

**THE INFLUENCE OF VISUAL MEDIA ADOBE FLASH PLAYER
TO IMPROVE STUDENTS' WRITING ABILITY
(A Quasi-Experimental Research on the Tenth Grade of SMAN 15
Bandar Lampung in 2021/2022 Academic Years)**

A Thesis

Submitted as a Partial Fulfillment of The Requirements for S-1 Degree

By

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ABSTRACT

The objective of this research was to know whether there was any significant influence of using visual media adobe flash player to improve students' writing ability on the tenth grade of SMAN 15 Bandar Lampung in 2021/2022 academic years. The writer used visual media adobe flash player to solve the problem, one way that could help the students improve their writing ability, in that case was about recount text.

The writer used quasi-experimental design. The writer used cluster random sampling to determine the sample. The sample of the research were two classes, XI IPA 2 as experimental class and XI IPA 4 as control class. In collecting the data, the writer used test. The type of the test was essay. Before doing the treatment, the students did the pre-test, and after doing the treatment, the students did the post-test. After finishing the research, the writer analyzed the data using Independent Sample T-Test.

After analyzing the data, it was found that the result P_{value} (Sig.) or Sig. (2-tailed) = 0.00 and $\alpha = 0.05$. It meant that H_a was accepted. It could be concluded that there was significant influence of using visual media adobe flash player to improve students' writing ability on the tenth grade of SMAN 15 Bandar Lampung in 2021/2022 academic year.

Keywords : *Adobe Flash Player, Recount Text, Visual Media, Writing Ability*



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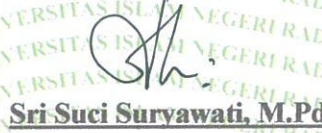
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DECLARATION

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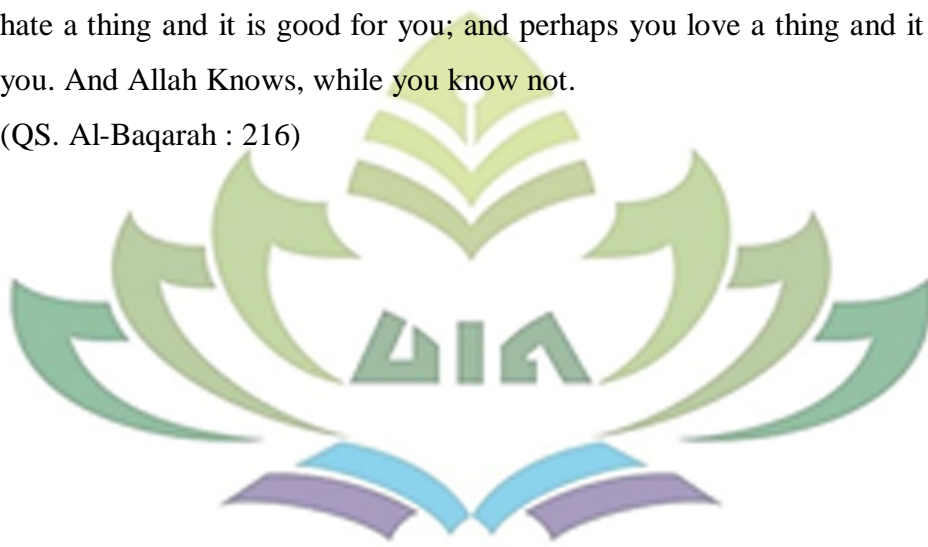
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MOTTO

خَيْرٌ وَهُوَ شَيْئًا تَكْرَهُهُوَ أَنْ وَعَسَىٰ لَكُمْ كُرْهُ وَهُوَ الْقِتَالُ عَلَيْكُمْ كُتِبَ
تَعْلَمُونَ لَا وَأَنْتُمْ يَعْلَمُ وَاللَّهُ أَكْبَرُ وَهُوَ شَيْئًا تُحِبُّونَ أَنْ وَعَسَىٰ لَكُمْ

Fighting has been enjoined upon you while it is hateful to you. But perhaps you hate a thing and it is good for you; and perhaps you love a thing and it is bad for you. And Allah Knows, while you know not.

(QS. Al-Baqarah : 216)



DEDICATION

This thesis is dedicated to:

1. My beloved parents, my mother Mrs Risa Andriani and my father Mr Arman, who never give up on me, believe that I will finish what I started, support everything that I do, and always pray for me, not only for the completion of my study but also for the success of my life wherever and whenever. I am thankful for having you in my life, in every condition and every situation.
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3. My beloved partner, Syahrul Hikmawan S.E., Who always help and give me support, listen to my complaints, give advice and love me with sincerity.
4. My beloved almamater and lecturers of UIN Raden Intan Lampung. Thanks for the contribution for my self-development.

CURRICULUM VITAE

The author of this thesis is Rima Wahyuni. She was born on July, 20. 1998 in the city of Bandar Lampung. Rima Wahyuni is the first daughter of Mr. Arman and Mrs. Risa Andriani. She has one brother and one sister. They are Roni Hidayat and Faida Salsabila.

The author started studying at kindergarten of TK Aziziyah, Bandar Lampung and graduated in 2004. Then, the writer continued her studying in Elementary School at SD N 1 Kampung Sawah Lama and finished in 2010.

After that, the author continued to Junior High School at MTs N 1 Bandar Lampung and finished in 2013. After that, the writer continued his studying in Senior High School at MAN 1 Model Bandar Lampung and graduated in 2016. In 2016, the author continued his studying at English Education Study Program in UIN Raden Intan Lampung.

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Praise be to Allah SWT, the almighty, for the mercy and blessing. Peace and salutation always be upon to our prophet Muhammad SAW, who bring us from the darkness to the lightness, from stupidity to cleverness.

This thesis entitled “The Influence Of Visual Media Adobe Flash Player To Improve Students' Writing Ability” is submitted as compulsory fulfillment of the requirement for S-1 degree of English Education Study Program, Tarbiyah and Teacher Training Faculty, Raden Intan State Islamic University of Lampung.

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Finally, none is perfect of this thesis, Any corrections, comments, and critics for the betterment of the thesis are always welcomed.

Bandar Lampung, October 2022
The Writer,



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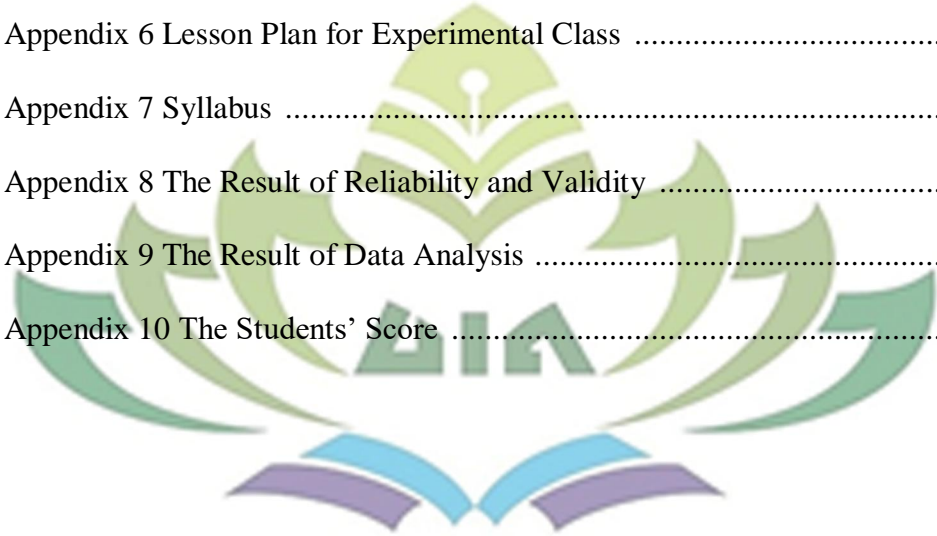
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CHAPTER I

INTRODUCTION

A. Background of the Problem

As an international language, English has an important role in communication to the world. English is used by many people in the world and in many areas of everyday life. Sanggam Siahian stated that language is the set of roles, which is used as a tool of communication.¹ It is very important to learn English so that people can express their thoughts to other people since English is used as a tool of communication. In the daily life of humans, language is a communication tool. Every nation, tribe and culture have a different language. Without language humans cannot communicate properly. There are four skills that must be mastered by students to apply this language, namely speaking, listening, reading, and writing.

Writing in academic setting has been considered more difficult than other skills and the students feels that this skill needs more concentration, thinking skill and learning in a long time.² Writing is one of the important skills that must be mastered by students. They used to it to communicate with each other, as a meaning of ideas and emotional expression, because when they wrote their ideas and emotions creatively, they communicate on paper in their best way and purpose. Teaching writing in the classroom is considered important and must be given a great attention by the teacher. It was because

¹ Sanggam Siahian, *Issue in Linguistics*, (Yogyakarta: Graha Ilmu Press, 2008), p. 185

² Husna, Atikasari, and Akhmad Multazim. "Students' Difficulties In Writing Recount Text at Inclusion Classes." *LET: Linguistics, Literature and English Teaching Journal* 9, no. 1 (2019): 52-76.

writing is one form of communication where the students can express their ideas, feeling, and experiences freely. However, the students faced difficulties to generate their idea in writing skill. Among the types of texts, a recount text is taught in tenth grade students. According to Anderson & Anderson, a recount text is a text that retells past events and usually in order that happened.³ The samples of recount are experiences, diaries, personal letters and incident reports.

Based on the interview with Ms. Riza Mei Afrisa, S.Pd., one of the English teachers in SMAN 15 Bandar Lampung during the preliminary research, there were some difficulties faced by students in grade XI in writing recount text. Some students said that writing was easy, but when the researcher asked them to write they still made some mistakes. They did not have an idea to write, confused in choosing a topic, and difficult to organizing ideas by themselves. To improve students' writing skills, there should be research on a teaching technique that could help the students to improve their writing ability.

In addition, there were interviews that were answered by students. From these results, researchers found several problems experienced by students, such as: students feel bored during the learning process because they only learn English by books. Therefore, the following table was the students' score in writing since they had difficulties in this skill. The total percentage of those who did not pass the minimum score was 60.5%.

³ Anderson, Mark & Anderson, Katy. 2003. *Text Types in English 2*. South Yarra: Macmillan Education Australia.

Table 1
The students' English Score at Tenth Grade of SMAN 15 Bandar Lampung in Academic Year 2021/2022

No	Score	Class				Number of students	Percentage
		X IPA 1	X IPA 2	X IPA 3	X IPA 4		
1	< 75	19	22	20	25	86	60.5%
2	≥ 75	16	14	16	10	56	39.5%
Total		35	36	36	35	142	100%

Sources: The data of English score at the Tenth Grade of SMAN 15 Bandar Lampung in Academic Year of 2020/2021.⁴

Based on Table 1, more students got a low score or got a high score of the standard of minimum mastery (KKM) of the school. There were 86 students or 60.5% of the 142 students who got scores under the standard of minimum (KKM) and there were 56 or 39.5% of the 142 students who passed based on standard minimum mastery (KKM). The KKM score was 75. The researcher assumed that most of the students could not understand maximally and make them more confused.

The solution of this problems, the teachers were required to be more creative in developing learning media to improve the quality of learning in schools. One of the teacher's creativities in question was being able to design various learning media that are suitable for learning materials. There were many things that must be understood in the use of various media and learning

⁴The Data of Descriptive score at the Tenth Grade of SMAN 15 Bandar Lampung

resources, including understanding the various types of media and learning resources as well as the function of each media.⁵

The use of learning media that is more attractive to students is expected to help students improve their understanding and how to write recount texts.⁶ So far, most of the teachers only delivered the material with the lecture method which was monotonous and boring. Therefore, with the existence of learning media in writing recount text using Adobe Flash Player, it is hoped that it could help teachers to teach recount texts easily to students so that students could understand the learning material well.

Learning media developed with Adobe Flash Player have several advantages over other media. One of them is to be able to present the material visually or audio-visually followed by a good explanation, which is more interesting and fun so that it can grow and increase student motivation in learning. In addition, Adobe Flash Player could also be used individually or classically. This learning media could be used repeatedly, so that students who did not understand the subject matter could repeat their learning activities independently from home because each student had a different level of absorption.

Adobe Flash Player gave an effect on students writing in previous research conducted by Siregar entitled "The Effectiveness of Adobe Flash CS5

⁵ Wina Sanjaya. *Strategi Pembelajaran Berorientasi Standar Proses Pendidikan*. (2019).

⁶ Siregar, Riky Gunawan, Mara Untung, and M. Oky Fardian Gafari. *The Effectiveness of Adobe Flash CS5 Learning Media on Explanatory Text Material in Public Senior High School 1 Padang Bolak*. Budapest International Research and Critics in Linguistics and Education (BirLE) Journal 2, no. 4 (2019): 470-479.

Learning Media on Explanatory Text Material in Public Senior High School 1 Padang Bolak”. The purpose of the thesis was to find out the effectiveness of Adobe Flash CS5 Learning Media. The problem the teacher only used print media (textbooks) which caused students to feel bored so that they were less enthusiastic when the learning process took place. The atmosphere of learning in the classroom looks less attractive because only some students are active in the learning process.

In previous research by Lisda, with the titled “The Use of Macromedia Flash Animation to Enhance Students’ English Writing Skill at the Seventh Grade of SMP Yapis 1 Fakfak-West Papua”. The purpose of this thesis was to find out whether the use of Macromedia Flash Animation enhance students' writing skill or not. the problem of this thesis was students still found difficulties in English writing. The students had low competence of writing skill and not interested in learning process.

Based on the two previous research the similarity of thesis the researcher used Adobe Flash Player was the media as a way to research. Therefore, the researcher was interested to improve writing ability using visual media entitled “The Implementation of Adobe Flash Player to Improve Students' Writing Ability in (Experimental research on the Tenth Grade of SMAN 15 Bandar Lampung in 2020/2021 Academic Years).

B. Identification and Limitation of the Problem

Based on the background above, there were some problems:

1. The students' English subject score was under the standard of minimum mastery (KKM).
2. The students' writing ability in recount text needed to be improved.
3. The students lost their motivation to write especially in recount text.
4. The students felt bored during learning activity.

C. Formulation of the Problem

Based on the background study, the research problem was identified as follows: "Is there any influence of the students' recount texts writing ability by using Adobe Flash Player on the tenth grade of SMAN 15 Bandar Lampung?"

D. Objective of the Research

Based on the research problem, the objective of the research was to know whether Adobe Flash Player can improve the students' recount texts writing ability on the Tenth Grade of SMA N 15 Bandar Lampung.

E. Significance of the Research

1. Theoretical Benefit

The result of this research would give a description about the effect of using visual media to improve students' recount texts writing ability.

2. Practical Benefits

- a. The teacher could use the result from theoretical benefits as a source of their instruction in the teaching and learning process.
- b. Giving reference to development of teaching-learning process, especially in writing ability, which picture series media could make the students writing ability better.
- c. For other researcher, this research result might help them in finding references for further research.

F. Relevant Research

In this research, the researcher took three relevant studies which related to the present research.

Research conducted by Siregar et al. entitled *The Effectiveness of Adobe Flash CS5 Learning Media on Explanatory Text Material in Public Senior High School 1 Padang Bolak*.⁷ The aim of this research is to find out the effectiveness of Adobe Flash CS5 Learning Media. This research was carried out in Public Senior High School 1 Padang, Bolak 2018/2019 Academic Year. The implementation of the treatment in the form of learning activities that are tailored to the education calendar. The population of this research and development were students at Public Senior High School 1 Padang Bolak. The result of this study showed that the effectiveness of student learning outcomes tests got an average score of 81% with the criteria of “good” before

⁷ Siregar, Riky Gunawan, Mara Untung, and M. Oky Fardian Gafari. *The Effectiveness of Adobe Flash CS5 Learning Media on Explanatory Text Material in Public Senior High School 1 Padang Bolak*. Budapest International Research and Critics in Linguistics and Education (BirLE) Journal 2, no. 4 (2019): 470-479.

using Adobe Flash CS5 learning media on learning to write explanatory texts got an average score of 68.7% with the criteria of "enough".

Lisda et al. conducted research entitled *The Use of Macromedia Flash Animation to Enhance Students' English Writing Skill at the Seventh Grade of SMP Yapis 1 Fakfak-West Papua*.⁸ This research was conducted to find out: (1) whether the use of Macromedia Flash Animation enhance students' writing skill or not; (2) the students' interest in English writing class using Macromedia flash animation; (3) whether student's interest have relationship to student's writing ability or not. The research employed the quasi-experimental method. The sample consisted of 51 students which belongs to two groups: 27 students in the experimental group and 24 students in the control group. The data are collected by writing test (pre-test and post-test) and questionnaire which is analyzed through SPSS 20.0. In conducting the research, the researchers applied Macromedia Flash Animation as the medium to the experimental group while the teacher in the control group uses power point presentation. The research results indicated that Macromedia Flash Animation can enhance students' English writing skill at the seventh-grade students of SMP Yapis 1 Fakfak-West Papua in academic year 2014/2015. Even the mean score of the experimental group was higher than the mean score of the control group, it did not show a significant difference (73.93>70.33). Therefore, based on pair test, the result shows that the mean

⁸ Lisda, Wa, Muhammad Asfah Rahman, and Haryanto Atmowardoyo. *The Use of Macromedia Flash Animation to Enhance Students' English Writing Skill at the Seventh Grade of SMP Yapis 1 Fakfak-West Papua*. *ELT Worldwide: Journal of English Language Teaching* 2, no. 2 (2016): 45-61.

score of pre-test and post-test in the experimental group are significantly different (55.41-73.93). Moreover, based on the students' response on the questionnaire, it is found that the mean score is 80.15 which was categorized “interested”. The Pearson’s r for correlation shows that the correlation coefficient between students’ interest and students’ writing ability is 0.891, with the sig. (2 tailed) value is less than 0.05 indicates that there is a strong, significant, and positive correlation between students’ interest and students’ writing ability. Specifically, the research result indicates that Macromedia flash animation is interesting and effective to enhance students’ writing skill.

Gurbangeldiyewna & Hermayawati conducted research entitled *The Effectiveness of English Interactive Media in Teaching Writing*.⁹ The objectives of the study were to find out the ability of the students in writing descriptive text both before and after the treatment either at control group or experiment group; to find out the effectiveness of Interactive Media for teaching writing descriptive text; to find out what writing elements that received significant improvement after being taught by Interactive Media. This research was conducted using experimental study to overcome students’ problem in learning English especially writing skill. The researcher used two classes as the subject: XI MIPA-1 as the experiment group and XI MIPA-4 as control group. Those MIPA classes belong to Argo Mulyo High School/SMA N 1 Sedayu, Argomulyo, Bantul. The experimental class was taught the

⁹ Gurbangeldiyewna, Atayewa Merjen, and Hermayawati Hermayawati. *The Effectiveness of English Interactive Media In Teaching Writing (An Experimental Study Conducted For Eleventh Graders In SMA N 1 Sedayu, Bantul Yogyakarta)*. JELE (Journal of English Language and Education) 3, no. 1 (2017): 17-28.

descriptive text by using Interactive Media in the form of Macromedia Flash while control group was taught by using non-computer-based lessons. Total sample of both classes were 60 students. The research was conducted within quasi-experiment study which used pre-posttests design of experiment and control groups. The researcher used this method to find out whether computer-based instruction/Interactive Media could make significant improvement on the students' descriptive writing skill. Such effectiveness was seen from difference of means between pre-post of both control and experiment groups and its t-test score at the degree of significancy. The t-test was higher than the t-table, Interactive Media then was proved significancy in improving the students' writing descriptive text skill. The students' writing was analyzed and scored based on rubrics postulated by Brown and Bailey including paragraph organization, its content, language structure, vocabulary, and mechanics. The experiment showed that the t-test was (3.16) which was higher than t-table (2.000). The aspects of witing that had significant improvement were content, organization, structure, vocabulary - means pre-test of experimental group (76.5) and control group (70.8) increased into, experimental group (87.22) and control group (78.8) during posttest with standard deviation of experimental group (7.7) and control group (9.97). Since there was a significant improvement of students' writing skill by using Interactive Media, this research then confirmed that Interactive Media was effective for teaching writing at SMA level.

From the studies above, using Adobe Flash Player is one of strategies to encourage students writing ability. One of media that could be used by teacher was visual media. Siregar et al. found that teacher used pictures series can encourage student writing skill.¹⁰ Mister Gidion Maru, Sahril Nur and Fergina also found that use of video in this pandemic transition period seems to be helpful mostly to low level students as they displayed higher gains.¹¹

G. Scope of the Research

1. Subject of the Research

The subject of the research was tenth grade of SMAN 15 Bandar Lampung in 2021/2022 academic year.

2. Object of the Research

The object of the research was the Adobe Flash Player to improve students' writing ability.

3. Place of the research

The place of the research conducted at SMAN 15 Bandar Lampung.

4. Time of the research

The research conducted in the second semester in academic year of 2021/2022.

¹⁰ Siregar, Riky Gunawan, Mara Untung, and M. Oky Fardian Gafari. *The Effectiveness of Adobe Flash CS5 Learning Media on Explanatory Text Material in Public Senior High School 1 Padang Bolak*. Budapest International Research and Critics in Linguistics and Education (*BirLE*) Journal 2, no. 4 (2019): 470-479.

¹¹ Maru, Mister Gidion, Sahril Nur, and Fergina Lengkoan. *Applying Video For Writing Descriptive Text In Senior High School In The Covid-19 Pandemic Transition*. International Journal of Language Education 4, no. 3 (2020).

H. Systematic of the Research

This research organized into five chapters as follows:

1. Chapter 1 Introduction

This chapter provided the information related to title confirmation, background of the problem, identification and limitation of the problem, formulation of the problem, objective of the research, significance of the research, relevant research, and systematics of the research.

2. Chapter 2 Frame of Theory and Hypothesis

This chapter described several related theories and hypothesis.

3. Chapter 3 Research Methodology

This chapter explained the methodology in conducting the research.

4. Chapter 4 Result and Discussion

This chapter explicated findings and discussions.

5. Chapter 5 Conclusion and Suggestion

This chapter contained the conclusion of the result of the research and the suggestions for future research.

CHAPTER II

LITERATURE REVIEW

A. Frame of Theories

1. Concept of Writing

Writing is one of important skills that need to be mastered in education because writing involves highly complex skills.¹ In writing, writers had to pay attention to higher level of skills of planning and organizing as well as lower level skills of spelling, punctuation, word choice, and so on. It meant that writing was an activity that encourages someone to think and learn. Writing also motivated communication and makes thought visible for reflection. When we wrote down our thoughts, our ideas could be examined, reconsidered, added to, rearranged, and changed.

In another definition, writing is a combination of process and product.² In writing, students could express the feelings, emotions, and desires they want to write about. When students wanted to write, they must know the conventional aspects of writing such as grammar, vocabulary, structure, and punctuation. In the era of globalization, people used their writing to express their ideas, just as newspapers are used to inform readers about what they have done through writing.

¹ J.C. Richards. et.al, *Methodology in Language Teaching: an Anthology of Current Practice* (New York: Cambridge University Press, 2002), p. 303.

² Husada, S., Hidayati, H., & Humaira, H. (2018). *An Error Analysis of Using Punctuation Made by Students in Descriptive Text at The Second Year Students of SMPN 3 Wera in Academic Year 2017/2018*. Pendekar: Jurnal Pendidikan Berkarakter, 1(1), 23-26.

Writing is more than just put some words into sentences. In the process of writing there are several steps to be through to produce a good written product.³ The writer of the text should undergo several steps to make sure that what has been written follows the right development of writing process.

Writing is putting graphic symbols in a sentence or paragraph and to give some meaning to the reader. In writing, people often have more time to think than in oral activities. They could search for what they already know in their minds, and even consult dictionaries, grammar books, or other reference material to help them. So, since writing was important for students learning English, greater priority should be given to it. Teachers and students should be aware of the vital role of writing in foreign language learning. To write essays, stories, or other things well, students must know the steps in the writing process and the aspects of writing.⁴

Based on the explanation above, it could be concluded that writing was not a simple language skill, writing was a process of organizing ideas in which the writer was demanded to perform creativity in using language ability to produce a written product.

³ D.E, Zemach & Rumisek, L.A, *Academic Writing from Paragraph to Essay* (Macmillan: Cambridge University Press, 2005), p. 3.

⁴ Lisda, W., Rahman, M. A., & Atmowardoyo, H. (2016). *The Use of Macromedia Flash Animation to Enhance Students' English Writing Skill at the Seventh Grade of SMP Yapris 1 Fakfak-West Papua*. *ELT Worldwide: Journal of English Language Teaching*, 2(2), 45-61.

2. Concept of Writing Ability

a. The Nature of Writing

Writing is the act of arranging ideas in sentences. These ideas must be well-structured, so that they would be meaningful to the reader. Writing was one of the language skills used for communication media, especially in direct communication.⁵ That was, writing was a communication system between the writer and the reader who was not physically present.

b. Stages of writing

Writing was a process, and it mostly happens when someone is not writing. To make good writing, writers cannot do it spontaneously. Good writing is self-aware but not self-conscious. It did not happen by accident. This is the result of the care the author took with word choice, sentence structure and organization.⁶ According to Williams there are eight stages of writing.

1) Prewriting

Pre-writing is generating ideas, strategies, and information for a given writing task. Pre-writing is done before starting the first draft of a paper.

2) Planning

Planning involves considering the rhetorical attitude, the rhetorical purpose, the main purpose of the text, how these

⁵ Donn Bryne, *Teaching Writing Skill*. (London: Longman Group Ltd, 1991), p.1

⁶ Mark Tredinnick, *Writing Well: the Essential Guide*, (New York: Cambridge University Press, 2008), p. 8.

factors are interrelated, and how these factors relate to the information generated during prewriting. Planning also involves selecting support for claims and blocking at least a rough organizational structure.

3) Drafting

Producing words on a computer or on paper that match (more or less) the initial plan for the work. Successful writers seldom try to produce an entire text in one sitting or even in one day.

4) Pausing

When writers reflect on what they have come up with and how well it fits into their plans. The author will be successful in considering the main factors which include how well the text fits into the plan, meets the needs of the audience, and the organization as a whole.

5) Reading

Reading is when writers read what they have written and compare it to their plan. Reading and writing are interrelated activities. A good reader is a good writer and vice versa.

6) Revising

Revisions will be made after the authors have completed their first draft. This involves changes that can improve the fit between the plan and the text. The factors that need to be

considered are usually the same as those considered by the author during planning, namely attitudes, goals, and so on.

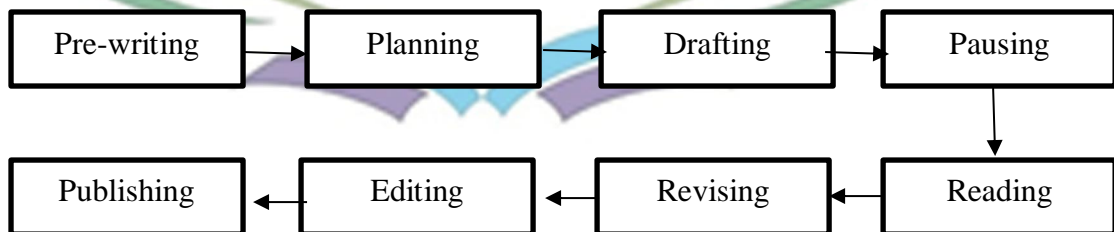
7) Editing

Editing occurs after revising. The goal is to give the author's work a professional appearance. The editing process usually focuses on sentence-level issues, such as punctuation, sentence length, spelling, subject and predicate agreement, and style.

8) Publishing

Sharing writers finished text with its intended audience. Publishing is not limited to getting a text printed in a journal. It includes turning a paper in to a teacher, a boss, or an agency.

The explanation above can be visualization as figure below:



c. The Important Element of Writing

Before the writer began to write, the writer must remember that every writing situation is different. According to Hughey, there were three important elements of writing, there were:

1) The Subject

The subject is the message of information that the writer wants the reader to know without the message, the writer will not get

the meaning of his writing. Without messages, writing is no longer communication, because there is no information that the author tries to convey and share with readers.

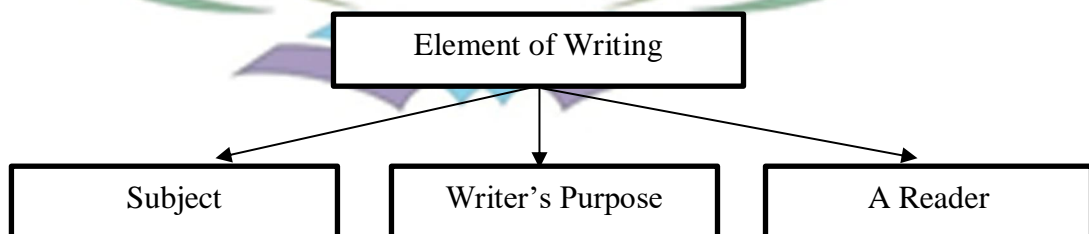
2) The Writer's Purpose

The purpose writer should usually inquire about the specific purpose of his writing so that he will not have difficulty focusing on his ideas, whether to entertain, to inform and to illustrate his/her writing.

3) A Reader

The reader is who will read the writing. Writers must know what their readers need, their level or motivation.

The explanation above can be visualization as figure below:



d. Characteristics of Good Writing

The writing process is generally studied in an environment of social criticism, social thinking, creative use of language, and repeated failure. To write well, writers must know the characteristics of good writing. There are some characteristics of good writing as follows:⁷

⁷ Chintya A boardman, *Writing to Communicate Paragraph and Essay*, 3rd (Essex: Pearson Longman, 2008), p. 18.

1) Coherence

A paragraph must be coherent if the supporting sentences are arranged according to the principle. Sentences are arranged in such a way that readers can understand ideas easily. The ordering principle depends on the type of paragraph written.

2) Cohesion

Another characteristic of good writing is cohesion. When a paragraph has cohesion, all the supporting sentences are connected to each other in support of the topic sentence. This method of connecting sentences to each other is called a cohesive device. For cohesive devices important are connectors, definite articles, personal pronouns, and indicating pronouns.

3) Unity

The final characteristic of good writing is unity. All supporting sentences must relate to the topic sentence. A sentence is included in a paragraph. Each paragraph must correlate with other sentences.

e. Teaching Writing

Writing was considered to be the least acquired language skill. However, learning writing skills in the classroom had a small portion and even tends to be underestimated. In fact, writing had several important roles in human life, both for academic purposes and in other aspects of life. Harmer stated that the consideration of the writing process, and how to speak and write are related to each other,

especially in the changing world of communication media, not only academic interests.⁸ This also had implications for the way we teach writing. This meant that writing was considered a very important language skill to be learned by students and teachers must find the best way to teach writing, so that students could understand how to write easily.

Johnson states that as much as possible, teachers should provide opportunities for students to choose writing topics that they are interested in, topics that invite them to say what they want to say.⁹ This would create greater motivation to write, which, in turn, would improve students' writing and communication skills and result in more engaging and engaging classes or tutoring sessions. However, if students were not used to choosing their writing topic, they may need a little help. It could be concluded that the topic was one of the important elements in writing. This affects the results of writing made by students. Students had to choose a topic to write about on their own, so that they could write their ideas freely based on the topics they like.

Based on Harmer, there were five tasks of teacher in teaching writing:

⁸ Harmer, J. "How To Teach Writing (New York." (2004).

⁹ Johnson, Andrew P. *Teaching Reading And Writing: A Guidebook For Tutoring And Remediating Students*. R&L Education, 2008.

1) Demonstrating

Teachers must be able to draw about writing convention and genre constraints in specific types of writing to students' attention.

2) Motivating and Provoking

Teachers could help provoking the students into having ideas, enthusing them with the value of the task, and persuading them what fun it could be. The teachers went to class with prepare some suggestions about the topic, so the students could immediately get help to have an idea.

3) Supporting

Teachers needed to be extremely supportive when students were writing in the class, always available and prepared to help them overcome difficulties.

4) Responding

When responding, teachers reacted to the content and construction of a piece supportively and often give suggestion for its improvement. Instead, teachers would be telling the students how well it is going so far. Teachers may also make comments about their use of language and suggest ways of improving it.

5) Evaluating

Teachers needed evaluate students' work. When the teachers evaluated students' writing for academic purposes, the teachers could indicate where they wrote well and where they made mistakes, know the student's achievement, and may award grades. When teachers hand back marked scripts, students can look at the errors and try to put them right.

f. Types of Genres

The types of genres in contemporary society are expanding and changing. This is due, in part, to the proliferation of information technologies. According to Prastikawati & Musarokah, there are two kinds of genres story genre and factual genre.¹⁰ That kind of genres has differences in social function, generic structure, and language features.

1) Story Genre

a) Narrative

Narrative is a kind of genres that social function to amuse, to entertain, and to deal with actual or various experience in different ways.

¹⁰ Prastikawati, Entika Fani, and Siti Musarokah. *Writing 3: Handouts and Assignments*. Semarang: IKIP PGRI (2010).

b) News Story

News Story is a kind of genres that social function to inform reader of daily newspaper about events of the day which are regarded as newsworthy or important.

c) Exemplum

It is a kind of genres that social function to deal with incidents that are in some respects out of the usual, point to some general value in the cultural context.

d) Anecdote

It is a kind of genres that social function to share with others an account of unusual or amusing incident.

e) Recount

Recount is a kind of genres that social function to retell the events for the purpose of informing or entertaining.

f) Spoof

Spoof is a kind of genres that social function to retell an event with a humorous twist.

2) Factual Genre

a) Procedure

It is a kind of genres that social function to describe how something is accomplished through a sequence of actions or steps.

b) Explanation

It is a kind of genres that social function to explain the processes involved in the formation or working of natural or socio-cultural phenomena.

c) Report

Report is a kind of genres that social function to describe the way things are, with reference to arrange or natural, manmade, and social phenomena in our environment.

d) Exposition

It is a kind of genres that social function to persuade reader or listener that something is the case.

e) Discussion

Discussion is a kind of genres that social function to present (at least) two points of view about an issue.

3. Concept of Text

Text is a message that may be in the form of stories, a series of information, and opinions.¹¹ Meanwhile, according to Anderson, a text is interpreted by the listener or reader.¹² He further stated that communication would be established when the message conveyed by the speaker could be clearly interpreted by the listener or when the words of the author could be understood well by the reader. From the views of the expert, it is understandable that a text is a set of words, or paragraphs

¹¹ Siahaan, Sanggam. 2006. *The English Paragraph*. Yogyakarta: Graha Ilmu.

¹² Mark, Anderson, and Kathy Anderson. *Text types in English 3*. South Yarra: Macmillan Education Australia Pty Ltd (1998).

arranged coherently and in sequence to convey a message from a speaker to a listener or an author to the reader.

4. Concept of Recount Text

In this research, the researcher gave visual media to the students. The researcher explained what about the function of recount text, generic feature, and language feature. Before that, the students must understand about past tense. The students made a report text based on the Adobe Flash Player, and then the students must collect into a good text.

a. Recount Text

Recount text tells story that happened in the past. According to Anderson and Anderson explained that a recount text is a piece of text that retells past events, usually in the order in which they occurred.¹³ Its purpose is to provide the audience with a description of what occurred and when it occurred. According to Cahyono also stated that a recount text presents the experience in the series of events in detail.¹⁴ It did not expose the struggle on how to make happen. The event happened smoothly.

To some extends, the recount text was not limited to talk about someone's experience only. They have many kinds of form, for example newspaper report, conversations speeches, television interviews, eyewitness accounts, and letters. According to Mark

¹³ Anderson, Mark, and Kathy Anderson. *Text types in English 3, Australia: Macmillan Education Australia Pty.* (1998).

¹⁴ Cahyono, Bambang Yudi, and Utami Widiati. *The teaching of English as a foreign language in Indonesia.* State University of Malang Press, 2011.

Anderson recount is a piece of text that retell past events, usually in the order which they happened.¹⁵ Recount texts did not include conflicts but only retell a sequence of events which occurred in the past.

b. The Function of Simple Past Tense

The simple past tense showed that talking about something that has already happened. Unlike the past continuous tense, which is used to talk about past events that happened over a period of time, the simple past tense emphasizes that the action was finished.

The learners could also use the simple past to talk about a past state of being, such as the way someone felt about something. This was often expressed with the simple past tense of the verb **to be** and an adjective, noun, or prepositional phrase.

c. Generic Structure of Recount Text

According to Atiko and Akhmad Taupik, there were some steps for constructing a written recount.¹⁶ They were:

1) Orientation

It is introduced the main characters and possibly some minor characters. Some indication is generally given of where or when the action happens.

¹⁵ Anderson, Mark, and Kathryn Anderson. *Text types in English*. Vol. 2. Macmillan Education AU, 1997.

¹⁶ Atiko, S. S. M. M. P and AkhmadTaupik S P, n.d. *Siap UN Bahasa Inggris SMP/MTs*. Caremedia Communication

2) Event

Events are where the researcher tells how the characteristic to the events. It includes his/her feeling and what he/she does. It can be chronological order (the order in which they happened)

3) Reorientation

Reorientation or personal comment is the evaluate remark, which are interspersed throughout the record of events, but it is optional.

d. Language feature of recount text

Common grammatical patterns of a recount include:

- 1) Focusing on individual participants
- 2) Using simple past tense
- 3) Focus on temporal sequence of events
- 4) Use of material (or action) clauses.

e. The example of recount text

- 1) Mr. and Mrs. Wilson once kept a large monkey he had brought from Kalimantan. The monkey was very faithful to her masters and was very friendly to their baby girl.
- 2) One day Mr. and Mrs. Wilson went out to attend a wedding ceremony. They left the baby to the monkey they had trusted as a baby sister.
- 3) Suddenly, a fire broke out in the house. The door and the staircase were already on fire.

- 4) All the neighbors looked sadly at the windows of the room where the baby girl slept in. Somebody ran for a ladder to reach the windows, but it was no use now.
- 5) Just then they saw a black hand open the window upstairs. Then came out the monkey with the baby girl in her arms. Down she climbed. Slowly and carefully, she brought the baby out safely.

5. Concept of Visual Media

Visual media is one of the instructional media types. Visual media is very important in the learning process and has general principles to used.¹⁷ There are some general principles of visual media, such as:¹⁸

- a) Integration
- b) Form
- c) Color
- d) Emphasis
- e) Simplicity

It meant that there were some general principles of visual media referring to the relationships that exist between the visual elements that when functioning together.

Visual media in learning is everything can be seen by eyes and brought into classroom as visual teaching media to support learning

¹⁷ Aritonang, Sarah Mutiara. *The Effect of Visual Media on Students' Writing Explanation Text Ability at Eleventh Grade SMA Negeri 1 Siabu 2017/2018 Academic*. Jurnal Liner, Institut Pendidikan Tapanuli Selatan 1, no. 3 (2018): 1-15.

¹⁸ Munadi, Yudhi. 2008. *Media Pembelajaran*. Cipayung: Gaung Persada (GP) Press.

process run well.¹⁹ Those were all physicals or tools used as an instruction such as chalkboard, audio materials, television, computers.²⁰ The term of visual media also has the same meaning as visual aids. According to Merriam Webster, visual aids are “something you look at (such as a chart or film) that is used to make something easier to understand”. It can be concluded that visual media is a tool which is used as an instruction to help teachers and facilitate students in the process of teaching and learning which can be seen such as pictures, chalkboard, and map.

Finochiaro (as cited in Syandri) mentioned that visual media may include black board, textbook, real object, picture file, chart, pocket chart, flash card, word card, number card, flannel or felt board, magnetic board, slide, filmstrip and into two: non-project visuals (real objects, models, chalkboard and graphic materials) and project visuals (digital application, overhead projection, slides, filmstrips, and opaque projection).²¹ Based on Syandri’s research regarding the use of Visual Media, most teachers only use some visual media such as, pictures, real object, flash card, and chart in instructional process. In this outline, the researcher will choose Adobe Flash Player to conduct this research.

¹⁹ Baidawi, Ahmad. *Using Visual Media In Teaching Speaking*. OKARA: Jurnal Bahasa dan Sastra 10, no. 1 (2016): 54-65.

²⁰ Brown, James W., Richard B. Lewis, F. F. Harclerod, and Instruction AV. *Technology, Media And Methods*. (1977).

²¹ Syandri, Gusmaizal. A Case Study On The Used Of Visual Media In English Instructional Process At State Islamic Secondary School 1 Malang. *Journal of Research & Method in Education* 5, no. 4 (2015): 46-56.

a) The Advantages of Visual Media

The benefits of visual media in teaching activities were very good for students because it has many advantages that can help teachers to students understand easily. Advantages as follows:

- 1) The learning process will attract more students' attention.
- 2) Teaching materials will be more easily understood by students.
- 3) Learning methods will be more varied. With the media the learning process will not be verbalistic.

b) The Disadvantages of Visual Media

Although visual media had advantages, it still left disadvantages.

The disadvantages as follow:

- 1) Visual media spends much time.
- 2) Visual media needs extra fund.

6. Concept of Adobe Flash Player

Adobe Flash (formerly called Macromedia Flash and Shockwave Flash) is a multimedia and software platform used for creating vector graphics, animation, browser games, internet applications, desktop applications, mobile applications, and mobile games.²² Flash displays text, vector, and raster graphics to provide animations, video games and applications.

Adobe Flash is open-source software that primarily used to design graphics and animation but supports action scripting and debugging. In

²² Pratama, Yoga, and Nurul Fitriani. *The Used Of Adobe Flash As A New Technology In Teaching Essay Writing*. In International Conference on Education, Language, and Society. 2019.

software development, there is a standard process called SDLC. (tutorialspoint.com, Software Development Life Cycle (SDLC) Simply Easy Learning by Tutorialspoint.com). “Most people associate the term ‘language-learning materials’ with course books because that has been their main experience of using materials. However, in this book the term is used to refer to anything which is used by teachers or learners to facilitate the learning of a language. Materials could obviously be videos, DVDs, emails, YouTube, dictionaries, grammar books, readers, workbooks, or photocopied exercises. They could also be newspapers, food packages, photographs, and live talks by invited native speakers, instructions given by a teacher, tasks written on cards or discussions between learners. In other words, they can be anything which is deliberately used to increase the learners’ knowledge and/or experience of the language.”

Adobe Flash can complement web sites with several kinds of animations, sounds, interactive animations, and others so that the user while listening to their explanation can see animated images, as well-read explanations in text form.²³ Adobe Flash CS5 as software for making interactive learning media for students.

The following are the steps for running Adobe Flash in general, as follows :

²³ Siregar, Riky Gunawan, Mara Untung, and M. Oky Fardian Gafari. *The Effectiveness of Adobe Flash CS5 Learning Media on Explanatory Text Material in Public Senior High School 1 Padang Bolak*. Budapest International Research and Critics in Linguistics and Education (BirLE) Journal 2, no. 4 (2019): 470-479.

- a) Understand the capabilities of Flash

Adobe flash had its own programming language, the user had to know what are the uses of Adobe Flash.

- b) Decide how you will use Flash

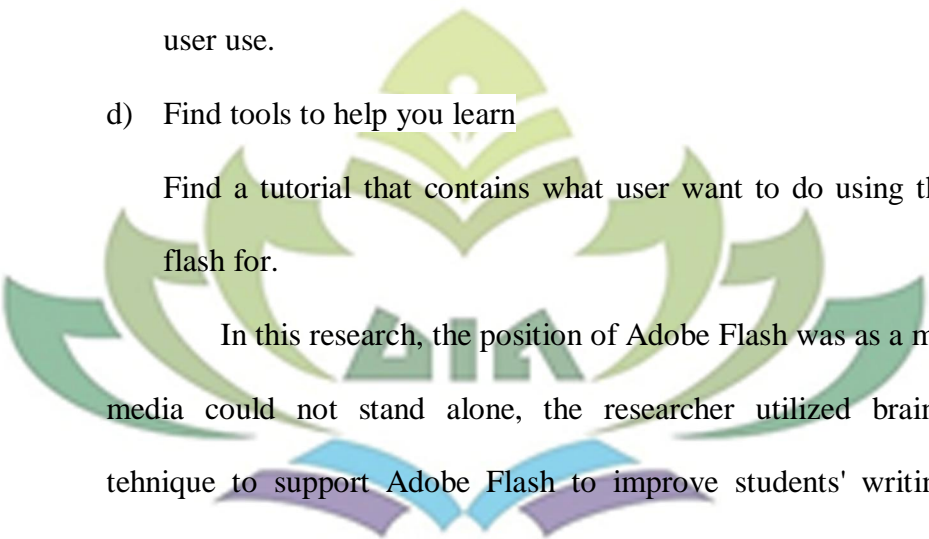
The user had to decide which tools the user need to get started.

- c) Pick the right software

The user must choose the appropriate software for the device that the user use.

- d) Find tools to help you learn

Find a tutorial that contains what user want to do using this adobe flash for.



In this research, the position of Adobe Flash was as a media, and media could not stand alone, the researcher utilized brainstorming technique to support Adobe Flash to improve students' writing ability during the learning process. The reason why the researcher chose brainstorming technique because brainstorming technique was one of technique that usually used in writing ability. Brainstorming technique is the most effective technique for focusing and shaping your thoughts, allowing yourself some time to make connections with your subject, noting everything and anything that comes to mind.²⁴ In the brainstorming process, the students need to write as many words or

²⁴ Elizabeth Chesla, *Write Better Essays in Just 20 Minutes A Day* (New York: Learning Express, 2006), p. 32.

phrases as they can think about the topic.²⁵ It meant that the students did not need to write full sentences. The students simply wrote down ideas in phrases or in single words. The phrases could be verbs, nouns, adjectives, adverbs or other parts of speech. The brainstorming could be appropriate with this research because this method requires students to think creatively, logically, and spontaneously, and also appropriate to be applied to recount text material to require students to think creatively in compiling the text.

a) The Advantages of Adobe Flash Player

Adobe Flash is known as Shockwave Flash or Macromedia, it is a software platform that is used to create the animation, vector graphics, browser games, desktop applications, and mobile apps. There were many features found in Adobe Flash, but these features were not available in other applications. Here some advantages of developing interactive learning multimedia by using Adobe Flash Professional CS3 compared with the other software as follows:

- 1) Adobe Flash could create interactive buttons with a video or other object.
- 2) It could change the color transparency in the movie.
- 3) It could make animation changes from one form to another form and create animated motion by following a predetermined path.

²⁵ Curtis Kelly & Arlen Gargagliano, *Writing from Within Intro* (Cambridge: Cambridge University Press, 2004), p. 4.

b) The Disadvantages of Adobe Flash Player

- 1) Spending a long time in making learning media through Adobe Flash Player.
- 2) Adobe Flash Player requires internet.

7. Procedure of Teaching Writing Using Adobe Flash Player

By using this kind of media in the classroom, the writer hoped it could make students more active in learning English especially in writing context. There was a type of procedure of teaching writing using adobe flash player as follow :

1. Prepare material development based on lesson plan.
2. Do a simulation how the process of using Adobe Flash media in learning has been prepared.
3. Explain the material.
4. Carry out media processes adobe flash in learning.
5. Monitor/observe processes learning.
6. Motivate students to show their abilities during the process
7. Teaching and learning takes place and responds to work results and provides guidance using Adobe Flash media to those who are less able to follow the material learning.²⁶

From the statements and explanations above, the writer concluded to modify the procedure of teaching writing using adobe flash player. It could be constructed that the procedure were :

²⁶ Lamhot Basani Sihombing, *Pemanfaatan Media Adobe Flash Dalam Pembelajaran Membaca Notasi Angka*, (Medan : Universitas Negeri Medan) p. 45-46

1. The class teacher opens by greeting and prepare the content based on lesson plan.
2. The teacher prepares the projector and does a simulation how to use adobe flash player as a media. Like checking the content, the animation, etc.
3. The teacher tells the students about the topic that is going to be studied and they are going to study about writing recount text by using the WH-Questions.
4. The teacher starts to use adobe flash player. The teacher show up the interesting media on the projector. The content of media consists of some of example, generic structure language feature, and the explanation about recount text and kind of assignment in the last part.
5. The teacher continue to explain how to answer WH-Question and develop the answer become a text.
6. In the part of assignment, the students can answer directly in the adobe flash, then the students will know the answer is correct or not.
7. Then, the teacher asks the students to make a report text based on the teacher explained before.
8. The teacher monitors the students during learning process.
9. The teacher evaluates the students and then give them suggestion.

B. Frame of Thinking

Writing is one of the skills that must be mastered by students. Writing is very important for English learners; it is important to English teacher to encourage students' writing skill. Writing is an effective way to communicate and express our thoughts, feelings, and opinions to others. Writing had a function to entertain and entertain. There were various ways to use writing in our daily life.

According to interviews with teachers at SMAN 15 Bandar Lampung, the teacher used a teacher-centered learning model in the learning process. Some of the weaknesses in this learning model were that the success of learning depend on the performance of the teacher because in this model the teacher becomes the center of learning. Therefore, if the teacher could not explain the material well, the learning would be less interesting, and students would get bored quickly. This learning model also depend on the teacher's communication style. If the teacher could not explain the material well, the students would have difficulty understanding the material.

Because the previous learning model had several shortcomings, the researcher have decided to apply another learning model to complement the previous learning model. The researcher used learning media using Adobe Flash Player to improve students' writing skills in recount text material. This media would be used with the aim that students could carry out learning with fun and could motivate students to easily understand the material.

Based on the theories used in this study, the researcher assumed that using Adobe Flash Player learning media would help students to improve their

writing skills, especially in writing recount text. By using this media, the researcher hoped that students would improve their creativity and skills in writing recount texts.

C. Hypothesis

Based on theoretical assumptions above, the researcher formulated the research hypothesis as follows:

H₀ : There was no significant effect of the implementation of Adobe Flash Player to improve students' writing ability in on the tenth-grade students in SMAN 15 Bandar Lampung.

H_a : There was significant effect of the implementation of Adobe Flash Player to improve students' writing ability on the tenth-grade students in SMAN 15 Bandar Lampung.

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