drafting or writing. In this step, the students used the result of the previous step and developed it into a rough draft. They are free to put their thought into actual sentences. The English teacher went around the class to control the students' writing and helped some students who got difficulties in expressing their thought into some sentences. Some problems arose lead them to do peer discussions or an informal discussion with the teacher. Feedback is the result of the discussion in this step.

Revising is the next step done after drafting or writing. Most of the students revise their writing based on the teacher's feedback. Students look at the note given by the teacher. It looks different. Some of them were suggested to delete or add information. They also have to look at their sentences structure and make sure the composition. To reach a deep understanding, the teacher turned on the Powtoon video for the second time. Students attend to the video for several minutes, and then teacher guides the students to make sure that they have done the task as the pattern stated in the video. After focusing on the teachers' explanation, the students revise some errors in their writing. This step usually needs a lot of time dan teachers' help because most of the students do not become aware of some errors or mistakes occurred.

Rewriting or editing is the following step. This step is done by rewriting the text based on some edits and revisions into the next rough draft. To get good writing, the students need to be more careful and mindful in order not to leave any revisions. The last step is publishing. The English teacher allowed the students to write the final writing and then showing the result to others on the whiteboard. They will show all the efforts they have done. It was not only time consuming but also funny. Seeing other results, finding and revising other mistakes encourages the students to laugh at each other.

Post activities is the last phase in teaching process. It purposes to stimulate the students to give a feedback about the material. Student responds indicate how they understand the material. In addition, the result also will be used to evaluate the process of teaching, the Powtoon video material and also to find not only the new strategies but also the new media for the next performance.

Based on the result of observation above, it can be said that the writing process have been done by the students in writing recount text is based on Linse's theory. She (2005) states that the process of writing are pre writing, writing, revising, editing and publishing. These steps are needed to get good quality of the product at the end of writing. Turning on Powtoon video again in the revising step has specific purposes. These actions have done to make sure the students whether they have fulfield the rules of the language feature and the generic structure of recount text or not. Scrivener (2005) describes that the teacher can rewind the video, again and again, to make sure that they have already understood the material. The teacher can pause or stop the action where they want to stop and they can set the volume louder or quite.

High appreciation must be given to the students'works. It has been done in the publishing step. The teacher lets the students to show their work and the others have to attend and investigate the mistakes in it. It is not only thrilling but also enjoyable. Most of the students hope that there is nothing with their works. But sometimes, there is still error and mistake found. And they will mock or laugh at each others. The role of the teacher in creating good or rilex environment also will motivate the students in attending classroom activities (Vero &Puka : 2017).

The use of Powtoon video in teaching writing is very unique. Because Powtoon video can be produced and developed by the teacher her/himself based on the students'characteristics and the learning outcome should be achieved. Using Powtoon in writing class can attract the students' attention. Almost all of the students give positive responess to classroom activities. They look more enthusiastic knowing the material delivered in the form of a a magnetic video media. It was supported by the result of the interview.

R : What is your opinion about Powtoon video for teaching English?
S : That's so interesting. We never get it before. It's so helpful for us.

They are feeling enthusiastic having by the students in joining the class rise up because they feel interested in the video that never used before in the process of teaching.
R : Could you tell me, why were the Powtoon video so helpful?
S : Yes mam, It is a unique video I ever see. It tells the material clearly. I can learn sentence pattern easily. This video directly gives the example of telling real experience in recount text. So it makes me so inspiring.
Another data also support this data
R : what is the advantages of using Powtoon Video in your class?
S : It encourages me to know more the material. And it doesn't make us sleepy.

S   : it makes us feeling enjoy in a class and we can understand the material better than before.
S   : Powtoon video delivered the material in a simplest way, so it can be understood easily.

Qualified teaching media does not guarantee the success of learning. It must be accompanied by the competence of the English teacher in combining the material, media and teaching strategies. The teacher has done some activities before acting in class. Preparing the material, choosing and creating suitable media and teaching technique are not an easy thing. It needs some considerations to do it.

R   : What do you do before teaching your students?
T   : Of course, preparing teaching devices to create good teaching performance, media and good result.
R   : Could you show us some considerations in constructing teaching devices?
T   : Ok. Material related with curriculum, teaching media and teaching strategies dealing with students'characteristics. This is the difficult one. Realizing teaching devices suitable with the students'need. Moreover, connecting teaching media with technology is not a simple ways. It needs high concentration, inspirations, special lifeskill, and of course special time to do so. In contrast, not all classes here are supported by electronic devices.

Thus, to realize qualified and an interesting teaching classroom performance is not an easy thing. It needs a real effort, creativity and inspiration to create it.

4.   CONCLUSION

Using Powtoon video in teaching writing recount text done in three phase technique. It involves pre activities, main activities and post activities. The process of teaching writing done based on Linses' theori. It consists of several steps; pre writing, writing, revising, editing and publishing. Powtoon video was played twice. Playing Powtoon video in pre activities has aim to stimulate the students to understand the material. Meanwhile, using Powtoon video in main activities, specifically in revising step, has purpose to make sure the students about their works. Connecting their works and video material, finding the error or mistakes and revising their writing lead the students to be independent learner. The advantages of using Powtoon video in writing class are; (1) creating enjoyful class; (2) rising the students' motivation and enthusiasm in writing; (3) realize the students to be independents' learners; and (4) develop the teachers' creativity.

Teachers have to be creative in designing classroom learning and teaching process. They have to be more sensible to the students'need, environmental development, technological development and material development to reach the goal of learning outcome well.

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