

Learning Recount Text Using Story Telling Video of 10th Grade Students of SMA Negeri 16 Semarang in The Academic Year 2020/2021

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Abstract.

This research seeks to know the important difference of applying Story Telling Video to students in gaining the mastery of Senior High School. The aims of the study are; (1) to find out the students' skill in composing recount text when they are taught before using story telling video. (2) to find out the students' skill in writing recount text when they are taught after using story telling video. (3) to find out the efficacy in students' competence in producing recount text before and after being taught using story telling video. A quasi-experimental design is one classes of pre-test post-test design were implemented as the study design. 25 X MIPA 1 of SMAN 16 Semarang in the academic year 2020/2021 were taken as the sample. The instrument was valid and trustworthy, the examination is separated into two phases are pre-test and post-test. The data collected were examined using a t-test. It was revealed that the students' capacity to acquire writing recount text taught with using story telling video was weak. The student's ability to learn recount material that was taught with using story telling video was positive growth. The value of the t-test was higher than the t-table (20, 04 > 1, 67). It means teaching writing recount text utilizing story telling video was recognized a successful criterion in developing the writing recount text through TAD Strategy. At last, the research suggested suggestions for teachers to using story telling video in teaching writing recount text.

Keywords: recount text, story telling

Introduction

According to Harmer (2004: 31), writing is a method of generating language and expressing one's thoughts, feelings, and opinions. Additionally, Tarigan (1994: 3) defines writing as an activity that entails creating or drawing graphic symbols that reflect a human language in order for other individuals to interpret the graphic symbols. Individuals that are familiar with the language and the graphic will be able to comprehend the graphic symbols. Ramelan (1992: 14) concurs with Tarigan in asserting that writing is a reflection or representation of language.

According to Nunan (2003:88), writing is the mental activity of investing ideas, selecting how to convey them, and organizing them into understandable sentences and paragraphs. There are several reasons why writing is critical. The first is concerned with communication. When someone writes well, they may readily transmit their message to their readers even if they do

not communicate face to face. On the other side, poor writing might convey misinformation, provide the wrong message, or leave the reader in the dark. Second, having a strong writing ability can be really advantageous when it comes to completing assignments and written tests. Finally, it is quite beneficial when someone is writing a Curriculum Vitae for the purpose of applying for a job or other endeavour. A well-written piece can convey important information about you. Due to the critical nature of writing skills in our lives, they should be taught at a young age. According to Jarvis (2002, 2), ESL students are prepared to begin writing as soon as they are able to communicate in social and classroom settings. A recount text possesses linguistic traits, or in English, language characteristics. Saragih, Silalahi, and Pardede (2014) support this statement by stating that the recount text contains language features such as the use of nouns and pronouns to identify animals, people, and something, the use of past action verbs to refer to events, the use of simple past tense to locate events in relation to experiences time, the use of conjunctions and time connectives to sequence the events, the use of adverbs and adverbial phrases to indicate According to Gerot and Wignell (1994), the language characteristics of a recount text that must be met are individual participants, the use of material processes, a time and place context, and the use of past tense and temporal sentences. The following language elements are frequently encountered in recount texts:

- 1) Appropriate nouns and pronouns to refer to those mentioned in the text.
- 2) Verb of action
- 3) Descriptive term used to describe who, what, when, where, and how.
- 4) The past tense is used to recount the occurrences.
- 5) Connectives of conjunction and time.
- 6) Adverbial and adverbial expressions.
- 7) Words that indicate the sequence of occurrences.

Teaching and Learning using Media

The teacher has a range of critical responsibilities in order to aid pupils in developing into better writers. Additionally, students are hesitant to write in their native or second language. As a result, the teacher's actions in the classroom will inspire students to compose. Not only during the writing session, but also prior to and following it, the teacher's obligations expand. Harmer (2007) asserts that a teacher can execute five functions in the classroom. Demonstrating, motivating and provoking others, encouraging, reacting, and evaluating are all instances of these abilities:

1. Demonstrating
The teacher must explain and demonstrate the content to the students. This exercise can be an effective technique to acclimate students' minds to the content.
2. Motivating
When pupils have trouble writing, such as "lost of words," the teacher might aid them by motivating them to generate ideas and convincing them of the job's value. For example, a teacher may provide pupils with the instruction necessary to begin a writing project.
3. Supporting
This assignment is inextricably linked to the instructor's motivational and controversial positions. Once they begin, students require significant guidance and

confidence, both with ideas and with the resources to carry them out. By offering assistance, the teacher can assist students in overcoming their obstacles.

4. Responding

When responding, the instructor provides positive remarks on the students' writing's quality and structure and makes suggestions for improvement. When a teacher responds to a student's writing, he or she may or may not assign a grade, judging it instead as the final edition (final product).

5. Evaluating

When a teacher evaluates a student's writing, he or she will point out areas where the student made errors and assign grades.

Teachers currently require media in order to increase their effectiveness in the classroom. Media may be used to efficiently communicate a message from the sender to the recipient since it piques students' attention in the teaching and learning process (Masterman, 2005). Teaching can be more entertaining if it is visual and interactive rather than purely theoretical. According to Djamarah (2010), there are four distinct categories of media:

6. Audio-visual Media

This educational medium is entirely reliant on our ears, whether it is radio, tape recorder, or electronic transcription. Audio recording is associated with a student's ability, particularly in the area of listening. This form of material is inaccessible to the deaf community.

7. Visual Arts

Visual media are inextricably tied to the sense of sight. This media communicates with students via photographs, blackboards, illustrations, and charts that show an actual thing or scenario.

8. Multimedia

Students will view and listen to this form of media, which may include a film, a video, or a television broadcast. Audio-visual media is better to other forms of media due to the fact that it incorporates the advantages of both. Students can examine film's movements, paralinguistics, and expressions to gain a better understanding of what they are hearing and seeing.

Reasons for Choosing Topic

The researcher decides to choose the writing topic because of some reasons as follows:

1. The researcher wants to help the students to solve their problems in learning recount text.
2. The researcher wants to know whether the use of story telling video really significantly increase the students' skill in writing recount text or not.
3. In COVID-19 Pandemic, the teacher is needed to have more creativity and innovation to keep the development of students. The story telling video can be the alternative media to gain the students' interest in completing not only in recount text task, but also the other genre of text's task.

Literature Review

Writing

a. Definition

Writing is one of language skills which should be mastered to learn a language. The use of writing depends on the writers themselves. According to Harmer (2007: 4), writing is used for a wide variety of purposes. On the other hand, Peha (2010: 58) stated that writing is the

communication of content for a purpose to an audience. Therefore, McDonough and Shaw (2001: 8–9) define writing as a process of encoding or putting message into words carried out with the reader in mind.

Furthermore, Peha (2010:58) states that writing is the communication of content for a purpose to an audience. Therefore, writing can be said as a process of giving and putting idea or message into words. In short, the successfulness in writing depends on how much the readers can understand what the writer's mean. So, to be a good writer is not easy because a writer must pay attention to principal or purpose of writing and also must consider the aspects of writing in his writing.

b. Writing Process

Writing requires a number of processes. According to Meyers' book *Gateways to Academic Writing* (2005: 3), writing properly requires six steps. They are generating ideas, conducting research, prewriting, organizing, writing a first draft, refining the draft, and producing the final text. They will be explained in the following manner:

1) Concept Exploration

Exploring concepts entails their discovery. Allow your mind to wander freely. You should be aware of three points. They are the subject, the purpose, and the audience of your essay. To begin, you must determine your subject. You should choose an engaging topic for your audience that you are knowledgeable about. Then you must determine your purpose. You can utilize the consideration for a variety of purposes: to inform, to persuade, or to entertain. Finally, after deciding on a topic and objective, you should determine your audience.

2) Prewriting

Prewriting can be accomplished in a variety of ways. Brainstorming, grouping, and free writing are all examples of these techniques.

a) Brainstorming

Brainstorming is one technique for organizing your thoughts. That is, you should jot down all thoughts as they occur to you.

b) Clustering

Clustering is a technique in which you write your subject in the center of the page and then circle it. You jot down related thoughts as they occur to you around the circle. Then connect the concepts to your subject circle by circling them. These related concepts are similar to branches. You can then continue to add branches to the subject circle or related ideas as they occur to you.

c) Unstructured writing

Another method to get started is by free writing. Free writing is an activity in which you write on a subject without a clear emphasis in mind. Write as you would speak in order to capture your thoughts quickly. To begin, write the topic at the top of your paper, write as much as you can about it until you run out of ideas, review your work and circle the primary idea you wish to expand, and then take the main idea and practice free writing again.

3) Organizing

You can complete this step of writing in the following ways:

a) Highlight the most promising ideas in your brainstorming list. Then revise the list, incorporating related concepts. Additionally, delete any sections that are irrelevant to your selections.

b) Select the section of the clustering diagram that has the most innovative ideas. Create a second clustering diagram that delves deeper into those concepts.

d) Highlight the most effective sections of your free writing. Carry out a second or even third round of free writing on them.

4) Composing a first draft

There are several tips for creating a draft, including the following:

- a) Speak something loudly before writing it.
- b) Write quickly, either by hand or with a computer.
- c) Print on only one side of the paper
- d) Leave ample margins and double-space to allow for revisions
- e) Save your work on the computer every five or ten minutes.

5) Proofreading the Draft

Revising is a critical step in the writing process, especially for writers who are working in a second language. It is the most time-consuming stage of the writing process. When you rewrite, you have the option of changing, rearrangement, addition, or deletion of what you have written. You may wish to double-check the content and structure. There are several guidelines to follow when rewriting. They are as follows:

- a) Make a marginal note
- b) Make a circle around any words you believe you misspelled.
- b) Tape or staple additions in place.
- d) To rearrange items on the computer, use the cut and paste or insert instructions.
- e) Print a double-spaced copy of the document for adjustments.
- f) Finalizing the copy

After revising your writing, you can move on to the following step, producing. However, before submitting your final draft, you should edit what you have revised. Examine it thoroughly. Keep your grammar, punctuation, word choice, verb forms, and spelling in mind. After you've completed all editing, double-check your writing by carefully reading your final text. Ascertain that your revisions are precise and comprehensive.

Method

This chapter explains how to do the research through five subchapters. Those subchapters are type of research, object of research, role of researcher, method of data collection and method of data analysis.

A. Research Design

Research entails attempting to resolve an unresolved situation. It is a process for collecting, evaluating, and interpreting data in order to discover a formal and methodical solution to a problem. According to Marczyk et al. (2005), the research discipline employs two distinct types of research approaches: qualitative and quantitative. Qualitative research is a sort of study that seeks to interpret the meaning of data through verbal explanations. Quantitative research, on the other hand, measures a problem through the use of numerical data or data that can be transformed into easily accessible statistics.

The researcher would use a quantitative research design in this study. The researcher intends to compare students' scores before and after being taught using storytelling video, so she would use a pre-experimental research design in the form of a one-group pre-test and post-test design. Furthermore, in this study, the researcher would divide the participants into one group and administer a pre- and post-test to determine the outcome. According to Creswell (2013), a single group pre-test and post-test design consists of three stages:

- 1) Administering the pre-test;
- 2) Putting the procedure into action;
- 3) Administering the post-test.

The following is an example of a one-group pre-test and post-test design:

Table 1
One Group Pre-Test and Post-Test Design

pre-test	Treatment	post-test
Y ₁	X	Y ₂

B. Subject of the Research

1. Population

Marczyk et al. (2005: 18) identified population as all of the researcher's individual interests. The population of this study would be all students in the 11th grade at SMA Negeri 16 Semarang.

2. Sample

According to Marczyk et al. (2005: 18), a sample is a subset of the individuals in a population for which data is normally available. The sample for this study would be 25 of students in one class (X MIPA 1).

The researcher using purposive sampling before settling on the sample for this study because she knew the class would be used as a sample based on observation during her pre-service teaching program. Purposive sampling is extremely useful in cases where you need to rapidly hit a specific sample.

C. Instrument of the Research

An instrument is a method for calculating, observing, or recording quantitative data, (Creswell, 2013). The researcher would use a test as the study's instrument in this study. The examination is divided into two sections:

1. Pre-test

Before the students receive treatment, a pre-test would be performed. The aim of the pre-test is to know the students' ability on writing descriptive text. The test focuses on writing recount text and it is aligned with the curriculum. There are twenty questions on the test.

2. Post-test

After giving pre-test and treatment, the writer would carry out the post-test. The scores would compare with the pre-test scores to know the improvement of each student.

D. Methods

Tests

One way to examine pupils' talents, particularly their ability to write recount narrative, was to administer a test. This study included a test try-out, a pre-test, and a post-test. Cohen et al. (2007) stated that there were two sorts of pre-tests and post-tests. A parametric test for a significant population demonstrates the design. Additionally, pre-test is developed for a smaller sample with only one class. The researchers collected data using an instrument because it is critical for data collection. The researchers collected data in a standardized manner. Two tests were administered: a pre-test and a post-test.

The researcher administers a pre-test consisting of twenty questions. Each question had a maximum of five possible responses. Following completion of the pre-test, pupils received treatment. In their treatment, the researchers used video story telling as a method for writing instruction. The post-test was the final stage. The students completed a post-test consisting of twenty-five questions with five alternative responses.

E. Data Collection

In this study, the researchers used tests and observation for collecting the data. The procedures of data collection used in this study are as follows:

1. The researchers came to SMAN 16 SEMARANG and asked for permission from the headmaster of SMAN 16 Semarang for conducting research.
2. The researchers met the English teacher for asking help and guidance during the research and choose one class for the sample.
3. The researchers met the students who had been the subject of the research before collecting the data.
4. The researchers gave the pre-test to determine students' ability to learn writing recount text.
5. The researchers gave treatment by google form.
6. The researchers provided post-test to the students to know the impact of treatment.
7. The researchers analysed the data to find out the result.

F. Method of Data Analysis

After gathering data, the researchers evaluated it to determine the students' capacity to write recount texts prior to and following the use of storytelling videos. The researchers employed scoring to determine whether pupils were capable of learning to write recount text. The data analysis approach was critical to this research since it provided the researchers with the data analysis results. The researchers utilized a t-test to see whether there was a significant difference after the researchers applied the tale telling video in learning recount text.

Validity

Validity was essential for the study to be conducted. It was necessary to determine the dependability of the test. Validity, according to Cohen et al. (2007), is a necessary condition for conducting successful research. It is meaningless to conduct a study if the results are invalid.

The instrument might be utilized if the test was valid. Additionally, if the calibration was incorrect, the device cannot be used. Validity was a criterion used to determine the instrument's degree of correctness. A test's content validity is established when each section utilized to gather data is relevant to the objective and covers representative information. The formula for determining the test's validity is as follows:

The researcher analyzed the data in this study using the Microsoft Excel application. Microsoft Excel, according to Wikipedia.com, is a spreadsheet application developed by Microsoft for Windows, macOS, Android, and iOS. It includes calculation, graphing, pivot tables, and Visual Basic for Applications, a macro programming language. The procedure is as follows:

1. For obtaining pre-test and post-test deviation, the researcher used the following formula:
$$\text{SUM} = \text{post-test} - \text{pre-test}$$
2. For obtaining ideal deviation, the researcher used the following formula:
$$\text{SUM} = \text{ideal deviation} - \text{pre-test}$$
3. For measuring the effectiveness of the use of Anchor Podcast, the researcher used the following formula of N-gain:

$$N\text{-gain} = \frac{\text{posttest} - \text{pretest}}{\text{ideal score} - \text{pretest}}$$

Where:

r_{xy} : correlation between variable x and y

x: the score of odd items

y: the score of even items

N: the number of students

$\sum x$: the number of items of x score

$\sum y$: a total score

$\sum x^2$: total of quadrant of item

$\sum y^2$: total quadrant of total score

After obtaining the rcount, the researchers compared it to the results of r_{xy} and r_{table} with $\alpha = 5\%$; if $r_{count} > r_{table}$, the item was classified as significant. This indicates that the item was genuine. Additionally, if r_{count} equals r_{table} , the returned item is invalid and cannot be used. The validity result from the forty-four items given to the student was valid.

$$N\text{-gain} = \frac{\text{posttest} - \text{pretest}}{\text{ideal score} - \text{pretest}}$$

Based on the computation of the reliability test, the result of reliability was 0.896. It means the instrument was reliable.

Results and Analysis

The researchers addressed the analysis of the data acquired in this chapter. The goal of this study is to compare students' abilities to write recount texts taught with and without the use of story telling video as a media to discover whether there is a significant difference between before and after students are taught using it.

By administering pre- and post-tests, the researchers assessed students' ability to learn to write recount text in this area. As stated previously, the researchers are interested in determining whether there is a difference in students' performance before and after they are taught utilizing video story telling. The researcher used a 25-item questionnaire. The examination consists of pre- and post-test questions. Prior to beginning the treatment, the researcher performed a pre-test to measure the students' skill with recount text writing. This assessment is intended to ascertain a student's capacity prior to treatment. The pre-test results indicated that the kids' capacity to learn new language was still moderate. Following receipt of the pre-test findings, the researcher treated the pupils via story telling video. The pupils were having a nice time while they were learning. The process of teaching and learning was completed successfully.

Following treatment, the students completed a post-test. This post-test was used to assess students' ability to write recount text after they had been taught through the use of a story telling video. The researchers were interested in determining how far the pupils had advanced in their language acquisition following treatment. Students' vocabulary outcomes improved significantly as a result of the post-test results.

The researchers described the data using the score of the students' test result, the mean of the outcome, and the percentage of the test. To ascertain whether or not the students' accomplishments merited a higher grade, the researchers created the following criteria:

The researchers would conduct this investigation using a quantitative research design. Because the researchers plan to compare students' scores before and after being taught through storytelling video, she will employ a pre-experimental research design that includes a one-

group pre- and post-test. Additionally, the researchers would split the individuals into a single group and give pre- and post-tests to ascertain the outcome of this study. According to Creswell (2013), a three-stage design for a single group pre- and post-test consists of the following:

- 1) Administering the pre-test;
- 2) Putting the procedure into action;
- 3) Administering the post-test.

The following is an example of a one-group pre-test and post-test design:

Table 2.
 One Group Pre-Test and Post-Test Design

pre-test	Treatment	post-test
Y ₁	X	Y ₂

Criteria of score:

- Score less than 40% : Ineffective
 Score from 40% - 55% : Less effective
 Score from 56% - 75% : Fair effective
 Score above 76% : very effective

Table 3.
 Pre-test and Post-test

NO	NAMA	pre-test	post-test	posttest-pretest	ideal-pretest	N-Gain Score	score	%
1	ANNAS WILDAN PATRIA	80	90	10	20	0,50	50%	
2	ARIN SETYAWATI	95	100	5	5	1,00	100%	
3	AURORA CHELSEA MAHARANI	85	90	5	15	0,33	33%	
4	DEVA ZELDA NITANIA	95	100	5	5	1,00	100%	
5	DHAVIO ZIDAN RHAMADHAN	80	90	10	20	0,50	50%	
6	DIMAS AGUS SAPUTRA	90	90	0	10	0,00	0%	
7	EKA AYU LESTARI	80	90	10	20	0,50	50%	
8	ERGI FERDIANSYAH	90	90	0	10	0,00	0%	
9	FADIA MELSYA NOVIARANI	85	95	10	15	0,67	67%	
10	FAHRULLAH AZIZ NUR IKHSAN	80	95	15	20	0,75	75%	
11	FLORA DWI LANISTASYA	80	90	10	20	0,50	50%	
12	GADING BINTANG WICAKSONO	75	90	15	25	0,60	60%	
13	HAFIQ MIFTAKHUL OKTAFIANO	95	100	5	5	1,00	100%	
14	HUSNA NABILAH LUBNA	85	90	5	15	0,33	33%	
15	INDA SALMA SALSABILA	85	90	5	15	0,33	33%	
16	INDRA KURNIAWAN	90	90	0	10	0,00	0%	
17	INNOVA ANDARESTA	80	90	10	20	0,50	50%	
18	IQBAL FAHAR	85	90	5	15	0,33	33%	
19	IZZAH LAILATUS ISTI SARI	85	100	15	15	1,00	100%	
20	KRISTIANO RONALDO	85	100	15	15	1,00	100%	
21	LYVIA DHILA PUTRI	85	100	15	15	1,00	100%	
22	M. FAZZA SASMITA HADI SAPUTRA	80	95	15	15	0,75	75%	
23	MAHARDIKA WAHYU NUGROHO	85	100	15	1520	1,00	100%	
24	MIKHAEL RICHARD YOSEA	85	85	0	15	0,00	0%	
25	MUHAMMAD AFIF ALZAKBI	75	90	15	25	0,60	60%	
	MEAN	84,6	93,2			0,57	57%	
	STANDARD DEVIATION	5,575	4,761					

The post-test required students to respond to the question and use the entertaining game Kahoot to their vocabulary study. This investigation included 25 students from X MIPA 1 as subjects. It was accomplished following the treatment process by utilizing story telling videos as a medium for teaching students how to write recount text in class. This test was designed to determine students' ability to learn to write recount text through the use of a story telling video. The goal of the post-test was to determine the students' ability to write recount text after being taught via story telling videos. The mean score of pre-tests in value pretest was 84.6, 48, while the mean score of post-tests in experimental class was 93.2 08, indicating that many experimental class students improved their score after using story telling videos.

The pre-test result was deemed "very effective," while the post-test result was deemed "extremely effective." By referring to the table of pupils' levels, it was clear that there had been positive growth. Five students received a good category, eight students received an adequate

category, twelve students received a better score, and nine students received an inferior class in the pre-test, while four students received a better score, sixteen students received a better score, and eleven students received a good category in the post-test. Three students receive a higher scoring type, while one student receives a higher score.

The researchers determined the standard deviation of the pre- and post-test mean scores, which was then used to calculate the variance (standard deviation) of the pre- and post-test. The following formula was used to get the standard deviation:

$$N\text{-gain} = \frac{\text{posttest} - \text{pretest}}{\text{ideal score} - \text{pretest}}$$

Table 4
 Pre-test And post-test

NO	NAMA	pre-test	post-test	posttest-pretest	ideal-pretest	N-Gain Score	
						score	%
1	ANNAS WILDAN PATRIA	80	90	10	20	0,50	50%
2	ARIN SETYAWATI	95	100	5	5	1,00	100%
3	AURORA CHELSEA MAHARANI	85	90	5	15	0,33	33%
4	DEVA ZELDA NITANIA	95	100	5	5	1,00	100%
5	DHAVIO ZIDAN RHAMADHAN	80	90	10	20	0,50	50%
6	DIMAS AGUS SAPUTRA	90	90	0	10	0,00	0%
7	EKA AYU LESTARI	80	90	10	20	0,50	50%
8	ERGI FERDIANSYAH	90	90	0	10	0,00	0%
9	FADIA MELSYA NOVIARANI	85	95	10	15	0,67	67%
10	FAHRULLAH AZIZ NURIKHSAN	80	95	15	20	0,75	75%
11	FLORA DWI LANISTASYA	80	90	10	20	0,50	50%
12	GADING BINTANG WICAKSONO	75	90	15	25	0,60	60%
13	HAFIQ MIFTAKHUL OKTAFIANO	95	100	5	5	1,00	100%
14	HUSNA NABILAH LUBNA	85	90	5	15	0,33	33%
15	INDA SALMA SALSABILA	85	90	5	15	0,33	33%
16	INDRA KURNIAWAN	90	90	0	10	0,00	0%
17	INNOVA ANDARESTA	80	90	10	20	0,50	50%
18	IQBAL FAHAR	85	90	5	15	0,33	33%
19	IZZAH LAILATUS ISTI SARI	85	100	15	15	1,00	100%
20	KRISTIANO RONALDO	85	100	15	15	1,00	100%
21	LYVIA DHILA PUTRI	85	100	15	15	1,00	100%
22	M. FAZZA SASMITA HADI SAPUTRA	80	95	15	15	0,75	75%
23	MAHARDIKA WAHYU NUGROHO	85	100	15	1520	1,00	100%
24	MIKHAEL RICHARD YOSEA	85	85	0	15	0,00	0%
25	MUHAMMAD AFIF ALZAKBI	75	90	15	25	0,60	60%
	MEAN	84,6	93,2			0,57	57%
	STANDARD DEVIATION	5.575	4.761				

According to Table 4.2, a student in the Experimental Class has a sum or total score of five students, whereas a student in the Control Class has an aggregate or total score of eight students. The Experimental Class has a mean score of 44, which indicates that it is less effective, but the Control Class has a mean score of 27, which indicates that it is ineffective. In the Experimental Class, on average, 35 students earned 5 points, while 8 students earned 64 points in the Control Class. According to the standards, pupils' scores of 5 and 8 are considered to be moderate or fair. The standard deviation for the Experimental Class is 5. 575, while the Control Class has a standard deviation of 4. 761. The pre-test mean score for the control group was 84.6, while the post-test mean score was 93.2. Based on the calculations above, it is possible to conclude that a significant number of students struggled with vocabulary acquisition. It is sufficiently effective to be classified as "extremely effective" by referring to the table of student score levels.

Pre-test findings from 25 students taught without the use of storytelling video revealed that four students scored in the improve category, nine students scored in the excellent category, eleven students scored in the very effective category, and twelve students scored in the inferior category. At the post-test, two pupils were classified as exceptional, eight as outstanding,

fourteen as superb, ten as very effective, and two as inferior. The following table summarizes student performance:

Table 2.3
 Pre-test and post-test

NO	NAMA	pre-test	post-test	posttest-pretest	ideal-pretest	N-Gain Score	
						score	%
1	ANNAS WILDAN PATRIA	80	90	10	20	0,50	50%
2	ARIN SETYAWATI	95	100	5	5	1,00	100%
3	AURORA CHELSEA MAHARANI	85	90	5	15	0,33	33%
4	DEVA ZELDA NITANIA	95	100	5	5	1,00	100%
5	DHAVID ZIDAN RHAMADHAN	80	90	10	20	0,50	50%
6	DIMAS AGUS SAPUTRA	90	90	0	10	0,00	0%
7	EKA AYU LESTARI	80	90	10	20	0,50	50%
8	ERGI FERDIANSYAH	90	90	0	10	0,00	0%
9	FADIA MELSYA NOVIARANI	85	95	10	15	0,67	67%
10	FAHRULLAH AZIZ NURIKHSAN	80	95	15	20	0,75	75%
11	FLORA DWI LANISTASYA	80	90	10	20	0,50	50%
12	GADING BINTANG WICAKSONO	75	90	15	25	0,60	60%
13	HAFIQ MIFTAKHUL OKTAFIAND	95	100	5	5	1,00	100%
14	HUSNA NABILAH LUBNA	85	90	5	15	0,33	33%
15	INDA SALMA SALSABILA	85	90	5	15	0,33	33%
16	INDRA KURNIAWAN	90	90	0	10	0,00	0%
17	INNOVA ANDARESTA	80	90	10	20	0,50	50%
18	IQBAL FAHAR	85	90	5	15	0,33	33%
19	IZZAH LAILATUS ISTI SARI	85	100	15	15	1,00	100%
20	KRISTIANO RONALDO	85	100	15	15	1,00	100%
21	LYVIA DHILA PUTRI	85	100	15	15	1,00	100%
22	M. FAZZA SASMITA HADI SAPUTRA	80	95	15	15	0,75	75%
23	MAHARDIKA WAHYU NUGROHO	85	100	15	15	1,00	100%
24	MIKHAEL RICHARD YOSEA	85	85	0	15	0,00	0%
25	MUHAMMAD AFIF ALZAKBI	75	90	15	25	0,60	60%
	MEAN	84,6	93,2			0,57	57%
	STANDARD DEVIATION	5.575	4.761				

The researchers calculated the standard deviation score after obtaining the mean of the pre-test and post-test scores; it was used to calculate the variant (standard deviation) of the pre-test and post-test scores. After calculating the standard deviation score, the researcher estimated the control class's pre-test and post-test standard deviation. Based on the calculated results, the pre-test average was 84.6 and the post-test average was 93.2. Furthermore, the standard deviation of the pre-test was 5.575 and the standard deviation of the post-test was 4.761.

To find out whether there was a significant impact of using story telling video to students in learning writing recount text mastery which is taught story telling video text and who is taught without Microsoft excel, a t-test formula was used. The researcher took the post-test score from the control and experimental class to get the conclusion. The recipe is as follow:

$$N\text{-gain} = \frac{\text{posttest} - \text{pretest}}{\text{ideal score} - \text{pretest}}$$

According to table above using N-gain formula to test the effectiveness, the researcher obtained the result in percentage which was 57%. According to Hake (1999), if the result is less than 40% the method is not effective, if the result is among 40% to 55% the method is less effective and if the result is 55% to 75% the method is fair effective and if the result is more than 76% it is very effective. In the research, obtained the result of effectiveness of teaching using story telling video for improve writing recount text skill students is fair effective with the percentage reaching 57%.

The t-value was determined to be 5 based on the outcome. The researcher compared the t-test to the t-table, which totaled 575. The following table summarizes the significance of the t-table: 4.761. Thus, because the t-test is greater than the t-table, there was a significant impact between the control and experimental groups; it could be concluded that using story telling video to teach vocabulary mastery to students who are taught story telling video and who are

taught would analysis using Microsoft excel had a significant impact. Thus, the positive hypothesis (Ha) "There is a sign of using story telling video to assist students in mastering writing recount text" is accepted. "There is a sign of using story telling video to assist students in mastering writing recount text mastery who are taught story telling video and who are taught with would analysis is Microsoft excel in SMAN 16 SEMARANG in the academic year 2020/2021."

1. Students skill in writing recount text when they are taught before using story telling video

Based on the table above, researcher get the result, when students taught recount text get good score, maybe the majority of student skill already good, we can look at the table above, score of students has up to 84,6. And if we look in the class so many students not interested if so much to read. Indonesia also being the one of country who has low interested to read book. And this method can be alternative for teaching writing recount text in the future.

2. Students' skill in writing recount text when they are taught after using story telling video

According to table above, after students taught recount text using video, student has improvement score enough. Its mean teaching recount text using story telling video is effective. Based on score pre-test and post-test almost students get positive progress. The researchers also get obtained the score almost perfect is 93.2.

3. Effectiveness in students' skill in writing recount text before and after being taught using story telling video

According to table above using N-gain formula to test the effectiveness, the researcher obtained the result in percentage which was 57%. According to Hake (1999), if the result is less than 40% the method is not effective, if the result is among 40 % to 55% the method is less effective and if the result is 55% to 75% the method is fair effective and if the result is more than 75% it is very effective. In the research, obtained the result of effectiveness of teaching using story telling video for improve writing recount text skill students is fair effective with the percentage reaching 57%.

Conclusion

After the researcher did research, the researcher get obtained learning recount text using story telling video is very helpful and good innovation for education, because learning recount text using story telling video there are two abilities that are honed, are listening and writing. The researcher found that using video story telling for teaching writing recount text was fairly effective in enhancing the student's ability with the result in percentage of 57%.

Suggestion

Given the benefits of using narrative videos and the 57 percent effectiveness rate, using storytelling videos to teach writing recount text is highly recommended, even more so during pandemics. As a result, the researcher recommends this to all teachers who work with students on their writing or listening skills. The more teachers that use video storytelling into their lessons, the more pupils' writing skill improves. The more advanced a student's ability, the more advanced the educational system.

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