

**TEACHING WRITING RECOUNT TEXT AT JUNIOR HIGH  
SCHOOL BY USING SKIT TECHNIQUE**

**PAPER**

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**BY:  
OPI DAHLIA SRI RUKMANA  
77135/ 2006**

**Advisor:  
Drs. Amri Isyam, M.Pd**

**ENGLISH DEPARTMENT  
FACULTY OF LANGUAGES AND ARTS  
STATE UNIVERSITY OF PADANG  
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## HALAMAN PERSETUJUAN MAKALAH

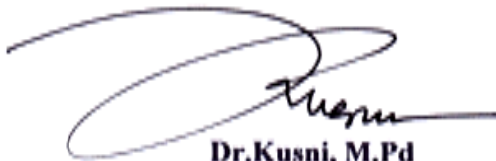
JUDUL : Teaching Writing Recount Text at Junior High School By Using Skit Technique

Nama : Opi Dahlia Sri Rukmana  
BP/Nim : 2006/ 77135  
Program Studi : Pendidikan Bahasa Inggris  
Jurusan : Bahasa dan Sastra Inggris  
Fakultas : Fakultas Bahasa dan Seni

Padang, 26 januari 2011

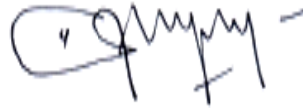
Menyetujui

Ketua Jurusan



**Dr.Kusni, M.Pd**  
**Nip: 196209091988031004**

Dosen Pembimbing



**Drs.Amri Isyam, M.Pd**  
**NIP. 194909121975031002**

## HALAMAN PENGESAHAN LULUS UJIAN MAKALAH

Dinyatakan lulus setelah dipertahankan di depan Tim Pengguji Makalah Jurusan  
Bahasa Inggris Fakultas Bahasa dan Seni Universitas Negeri Padang

JUDUL : Teaching Writing Recount Text at Junior High School By Using Skit  
Technique

Nama : Opi Dahlia Sri Rukmana  
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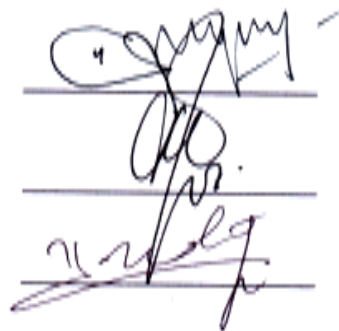
Padang, 26 januari 2011

Tim Penguji,

Nama:

Tanda Tangan

1. Ketua : Drs. Amri Isyam, M.Pd
2. Anggota : Muhd.Al Hafizh, SS, M.A
3. Anggota: Yuli Tiarina, M.Pd



## ABSTRAK

Rukmana, Opi Dahlia Sri. 2006. **Teaching Writing Recount Text at Junior High School by Using Skit Technique** . Paper. Jurusan Bahasa Inggris. Fakultas Bahasa dan Seni, Universitas Negeri Padang.

Di dalam mempelajari bahasa Inggris di sekolah, kebanyakan siswa cenderung mengalami kesulitan di dalam menulis, seperti sulit mengembangkan sebuah ide pokok menjadi sebuah paragraf. Selain itu strategi yang digunakan dalam mengajar terkadang membuat siswa tidak tertarik untuk menulis. Oleh sebab itu kebanyakan dari siswa ketika disuruh membuat sebuah essay mereka sulit bahkan tidak mampu melakukannya.

Seorang guru harus bisa mencari strategi yang tepat untuk mengatasi masalah siswa tersebut, serta dapat menimbulkan ketertarikan mereka dalam menulis. Ada beberapa cara untuk meningkatkan kemampuan dan minat siswa dalam menulis. Salah satunya adalah: melalui *skit*.

*Skit* adalah sebuah penampilan singkat/ sebuah drama pendek yang lucu. Di dalam *skit* ini siswa dibagi ke dalam beberapa kelompok yang kemudian akan menampilkan *skit* tersebut. Siswa yang lain yang tidak terlibat dalam kelompok yang tampil yang ditugaskan untuk menuliskan sebuah teks recount berdasarkan *skit* tersebut dengan memfokuskan pada satu karakter tertentu dalam penampilan *skit* tersebut. Dengan menangkap ide cerita dari karakter dalam pertunjukkan *skit* tersebut, maka siswa yang lain akan lebih mudah tertarik untuk menulis teks recount itu. Sehingga pada akhirnya siswa akan mampu menuliskan kembali cerita tentang karakter yang telah dilihat dan didengar di dalam *skit*.

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Above all, the writer deepest gratitude is addressed to her beloved parents (M.DT Bandaro uban (alm), and Misrukiah (almh), her sister (Zulmadeni), her uncle (DT.Maruhun, SE), her aunt (Zetriyeni), her brother (Elmidaris). Special thanks for my dear boy friend (Randy satria), and the big family ponsur especially for my best friends (listy, icha, esa,etc.) thanks for support, encouragement in finishing this paper.

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## **CHAPTER I**

### **INTRODUCTION**

#### **A. Background of the Problem**

There are four kinds of skill in English taught at Junior high school, one of them is writing. Writing is one basic English skill that is important beside listening, reading, and speaking. Writing is an activity to express some ideas, opinions and feelings. We can express all of them by writing them on the paper. Brown (2004) states that the ability in writing becomes an important skill in our life. In short, the skills in writing helps the learners to explore and express their own idea, experience, thought and feeling. Writing is Important to be mastered and it is one of the skills that is tested to the students in the national examinations

Writing English is not an easy activity for the junior high school students. Sometimes, the students get problems in expressing their idea, experience, thought and feeling. The big problem that is commonly faced by students is that they do not know how to put their ideas, feelings, into a good writing. It is caused by the limited grammatical understanding, limited vocabulary and background knowledge they have.

Because of the problems writing makes the students feel boring. Byrne (1982) says that sometimes writing makes the students bored. The students feel that their ability in writing is still poor and then they become less confident to write something.

The problems above are faced by students in writing many kinds of texts, for example, narrative texts, descriptive texts, expository texts, recount texts etc. To solve these problems the teacher should be able to choose some technique to help them in teaching the writing of the text. They should choose the technique that can improve student's ability and interest in writing a text. According to Brown (2002) says that technique in teaching English consist of some ideas for learning vocabularies, some suggestion, for reading English, techniques for listening and guidelines for writing English.

The good technique can influence the students motivation in writing. When the teacher asks the students to do some exercises, the teacher should select the appropriate and interesting strategies which can help the students to doing that exercises. When the teacher asks the students to write a text, the teacher may asks them to choose a topic that is interesting for the them, so that the students have good motivation may be usually used in catching all lesson to indicate the success or failure of learning activity. In short, the teacher should be able to increase students motivation in writing through the technique they use.

In teaching writing many kinds of text, the teacher should consider the function of the text, the generic structure of the text and also grammatical feature of the text. For example in writing recount text, the students should be able to write some events in the past time. It means that they are describing their past experience, and the tries to inform or entertain the reader.



Writing means writing a connected text and not just single sentences. One way to help the students to write happily and motivated is using skit. Using skit as a strategy in teaching writing is an appropriate technique to improve students ability in writing text. In this technique, the students work in group. Every student has the opportunity to show his or her talent. The students try to make some communication with their friends and other groups try to catch the message and then write it down on the paper.

Skit is an activity where can be categorized into drama comedy where the performance is shorter than usual drama. These activities are very useful in teaching the writing of recount text. By doing these activities the students performer do not feel burden because they do them in group and for the other students to write the text, they also feel easier to catch the idea and enjoy writing it.

Using skit as a technique in teaching writing a recount text helps the students to understand more about the social function and the generic structures of the recount text. First, by using skit the students can catch the social function of the recount text. Where the social function of recount text is retell the past event or retell the experiences. Second, it is easy for the students to understand about generic structures of the recount text, they are orientation, series of events and re orientation.

In using a skit as the technique in teaching the writing of recount text, they students should make the students speak. The students should be able to say something they think and also make other students understand what they

say. It means that they should be able to communicate with their audience. Good communication between performer and audience can make situation more acceptable. In short, in skit the performer should be able to communicate with the audience, so that the audiences understand the message being sent.

#### **B. Limitation of the Problem**

There are many techniques that the teachers can use in teaching writing in Junior high school for example using dictation and arranges the pictures. The teachers should be able to improve the students writing ability in every genre or text, one of them is writing recount text. The writer will limit the paper on discussing the use of skit to help the students in the second grade at junior high school in writing a recount text.

#### **C. The Formulation of the Problem**

Based on the limitation of the problem stated above, the formulation of the problem is as the following: “How does a teacher use skit in teaching writing of a recount text”

#### **D. The Purpose of the Paper**

The purpose of the paper is to describe a technique in teaching writing to improve the students ability in writing recount text.