

CHAPTER II

REVIEW OF THE RELATED LITERATURE

A. General Concept of Writing

“Writing is functional communication, making learners possible to create imagined worlds of their own design.”¹ It means that, through writing, learners can express thought, feeling, ideas, experiences, etc to convey a specific purpose. The purpose of writing is to give some information.

Meyers said that writing is an action.² This means that when we first write something down, we have already been thinking about what we are going to say and we are going to say it. Then after you have finished writing, we read over what we have written and make changes and corrections.

Writing is one of productive skills, which contains a symbol (orthographic) and involves a complex process. In making good writing, we must use correct grammatical rules, choose appropriate vocabulary, and consider the coherent and cohesion. Some linguists gave some definitions of writing that may help us get clearer definition. One of them is stated by Celce and Murcia, “Writing is the production of the written word that results in a text but the text must be read and comprehended in order for communication to take place.”³

O’Malley and Pierce add that writing is a personal act in which writers take ideas or prompts and transform them into self-initiated topics.⁴ So, it prosecutes students to formulate goals and plans for creating an organized structure in their compositions.

¹ Richard Kern, *Literacy and Language Teaching*, (New York: Oxford University Press, 2000), p. 172.

² Alan Meyers, *Gateways to Academic Writing: Effective Sentences, Paragraphs, and Essays*, (New York: Pearson Education, Inc, 2005), p. 2.

³ M. Celce and Murcia Elite Olstain, *Discourse and Context in Language Teaching*, (New York: Cambridge University Press, 2000), p. 142.

⁴ J. Michael O’Malley and Lorraine Valdez Pierce, *Authentic Assessment for English Language Learners. Practical Approaches for Teachers*, (Great Britain: Longman, 1996), p. 136.

White states that writing is an act of sharing new ideas or old ideas with a new perspective with the human community.⁵ Written language is simply the graphic representation of spoken language, and that written performance is much like oral performance, the only difference lies in graphic for writing instead of auditory signals for speaking.⁶ So writing is closely related to speaking not only in such item of content, organization of ideas, and vocabulary but also the relationship of the ideas or the coherent with the other sentence.

From some definitions above, it can be concluded that writing is a system of human communication which represents a symbol. By writing, we can share our idea, feeling, or anything that exist in our mind. Writing prosecutes students to focus on generating idea, organizing coherently, revising it into good composition, using discourse markers and rhetorical conventions cohesively, and editing text for appropriate grammar. Therefore, students who want to be able to write a good writing, they must learn to write regularly.

1. Writing Process

Writing is a never one-step action. Writing as one of productive skills needs a process. This process sues writer to write in sequence stages. Harmer states that the writing process is the stages that a writer goes through in order to produce something (a written text) before to be a final draft.⁷ There are four processes of writing:

a. Planning

At this stage, the writer must think about three main issues. Those are the purpose, the audience (the reader), and content structure. The purpose of writing will influence not only the type of text that the writer wants to produce, the language that the writer uses, but also the

⁵ Fred D White, *the Writer's Art. A Practical Rhetoric and Handbook*, (New York: Wadsworth Publishing Company, 1986), p. 12.

⁶ H. Douglas Brown, *Teaching by Principle*, (San Francisco: Longman, 2001), p. 335.

⁷ Jeremy Harmer, *How to Teach Writing*, (England: Pearson Education Limited, 2001), p. 4.

information that the writer chooses to include. Secondly, the writer must think of the audience. The audience will influence not only the shape of the writing (how it is laid out or how the paragraph is structured) but also the choice of language (formal or informal language). Thirdly, the writer has to consider the content structure of the piece. It means that how the writer sequence the fact, ideas, or argument.

This stage is often called by pre-writing process. Pre-writing is the thinking, talking, reading, and writing that the writer does about his topic before he writes a first draft. Pre-writing can be defined as a way of warming up the brain before write. There are two ways of warming up the brain; brainstorming and clustering.

Brainstorming is a quick way to generate a lot of ideas on a subject.⁸ So, brainstorming is the way to get “the ideas creation engine” running. The purpose of brainstorming is to make a list of as many ideas as possible without worrying about how writers will use them. Writers’ list can include words, phrases, sentences, or even questions.

There are five steps that must be done by writers to brainstorm:

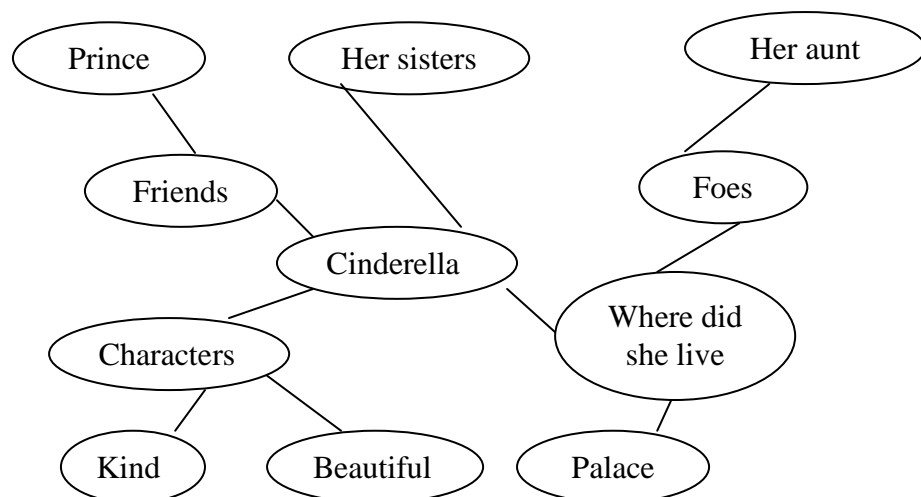
- 1) Writers must begin with a broad topic.
- 2) Writers must write down as many ideas about the topic as writers can do in five minutes.
- 3) Writers can add more items to their list by answering the questions what, how, when, where, why, and how.
- 4) Writers group similar items on the list together.
- 5) Writers can cross out items that do not belong.

⁸ Karen Blanchard and Christine Root, *Ready to Write*, (New York: Pearson Education Inc., 2003), p. 41.

Clustering is another pre-writing technique. It is a visual way of showing how writers' ideas are connected using circles and lines. When writers cluster, they draw a diagram to connect ideas.⁹

There are five steps that must be done by writers to cluster:

- 1) Writers must write the topic in the center of blank place of paper and draw a circle around it.
- 2) Writers can write any ideas that come into their mind about the topic in circle around the main circle.
- 3) Writers must connect these ideas to the center word with a line.
- 4) Writers think about each of their new ideas, write more related ideas in circles near the new ideas, and then connect them.
- 5) Writers repeat the process until they run out of ideas.



The picture above is an example of clustering

b. Drafting

After you have finished in planning, you can continue to the next step (drafting). As you write, the first draft on your paragraph, use the ideas you generated from planning as a guide. As you write, remember to:

- 1) Begin with a topic sentence that states the main ideas, include several sentences that support the main idea.

⁹ *Ibid*, p. 42.

- 2) Stick the topic does not include information that does not directly support the main idea.
- 3) Arrange the sentences so that the other ideas make sense.
- 4) Use signal words to help the reader understand how the ideas in your paragraph are connected.¹⁰

c. Editing (Revising)

It is almost impossible to write a perfect paragraph on the first try. The first try is called the first draft. Perhaps the order of information is not clear or the discourse marker is wrong. The way to revise and improve the first draft is called editing. The writer edit their own or their peer's work for grammar, spelling, punctuation, diction, sentence structure, and accuracy of supportive textual material such as quotations, examples and the like.

It is almost impossible to write a perfect paragraph on the first try, so it needs to be revised. The steps are:

- 1) Add new ideas to support the topic.
- 2) Cross out sentences that do not support the topic.
- 3) Change the order of the sentences.
- 4) Using the following checklist to revise your paragraph;
 - a) Make sure you have a topic sentence.
 - b) Cross out sentences that do not relate to the main idea.
 - c) Check to see if the sentences are in the right order.
 - d) Add new ideas if they support the topic sentences.
 - e) Make sure you have included signal words to help guide the reader.
 - f) Check the punctuations, spelling and grammar.¹¹

¹⁰ *Ibid.*, p. 43.

¹¹ *Ibid.*, p. 44.

d. Final Version

Once the writer has revised and edited the draft and made the changes that considered being necessary, he has produced the final version.

Planning → Drafting → Editing → Final version

2. Purposes of Writing

According to O'Malley and Pierce, there are three purposes of writing that describe the kinds of students writing.¹² Those are:

a. Informative Writing

Informative writing helps writers integrate new ideas and examine existing knowledge. So, writers can share knowledge and give information, directions, or ideas. Examples of informative writing include describing events or experiences, analyzing concept, speculating on causes and effect, and developing new ideas or relationships.

b. Expressive or Recount Writing

Expressive or Recount Writing is a personal or imaginative expression in which the writer produces story or essay. This type of writing often used for entertainment, pleasure, discovery, poems, or short play.

c. Persuasive Writing

In persuasive writing, writers attempt to influence others and initiate action or change. This type of writing includes evaluation of a book, movie, consumer product, or controversial issues.

¹² J. Michael O'Malley and Lorraine Valdez Pierce, *op.cit.*, p. 137-138.

3. Teaching English Writing for Senior High School Students

“Writing (as one of the four skills of listening, speaking, reading, and writing) has always formed part of the syllabus in the teaching of English. Writing has always been used as a means of reinforcing language that has been taught”.¹³ It means that writing is a good instrument for students to learn English. They can put their ideas on the paper by using grammar and vocabulary which have been studied.

When writing, students need more time to think. Teacher asks students to focus on accurate language use and ideas what they will write. It will provoke their language development by finding ideas which will put on a text. Teaching writing for Senior High School is not an easy job, because the range of age of Senior High School students varies between thirteen to seventeen years old.

“Adolescence interpreted as a transition-period from children to adult including change of biological, cognitive and emotional-social”.¹⁴ “They are so much less motivated, and they present outright discipline problems”.¹⁵

Based on the statement above, the writer concludes that the teacher’s role is very needed to motivate students in teaching learning process while students in transition-period. Therefore, they will have good discipline and responsibility, if a teacher encourages their students to learn to write in the target language.

There are some characteristics of adolescent’s learner, they are;

- a. They seem to be less lively and humorous than adults,
- b. Identity has to be forged among classmates and friends; peer approval may be considerably more important for the student than the attention of the teacher,

¹³ Jeremy Harmer, *How to Teach Writing*, (England: Pearson Education Limited, 2004), p. 31-32.

¹⁴ John W. Santrock, *Adolescence*, (Jakarta: Erlangga, 2003), 6th Ed., p. 26.

¹⁵ Jeremy Harmer, *The Practice of English Language Teaching*, (England: Pearson Education Limited, 2001), 3rd Ed., p. 38.

- c. They would be much happier if such problems did not exist,
- d. They may be disruptive in class, and
- e. They have great capacity to learn, have a great potential for creativity, and a passionate commitment to things, which interest them.¹⁶

Therefore, adolescents are a period of change, new experiences learning, instability and the most trying times in life school and teacher should provide adolescent with opportunities to explore and experiment in a stable and supportive atmosphere. Teacher's job is to provoke intellectual activity by helping them to be aware of constructing ideas, which they can resolve by their own though still with the teacher's guidance.

4. Characteristic of an Effective Paragraph

A paragraph is a basic unit of organization in writing in which a group of related sentences develops one main idea. The number of sentences is unimportant; however, the paragraph should be long enough to develop the main idea clearly. A paragraph has three major structural parts: a topic sentence, supporting sentences, and a concluding sentence.¹⁷

Writing a paragraph is an uneasy activity. Students often find difficulties especially when they want to write a good paragraph. In every sentence of paragraph, it should be related to the unit of organization, the parallelism, and others.

Harmer states that there are two characteristics of an effective paragraph. Those are coherence and cohesion.¹⁸

a. Coherence

Coherence means that the sentence in the paragraph must be logically arranged and the movement from one sentence to the next sentence must be smooth. Coherence can be gained by applying logical

¹⁶ *Ibid.*, p. 38-39.

¹⁷ Alice Oshima and Ann Hogue, *Writing Academic English*, (New York: Addison Wesley Publishing Company, 1996), p. 3.

¹⁸ Jeremy Harmer, *op.cit.*, p. 22-24.

order and transition signal. When a text is coherence, the reader can understand at least two things:

1) The writer's purpose

A coherent text can make the reader understands what the writer's purposes. Is it for giving information, expressing idea, or entertaining the reader?

2) The writer's line of thought

The reader should be able to follow the story and should not get confused with the characters of the story, setting, time, and others. In a recount text, the reader should know what is being narrated, who is the character, and can distinguish between the complication and resolution.

b. Cohesion

A paragraph is called cohesion if all supporting sentences can support the topic sentence. The method of connecting sentences to each other called cohesive devices. Five important of cohesive devices are lexical cohesion (can be achieved by using lexical set chain and repetitions of word), grammatical cohesion (can be achieved by using pronoun and possessive reference and article reference), tenses, linkers, and substitutions.

Alice and Ann add unity as a requirement of an effective paragraph. They state,

"Every good paragraph has unity, which means that in each paragraph only one main idea is discussed. If the writer starts to discuss new idea, he must start a new paragraph. Furthermore, every supporting sentence in the paragraph must be directly related to the main idea".¹⁹

5. The Tasks of Teacher in Teaching Writing

Teacher has a number of crucial tasks that must be performed in order to help students to be good writers. Students often feel reluctance to write either in their own language or in second language. So, teacher must

¹⁹ Alice Oshima and Ann Hogue, *op.cit.*, p. 17.

stimulate students to write by performing his tasks in the classroom. The teacher tasks are not only during the writing class, but also before and after writing class.

According to Harmer, there are five tasks that teacher can perform in the class. Those are demonstrating, motivating and provoking, supporting, responding, and evaluating.²⁰

a. Demonstrating

Teacher must tell the students about the material and demonstrate it in fronts of class. This task can be an effective way to warm up students' knowledge about the material.

b. Motivating

When students find difficulties in writing like "lost for word", teacher can help by provoking the students into having ideas, enthusing them with the value of the task, and persuading them what fun it can be. The example is teacher can give students the word that they need to start a writing task.

c. Supporting

This task is closely related with the teacher' roles as motivator and provoker. Students need a lot of help and reassurance once they get going, both with ideas and with the means to carry them out. Teacher can help students overcome the difficulties by giving a support.

d. Responding

When responding, teacher reacts to the content and the construction of students' writing supportively and makes suggestion for their improvement. When teacher responds to the students' writing, he may not give a grade and judge it as final version (final product).

²⁰ Jeremy Harmer, *op.cit.*, p. 41-42.,

e. Evaluating

When teacher evaluate students' writing, he can indicate where students make mistakes and may award grades in students writing.

B. General Concept of Text

1. Definition of Text

In general, text is an article we often read. We know that human beings are different from other creatures. We live in a world of words. When these words are put together to communicate a meaning, a piece of text is created. They will think to express their expression. We can say that human need to express their own in many ways that can be understood by others. Human can use a text as one of the ways to express their own.

“A text is any stretch of language which is held together cohesively through meaning”.²¹ It means that when we use language to write, we are creating and constructing a text. When we read, we are interpreting texts. Moreover, when we talk and listen, we are also creating and interpreting texts.

Halliday and Hasan said that a text is a social exchange of meanings.²² The meaning of a sentence may have different meaning according to the context. For example, I am buying a drink for every body here, and the mean of that sentence is one drink for all or one drink for each. Therefore, if we are a teacher, we must be able to develop students' abilities to exchange the meanings in different points of sentence.

2. Types of Text

There are two main categories of text. They are literary and factual. Within these are various text types. Each text type has a common way of using language.

²¹ Susan Feez and Helen Joyce, *Text-Based Syllabus Design*, (Sydney: Macquarie University, 2002), p. 4.

²² M.A.K. Halliday, & Ruqaiya Hasan, *Language, Context, and Text: Aspects of Language in Social-Semiotic Perspective*, (Hongkong: Oxford University Press, 1984) p. 11.

a. Literary text

Literary text is a text that appeals to our emotions and imaginations. Literary text can make laugh or cry, think about our own life or consider our beliefs. Literary text includes aboriginal dreaming stories, movie scripts, limericks, fairy tales, plays, novels, song lyrics, mimes and soap operas. Media text such as films, videos, television shows and CDs can fall in this category.

There are three main text types in this category: recount, poetic and dramatic.²³

b. Factual text

Factual text is a text that presents information or ideas and aim to show, tell or persuade the audience. This text includes advertisement, announcement, internet website, current affairs shows, debates, recipes, reports and instructions. The main text types in this category are recount, response, explanation, discussion, information report, exposition and procedure.²⁴

C. General Concept of Genre

1. Definition of Genre

“Genre is used to refer to particular text-types, not to traditional varieties of literature. It is a type or kind of text, defined in terms of its social purposes; also the level of context dealing with social purpose”.²⁵

The meaning of the genres intended is that students are able to understand the concept and they would be able to identify a kind of texts that students will have to write.

²³ Mark Anderson and Kathy Anderson, *Text Types in English*, (South Yarra: Macmillan Education Australia, 1997), p. 1.

²⁴ *Ibid.*, p. 3.

²⁵ Rudi Hartono, *Genres of Text*, (Semarang: UNNES, 2005), p. 4.

2. Kinds of Genre

There are fifteen types of genre text, they are:

- a. Recount is a kind of genre used to amuse, to entertain and to deal with actual or various experiences in different ways. Recount is a kind of genre used to retell events for the purpose of informing or entertaining.
- b. News story is a factual text which informs reader's events of the day which are considered newsworthy or important.
- c. Exemplum is a kind of genre used to deal with incidents that are in some respects out of the usual, point to some general values in the cultural context.
- d. Anecdote is a kind of genre used to share with others an account of an unusual or amusing incident.
- e. Spoof is a kind of genre used to retell an event with a humorous twist.
- f. Procedure is a kind of genre used to describe how something is accomplished through a sequence of actions or steps.²⁶
- g. Explanation is a kind of genre used to explain the processes involved in the formation or workings of natural or socio-cultural phenomena.
- h. Report is a kind of genre used to describe the way things are, with reference to arrange or natural, manmade and social phenomena in our environment.
- i. Analytical exposition is a kind of genre used to persuade the reader or listener to take action on some matter.
- j. Hortatory exposition is a kind of genre used to persuade the reader or listener that something should or should not be the case.
- k. Discussion is a kind of genre used to present (at least) two points of view about an issue.
- l. Description is a kind of genre used to describe a particular person, place or thing.

²⁶ *Ibid.* p. 6.

- m. Review is a kind of genre used to critique an art work or event for a public audience.
- n. Commentary is a kind of genre used to explain the processes involved in the information (evolution) of a social-cultural phenomenon, as though a natural phenomenon.²⁷

D. General Concept of Recount Text

There are many references to define what recount is, such as; definition, social function, generic structure and significant lexicogrammatical features or language features.

1. Definition of Recount

“Recount is a piece of text that retells past events, which is usually told in order in which they happened”.²⁸

From the definition above, it can be concluded that a recount text is a spoken or written text, which is used to tell other people about their experiences. Allah decrees in the holy Qur’an:

وَلَقَدْ أَرْسَلْنَا رُسُلًا مِنْ قَبْلِكَ مِنْهُمْ مَنْ قَصَصْنَا عَلَيْكَ وَمِنْهُمْ مَنْ لَمْ نَقْصُصْ عَلَيْكَ... (78)

“We have sent forth other apostles before you; of some, We have already told you the story, of others We have told you nothing,...”. (QS. Al-Mu’min: 78).²⁹

From the verse above, we know that Allah told stories of the prophets before he know rightness with rational truths. From the verse we can also conclude that we can tell personal experiences through article which can remind us past experiences although glad or sorrowful. We can get good value to be better in the future by past experiences

²⁷ *Ibid.*

²⁸ Depdiknas, *Kurikulum 2004 Standar Kompetensi Mata Pelajaran Bahasa Inggris*, (Jakarta: Depdiknas, 2004), p. 49.

²⁹ Mahmud Y. Zayid, *The Quran*, (Beirut: Dar Al-Choura, 1980), 1st Ed., p. 351.

2. Social Function of Recount

“The social function of recount is to retell events for the purpose of informing or entertaining”.³⁰

It means that the purpose of recount is to give the reader a description of when and where an event occurs.

3. Generic Structure of Recount Text

There are some steps for constructing a written recount, they are;

- a. Orientation : information on the context of the recount.
- b. Events : a record of events in a temporal sequence.
- c. Re-orientation : closure of events.
- d. Coda :comment on events (optional stages in schematic structure).³¹

From the statement above, the writer concludes that recount introduces orientation to lead the readers to the context. It is continued by sequence of events, which tell the context of the text. Then, it is concluded in re-orientation or coda.

4. Significant Lexicogrammatical or Language Feature of Recount

The significant lexicogrammatical or language features of recount are:

- a. Use of nouns and pronouns to identify people, animals or things involved. For example; Edy, he, we, the dog, the librarian, etc.
- b. Use of action verbs to refer to events. For example; go, help, etc.
- c. Use of past tense to locate events in relation to speaker’s or writer’s time. For example; Rina went to Jogja, I was there, etc.
- d. Use of conjunctions and time connectives to sequence the events. For example; and, but, then, after that, etc.

³⁰ Linda Gerot and Peter Wignell, *Making Sense of Functional Grammar*, (Sydney: Gerd Stabler, 1994), p. 194.

³¹ Jenny Hammond, *et. al.*, *English for Social Purposes*, (Sydney: Macquarie University, 1992), p. 88.

- e. Use of adverbs and adverbial phrases to indicate place and time. For example; at home, carefully, etc.
- f. Use of adjective to describe nouns. For example; beautiful, soft, black, etc.³²

E. General Concepts of Movie

Based on oxford advanced learner's dictionary, *film* is a series of moving picture recorded with sound that tells a story, shown on television or at the cinema / movie theater.³³ The meaning of *movie* is a series of moving picture recorded with sound that tells a story, shown on television or at the cinema / movie theater³⁴. Based on definitions above, the writer can conclude that *movie* is same with *film*. But in this study, the writer will use *movie* because it is more appropriate for the title of this study.

There are some advantages and disadvantages of movie as a medium in teaching learning process.³⁵ They are:

1. Advantages of Movie as a Medium in Teaching Learning Process.
 - a. Movie has particular value, such as completing basic experience, provoking new inspiration, attracting attention, showing treatment of real object, explaining abstract things, etc.³⁶
 - b. Movie can describe process.
 - c. Movie can arouse impression of room and time.
 - d. The pictures are three dimensions.
 - e. The sound can arouse reality of pictures in form of nature expression.
 - f. Movie can tell expert's voice while watching his/ her appearance.
 - g. Color movie can add reality of object, which is practiced.

³² Ken Hyland, *Teaching and Researching Writing*, (Britain: Pearson Education Limited, 2002), p. 99.

³³ A.S Hornby, *Oxford Advanced Learners' Dictionary of Current English*, (NY:Oxford University Press, 1987), p. 473

³⁴ *Ibid.*, p. 833

³⁵ M Basyirudin Usman Asnawir, *Media Pembelajaran*, (Jakarta: Ciputat Pers, 2002), p.95-96

³⁶ Sudarwan Danim, *Media Komunikasi Pendidikan*, (Jakarta: Bumi Aksara, 2008), p. 19.

- h. Movie can show scientific theory and animation.
2. Disadvantages of Movie as a Medium in Teaching Learning Process.
- a. During playing movie, teachers cannot explain any material because it can disturb students' concentration.
 - b. Students cannot understand the movie well if it is played too fast.
 - c. It is difficult to repeat what is gone except playing it once more.
 - d. The equipment is expensive.

A good movie can fulfill students' need in relation to the material studied. The writer can use all of advantages to support in process of writing.

3. Elements of Movie

The analyze movie the first thing is to understand the elements of it. There are five elements of story, they are: ³⁷

a. Setting

The setting is the time and place in which it happens. Authors often use description of landscape, scenery, building, seasons, and weathers to provide strong sense of setting.

b. Character

A character is a person or sometimes events an animal, who takes part in action of story or other literary work. There are two characters of story:

- 1) Protagonist, the protagonist character is the central character or the hero, also called as good guy.
- 2) Antagonist, the antagonist character is the enemy of the protagonist, also called as bad guy.

c. Plot

A plot is series of events and character action that relied of the central conflict; it is the sequent of events in a story or play. The plot is

³⁷ *ibid.*, p. 25

planned, logical series of events having a beginning, middle, and end. There five essential parts of plot:

- 1) Introduce, the beginning of story character, and the setting is revealed.
- 2) Rising action, it is where the events in the story become complicated and the conflict in the story is revealed.
- 3) Climax, this is highest point of interest and the turning point.
- 4) Falling action, the events and complication begin to resolve themselves.
- 5) Denouement, this is final outcome or untangling of events of the story.
- 6) Conflict

The conflict is the struggle between two people or things in a story.

There are two types of conflict:

- (a) External, a struggle with a force outside one's self.
- (b) Internal, a struggle within one's self: a person must make some decisions, overcome pain, etc.

d. Theme

The themes are the central idea or believe in a story.³⁸ The statement above can be conclude that in the story, there are five elements of a story, which we have to know and understand when watching a film or reading story, because these are part of the story. If we don't know about that, we will not understand in crevice a story, and what we can take from the story.

By using movie to teach recount text writing, students can find out elements of film easily because the students watch the story directly. It can make students more understand than read the recount text only.

³⁸ <http://hrsbstaff.ednet.ns.ca/engranja/eleements.html>. 16 October 2009

The title of this movie is “Mr. Bean’s Holiday”. This movie’s synopsis is an example of recount text.

Mr. Beans’s Holiday

Orientation

The story opens with Mr. Bean (Rowan Atkinson) attending a raffle in June. His number is 919, the winning number. But Bean misreads it upside-down as 616. Frustrated that he "lost", he throws the ticket onto a toy train. Seeing the ticket upside down reading 919, he grabs the ticket and yells out that he won in his kiddish mumbling deep voice. The prize is a holiday involving a train journey to Cannes, a Sony video camera, and €200.

Event I

Following a misunderstanding involving a taxi at the Gare du Nord railway station in Paris, Bean is forced to make his way unorthodoxly towards the Gare de Lyon to board his next train towards Cannes. Upon discovering the train won't leave for another hour, he has time to sample French seafood at Le Train Bleu restaurant.

Event II

Back on the platform, Bean asks a man, who happens to be a Cannes Film Festival jury member and Russian movie critic Emil Dachevsky (Karel Roden), to use his camcorder to film his walking onto the train. By the time they are done, the TGV is about to leave. Although Bean manages to get onto the train, the doors close before Dachevsky can get on. Dachevsky's son, Stepan (Max Baldry) is therefore left on board by himself. Bean attempts to befriend Stepan, with the result that when the boy slaps him in the face and when he gets off at the next station. The train that Stepan's father has boarded does not stop at the station, and he holds up a mobile number, but with the last two digits obscured. Their efforts at calling the number prove fruitless even though at one point they do get through to Stepan's

house, but the phone is answered by the maid, whose voice Stepan does not recognise. They board the next train, but since Bean has left his ticket and passport on the station public telephone, they are soon thrown out of the train.

Event III

Attempts at busking by miming to Puccini's O mio babbino caro (sung by Rita Streich) and other music prove successful, and Bean buys them a bus ticket to Cannes. Bean loses his ticket by getting the ticket stuck on a chicken's foot. Mr. Bean then steals a nearby bicycle and follows the chicken which has been placed onto a Peugeot 504 pickup and ends up at a chicken pen. On his return, he finds that the bicycle has been run over by a tank, but the camera is still intact.

Event IV

After attempting to steal a motorcycle and almost getting killed by a lorry, Bean stumbles on to the set for a TV advertisement, which he accidentally blows up, injuring the director Carson Clay (Willem Dafoe). Bean tries to hitch-hike again; a yellow-green Mini picks him up, much like the one he owns in the series, driven by actress Sabine (Emma de Caunes) who Bean encountered both at the commercial filming and previously, who offers him a lift to Cannes. They therefore plan to get into Cannes without being identified.

Resolution

After sneaking into the premiere, they are in the Cannes audience witnessing Clay's picture "Playback Time" which is a shameless vanity production. Starring, written, produced and directed by Clay himself. From the first few moments, the audience is horribly bored. Sabine tells Bean her big scene is coming up, but is disappointed to see that her role has been (rather poorly) cut from the film. Bean sees Clay's video camera and gets an idea—he goes to the screening room, plugs in his video camera to the projector, where his video diary is unexpectedly played out. However, the strange tale it

tells fits director Clay's narration well, so that the director, Sabine, and Bean all receive standing ovations. Clay's anger fades and embraces Bean, kissing him with gratitude. Stepan is finally reunited with his father.

Coda

After the screening, Bean leaves the building and goes to the beach, encountering many of the other characters including Sabine and Stepan.

4. The Use of Movie in Teaching Recount Text.

Teaching English as a foreign language sometimes make the teachers realize that are transferring knowledge to the students are not easy. A good teacher will not surrender, if the students are boring with the lesson.

The writer applies movie/film as alternative media in teaching recount and the topic was students' interesting experiences. It is supporting point that interesting experiences are really close with teenager life, because it tells story that event in the past.

Movie is one of teaching media. By using movie during the teaching and learning process, it is hoped that teacher will be able to motivate the students to learn and pay attention to the material presented. One of advantages of movie is colorful film which can add reality of object, which is practiced. So, it can show reality of pictures in form of nature expression. It can arouse students understanding in plot of story.

F. Movie as One of Media in Language Teaching

Movie is a form of entertainment that enacts a story by sound and a sequence of images giving the illusion of continuous movement.³⁹ According

³⁹ [Http://wordnetweb.princeton.edu/perl/webwn?s=movie](http://wordnetweb.princeton.edu/perl/webwn?s=movie) , Accessed : 15 October 2010

Hornby, movie is a motion picture.⁴⁰ So, the role of movie as a medium is used to entertain and present story event, music, drama, and humor.

Movie can be an effective media in teaching learning process because it stimulates students both receptive skills (listening and reading) and productive skills (writing and speaking). Kemp states that movie can be more affective than other instructional media for relating one idea to another, for building continuity of thought, and for creating dramatic impact.⁴¹

In fact, movie can fulfill different functions for learners at different levels of proficiency. For beginning learners it can provide examples of authentic language use in limited context of use. For higher-level students, video can provide variety, interest, stimulation, and help to maintain motivation. For advanced students, video can fulfill the same functions as for native speakers to provide information and entertainment. At this level, it can be used as a stimulus for discussion and debate.⁴²

From some definitions above, it can be concluded that movie is a useful way to prompt students into writing stories. Choosing the right movie is very important. A lesson will be much easier and interesting if we use movie.

G. Applying Movie in the Teaching of Recount Writing

Movie is one of the audiovisual media that can help students manipulate motion of picture in writing. Brown states that motion pictures fulfill a variety of purposes in instruction and training. They communicate information, change, or strengthen attitudes, help to develop skills, interest, raise problem, invoke mood, and emotionalize learning. Sometimes they can be used in large group situation to test abilities students reproduce or interpret what they have learnt or to apply familiar principles to novel problems. On

⁴⁰ Hornby, *Oxford Advanced Learner Dictionary of Current English*, (London: The University of London press, 1974), p. 319.

⁴¹ J. E. Kemp, *Planning and Producing Audiovisual Material*, (New York: Chandler Publishing Company, 1985), p. 39.

⁴² David Nunan and Clarice Lamb, *The Self-Direct Teacher. Managing the Learning Process*, (Cambridge: Cambridge University Press, 1996), p. 193.

some occasions, sound may be turned off providing opportunity for the instructor or students to commentary or simply allowing the picture alone to carry the message.⁴³

In the process of teaching, teacher can use media in order to stimulate students' interest. One of the media is movie. The main use of movie in the teaching of recount writing is to help students catch and express their idea in writing. From the movie, students will get an overall description of movie such as setting, plot, character, moral value, and others. Movie can be more effective than other instructional media for relating someone's idea to another, building a continuity of thought, creating dramatic impact. The overall description of movie is in line with recount texts which contain generic structures and linguistic features.

Movie can be used for rewriting or retelling a story. Teacher can begin the lesson by showing the movie and let students watch it. Before that, teacher can begin the lesson by warming up students' mind with the simple questions that are related to the movie, like: Do you know the story of Mr. Bean's Holiday? What is kind of the story? Do you ever watch the movie?

While they watch the movie, teacher guides students to make notes related to the movie such as setting, character, and others. While the movie is played, teacher should explain that students are not allowed to interrupt because it can disturb students' concentration. If students find difficulties in vocabulary, they can ask teacher after the movie ends. After that, teacher asks students to discuss together about the overall description of movie by connecting recount text material that consists of the generic structure and linguistic features and asks students to analyze the movie together. The last, teacher asks students to write a recount after they watch the movie. It means that students must share their idea, feeling, or anything that exist in their mind after they watch the movie and focus on generating idea, organizing

⁴³ Brown, *Audio Visual Instruction: Technology, Media and Methods*, (New York: Mc Graw, Hill Book Company, 1997), p. 243.

coherently, revising it into good composition, and editing text for appropriate grammar.

By using movie, students will be more interested in learning writing. Besides that, they will practice regularly especially in writing.

H. Previous Research

Writing is an interesting field for research. Many researchers have conducted the research about writing skills. Related to this study, the writer chooses some previous researches which are relevant to the teaching of recount writing.

There are two previous researches related to this study. First research with the title of "*The Effectiveness of Fairytale Movie as a medium in teaching Recount Writing*" was done by Wiwin Supriyanti. This Experimental research was done with 8th grade students of SMP 18 Semarang and it got good result. The result showed that there was a significance difference in the achievement between the students who were taught recount using a movie as a medium and students who were taught recounts without a movie as a medium. We can see that experimental class that were given treatment using movie as a medium got higher score that was 71,5 compared with the control class who did not get treatment using movie as a medium that was 65,5. This result motivated the writer to do the research with the same media in order to improve students' skill especially writing. The researcher collected the data through test and unguided interview.⁴⁴

The difference between her research and my research is in research method; Wiwin Supriyanti did the research in recount writing whereas I do my research in recount writing. Besides that, her research is conducted with 8th grade students of SMP N 18 Semarang, while I do my research with Tenth grade students of SMA N 6 Semarang. In addition to that, I collect the data through test, documentation, interview and observation.

⁴⁴ Wiwin Supriyanti, "*The Effectiveness of Fairytale Movie as a Medium in Teaching Recount Writing*", Thesis S1 IAIN, (Semarang: FT Library of IAIN, 2009).

Another research by the title of “Using Suggestopedia Method to Improve Students’ Writing in Recount Text” is conducted by Rika Ismawati. This is conducted with 8th grade students of SMP N 2 Juwana, Pati . As same as the first research, this research got significant result. Because of an action research, this research used test as instrument to collect the data. Control class is treated by conventional method whereas the experimental one is taught using suggestopedia method.⁴⁵ The result of the research, it makes the students relaxed and enjoyed the lesson because it is supported with comfortable class and classical music accompaniment that can stimulate their brain to learn and memorize better.

Because of those successful researches, the writer tried to do another research related to them. The writer did an experimental research in teaching writing recount text using movie as a medium; not using short story. The writer conducted the research with the tenth grade students of SMA N 6 Semarang. Therefore, the differences between the above mentioned researches and this research are in method, subject matter, setting, and participants.

I. Research Hypothesis

There is a significant difference (Ha) of the student’s achievement in writing between those who were taught through the use of movie as medium and the students who were taught through the use of text as an aid. When the researcher worked and counted the data statistically, the statement above (Ha) changed into the null hypothesis (Ho). Ho states that there is no significant difference of the students’ achievement in writing between the students who were taught by using movie as media and the students who were taught by using text as an aid.

The hypothesis of this research is effective to improve students’ ability in writing recount text through movie. So, the null hypothesis (Ho) was rejected.

⁴⁵ Rika Ismawati, " *Using Suggestopedia Method to Improve Students’ Writing in Recount Text* ", Thesis S1 IAIN, (Semarang: FT library of IAIN, 2009).