



USING PHOTOGRAPH SEQUENCES IN TEACHING WRITING A RECOUNT TEXT FOR JUNIOR HIGH SCHOOL STUDENTS

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Abstract

Writing is one of the skills that must be mastered by junior high school students in English. However, there are some common problems found in schools such as the lack of students' ability to express their ideas, the lack of vocabulary of the students, the lack of understanding of students in systematic writing and the lack of students' comfort in teaching writing because of the methods used by teachers in the classroom is boring and monotonous for the students. This paper is aimed at introducing how to teach writing using photograph sequences. Photograph Sequences is one of the teacher's approaches for teaching writing. Using Photograph Sequences, students are expected to be more motivated in writing recount texts and with guidance from teachers. It will make it easier for the students to understand the elements of recount texts and make it easier for them to explore the ideas that will be written.

Keywords: Writing, Recount Text, Photograph sequence

A. INTRODUCTION

English is one subject that is taught in schools in Indonesia. In junior high school and senior high school, students learn or are taught English as the main subject. Standard English as a subject is crucial for students to learn. Learning this language as soon as they can will help them for developing communication and other skills. Moreover, the English language teaching in Indonesia is based on the Minister of Education and Culture decree No. 096 of 1967, declared that: "English becomes the first foreign language that should be taught formally to all Indonesian students, started from Junior High Schools up to College or University levels".

As a foreign language for Indonesian learners, English is difficult for them to master it. That is why in general the Indonesian students are not interested in learning English. One of the ways to help students is that the foreign language is taught in the integrated process that learners should study the four basic skills:

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listening, speaking, reading and writing. By mastering the language skills, one has a better chance to understanding others and being understood by them.

Among the four skills, writing seems to be difficult for the students because of, at least, two factors that determine a good writing : ideas and the language. In writing, the language aspects involved are grammar and vocabulary. It seems that the ideas and vocabulary becomes the problem in writing for junior high school students

Studying writing requires more attention from the students because there are complex rules in writing that cannot be ignored. When students write something, they have to pay more attention to word spellings, punctuation marks, diction, grammar, purposes of their writing, and ideas of their writing itself. One of a common cases here is in organizing their ideas. The students have ideas to write but they do not know how to write well. Some of them have already had the ideas in their mind, but they do not know how to express it in written form. It is a common problem which is faced by the students in writing a text. That is the core of their writing because it contains messages to be delivered to readers. Harmer (2004: 31-34) states that teaching writing is the activity where students write predominantly to increase their learning of grammar and vocabulary of the language. Teaching writing helps the students to become better writers and to learn how to write in various genres.

There are several types of texts or genres that should be taught in junior high schools such as descriptive or description, report, recount, procedure, narrative, anecdote, etc. Each type has a different purpose and a generic structure.

However, there are some difficulties that the students face in writing recount text such as organizing idea, lack of vocabulary, grammar accuracy (generic structure and language features), quality of the teacher, student interest, motivation, and teaching techniques.

Based on the previous problems above, an English teacher is required to use an appropriate methods and a media in teaching and learning process which are informative, innovative, and interesting, so, the students will interest and enthusiast to make recount text correctly. There are several methods or techniques that can be used in teaching and learning English to make Recount Text. One of them is photograph Sequences.

According to Berger (1973:1) a photograph is a result of the photographer's decision that it is worth recording that this particular event or this particular object has been seen. A photograph is already a message about the event it records. A Photograph is also a picture produced using a camera.

Bowen (1973:28) explains that a photograph sequences is a number of related composite pictured linked to form a series or sequences. Furthermore, Rogovin (2000:1) in his article explain that using photographs may helpful in arousing interest in illustrating an important idea. Moreover, according to Raimes (1983:34) using a picture as a topic for several writing classes gives the opportunity to the students to develop not marely a wide variety of task but also a sequence of the writing task. The picture can be used as a reference point for student to discuss a cultural phenomenon and their own experience related to it.

Thus, the picture sequence can help the students to develop and generate the idea based on their experience.

Indeed, the photograph sequence is expected to be effective to solve the problem in writing recount text. Therefore it is essential to conduct a research using photograph sequence strategy to improve students' skill in writing recount text of the second grade students of junior high school students.

1. The Concept of Writing

Generally, writing is one of the English productive skills that used as the alternative way of communicating with each other beside a spoken language. In writing, the writer communicates their ideas in written form, so the writer should be able to compose a good writing. Murcia and Elite (2000: 142) add that writing is the production of the written word that results in a text but the text must be read and comprehended in order for communication to take place. It means that the writer has to consider the aspects of the writing process such as vocabulary, spelling, grammar, punctuation, and organization of ideas.

Furthermore, Peregoy and Boyle (2008) state that in teaching writing, there are several steps that have to do. They are:

- a. Pre-writing. Prewriting is the step as known as idea-generating before take writing.
- b. Drafting. Drafting is the step to write ideas down on paper, based on the ideas and the brainstorming.
- c. Revising. Revising is the step to reorder supporting information, review or change sentences.
- d. Editing. Editing is the step to correct the spelling, grammar, punctuation, etc.
- e. Publishing. Publishing is the last step when the final copy of the paragraph is produced. In this step, the final copy will be shared with one another.

In conclusion, writing is a mean of communication between writers and readers which involves self-expression and creativity to explore thoughts, ideas, and feelings.

2. The Concept of Recount Text

a. The Definition of Recount Text

The definition of recount text was states by Anderson & Anderson (1998:24) in Andika (2014:19), a recount is a piece of text that retells past events, usually in the order in which they occurred. Its purpose is to provide the audience with a description of what occurred and when it occurred. It also is a good or bad memory of the students or their experiences in past events. Recount text means telling about a writer or someone else adventures or the day's activities (Echols, 1975: 471).

b. Social Function of Recount Text

Alazar (2011:15) state that the purpose of recount text is to retell what and when something happened to the writer or others to the audience for informing or entertaining.

c. Generic Structures of Recount Text

It is a point when writers try to create a piece of a recount text. Anderson (1997:53) in Amrih (2012:40) states that a recount text has three main parts:

- Orientation: Introducing the participants, place and time (In this part gives background information about who, what, where and when)
 - Events: Describing a series of event that happened in the past ordered in a chronological sequence.
 - Re-orientation: A personal comment about the event or what happened in the end (optional).
- d. Features of Recount Text

According to Mark Anderson and Kathy Anderson (1998:49) the language features usually found in a recount text are:

- Introducing personal participant; I, my group, etc
- Using chronological connection; then, first, etc
- Using linking verb; was, were, saw, heard, etc
- Using action verb; look, go, change, etc
- Using simple past tense

3. Teaching Writing in Junior High School

In teaching English for junior high school, the teaching process must be based on the curriculum. The curriculum has four skills. They are listening, speaking, reading, and writing. Each competence standard of each skill is provided with basic competencies. In curriculum 2013 the genre-based approach is being used for teaching English in many schools. For junior high school students, there 5 monolog text genres that should be mastered, they are narrative, descriptive, procedure, report, and recount.

The basic competence of writing recount text is for the second semester of the second class in junior high school.

The purpose of teaching writing is based on basic competence. The basic competence of writing for the second semester of the second class students are writing a recount text, responding the meaning in short functional written text accurately, then the students try to write their own recount text.

The allocation of time for English subject is four credit hours divided into two meetings in a week. Each meeting takes time 2x40 minutes for all learning activities. Learning activities is an implementation of the lesson plan (RPP).

In summary, based on curriculum 13 teaching writing at the junior high school is used genre-based approach. There are 5 monolog texts that should be learned by the students from the first grade up to third grade. The allocation for each meeting is 2x40 minutes.

4. Photograph Sequence

Dian and Husnul (2014:113) states that Photograph is a picture that can be shown a real objects or the events outside the class. Photograph is also a picture of a person or scene in the form of a print ,recorded by a camera and usually capture past events and a help students remember detail about people, place and events.

The use of photographs is important to generate the idea in teaching writing. This is in line with Rogovin (2000:1) stated using photographs may be

helpful in arousing interesting a new subject or illustrating an important idea. It may intensify students' engagement with they are studying. Students may reflect on the connections between their own lives utilizing prior knowledge and the current subject of inquiry.

The model of teaching writing recount text using photograph sequence that is used by the writer is; the first, the teacher explains and gives the example of recount text using photograph sequences, explain about the generic structure and tenses of recount text, introduces photograph sequence method, explain the strategy or the way to use it as clear as possible. Then, The teacher gives instruction on how to apply the method. The teacher gives instruction to the students to write a recount text based on the title which is prepared by the teacher in photographs sequence. The photographs sequence is arranged by using power point and displayed by using a projector in front of the class.

B. USING PHOTOGRAPH SEQUENCES IN TEACHING WRITING A RECOUNT TEXT FOR JUNIOR HIGH SCHOOL STUDENTS

1. Teaching Preparation

In teaching a recount text by using Photograph Sequences, there are several things that have to be done by the teacher. They are:

a. Selecting Teaching Materials

The first thing that the teacher should do is selecting the material. The teacher has to prepare the material that is going to be taught because material is a fundamental component in teaching. The material should be familiar and interesting, appropriate with the students' ability level, knowledge and situation. Also, it should motivate the students and suitable with curriculum. The topic or text which is used in recount text for second grade of junior high school students is about holiday.

b. Preparing Media

The second thing that the teacher should prepare is media. Using media in teaching and learning process really helps the teacher. The students are also interested in studying and they are not bored in study. The media that can be used in teaching writing a recount text by using Photograph Sequences are laptop, projector, power point about photograph that suitable with the topic.

c. Preparing The Exercise

The teacher also has to prepare some exercises for the students. The exercises should be made closely to the example given. If the example is about the holiday, then the teacher should prepare the exercise about holiday too.

d. Preparing a Lesson plan

After preparing the material, media, and exercises the teacher needs to make a lesson plan based on the syllabus. Lesson plan is one of the most important things that should be prepared by the teacher. It can be used as a guideline for the teacher in order to make teaching and learning process run systematically.

2. Teaching Activities

a. Pre-Teaching Activity

In the pre-teaching activities, there are some activities that the teacher should do to considering students' background knowledge to know the ability of the students. The teacher should also prepare the students' physical and psychological condition before the teaching and learning process as follows :

- Greeting
- Praying
- Checking students' attendance
- Reviewing of previous lessons
- Stating a new topic
- Stating the purpose of the lesson
- Explaining the benefits of the lesson.

Next, the teacher should be warming up the students, it could be asking and answering about previous materials, in order to make sure the students understood about previous materials and connecting it to new materials.

b. Whilst-Teaching Activity

Whilst- teaching activity is the main stage of all teaching activities. Based on the curriculum 2013, whilst teaching is divided into five stages, observing, questioning, exploring, associating, and communicating.

1) Observing

The teacher shows the photograph sequences with the text that has been prepared using Power Point to the students about the holiday. The students together pay attention of photograph sequences to understand the meaning of the photograph about.

2) Questioning

In this stage the students ask questions about photograph in the slide. The teacher encourages the students to asks questions about the important point of recount text such as generic structure, social function or language features. The questions can be:

- What do you see in the slide?
- What is the purpose of the photograph in the slide?
- Have you ever went on holiday?
- Have you ever did what in the slide?
- Etc

3) Exploring

- The teacher prepares the students after showing photograph sequences on proyector in front of the class.
- Teacher explains more about recount text (Generic Structure and Language Features)
- The teacher asking the students about the difficult words and telling the meaning to the students.
- The teacher asks the students to repeat difficult words, generic structure and language features that they have seen based on photograph sequences that teacher showed to make sure that the students understand about it.

4) Associating

- The teacher asks the students in the group consist of four or five. Divide the students into group make the teacher easier in teaching learning activity, because it can limit the time and learned much from the other students. In the group, there is a students that clever than others, the goal that students can help each other and exchange their ideas.
- The teacher shows the students new photograph sequences with some keywords on proyector.
- The teacher asks the students to disscuss in the group what they have seen and write a short recount text based on the keywords that they see.
- Each students has to write their own recount text.
- The teacher has to control the activity in order to make sure the students still focus on the learning activities.
- The teacher has to help the students if they find difficulties in writing recount text.

5) Communicating

In this stage the students have to present their own work. The teacher gives the students opportunity to show their work. After the students have their final recount text. The representative of the group will read aloud their recount text. The students have to review other groups writing based on their performance.

c. Post-teaching Activity

Post-teaching is the last activity to end the teaching-learning process in the classroom (Solikah, 2015:8). The purpose of post-teaching is to make sure the students understand about the material that have taught by the teachers. In post-teaching, the teacher gives a chance to the students to asks questions if they still do not understand the material yet. The teacher may give feedback and concludes the lesson together with the students by asking some question such as:

- What is recount text?
- What is the social function of recount text?
- What is generic structure of recount text?

Then, the teacher gives homework for the students to see the understanding of the students of recount text. After that, the teacher ends the class.

3. Discussion

In writing recount text, there are many methods that teacher can use. One of them is Photograph sequences. There are some reasons why is photograph sequences are suitable for teaching writing recount text, they are:

- a. Photograph Sequences can help students to write recount text because in the photograph sequence students can see the sequence of events, places, and also people participating in the event. Then, students can write in their own text.
- b. Photograph sequences can help students to express their ideas, students do not need to think about ideas that they have to make, because they can see them in the picture and write them into text.

- c. Photograph sequences can help students to find many vocabularies from the photos that they see.
- d. Photograph sequences can help students not to make them get bored in writing because the photos presented can attract students' attention and allow them to enjoy writing recount text more.

4. The Advantages of Using Photograph Sequences in Teaching Writing a Recount Text For Junior High School

The use of photograph sequences in teaching writing recount text in junior high school provides the advantages.

- a. Photograph sequences can motivate the students and make them easier to write their text because this method is very helpful for the students in generating and organizing their ideas in writing.
- b. Photograph sequences contribute to the context in which the language is being used, such as bring the world into the classroom (a street scene or a particular object, for example a train, a cloudy). So, this method helps the students to find the new vocabularies.
- c. Photograph sequences fun to use and make the students is enjoyable to make their own text. So, the students will be interested to learn the materials.
- d. Photograph sequences are practice and simple media that can be used in every place such as classroom, outside of the classroom, etc. Then sometimes, the photograph also do not need another particular tool like projector device.

C. CONCLUSION AND SUGGESTIONS

1. Conclusion

Writing is one of the most difficult and complicated skills by the students besides speaking. The problems may come from the students themselves and also the teacher. There are some of the students' difficulties in writing, such as the lack of ability in generating their ideas into a good writing and the lack of vocabulary. But, the problems is also comes from technique or media that used by the teacher becomes teacher's responsibility to solve those problems.

Based on the discussion above, the teacher needs to use media to solve those problems. One of the medias can be used is photograph sequence. The photograph is really helpful to generating the students' ideas, and the photograph sequence can help students easier to make a good writing based on the story that have occurred behind it. So that it can ease the students to write the text. Here, the text is recount text. This media is useful for teaching writing recount text in Junior High School. We know that students interested in learning process by using the picture in the classroom. Besides, this media can make the students easy to express their ideas and be creative in finding the new vocabularies based on photograph sequence.

2. Suggestions

In order to be successful in teaching writing a recount text at the junior high school, the writer suggests the following points:

- a. It is suggested for the English teacher at the junior high school to use Photograph Sequence media as a media in teaching writing a recount text in order to help students generate their ideas to create a good writing.
- b. Before teaching, the teacher should prepare an effective lesson plan. A well-organized lesson plan will support the class and the teaching process, especially in implementing the Photograph Sequence.
- c. It is important for the teacher to select the topic which related to the students' background knowledge. It will be helpful for the students to develop their ideas.
- d. It is suggested to the teacher to use another media (laptop and proyektor) when introduce the topic to the students, in order to catch their attention and interest.

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