A Study on Photographs in Teaching Writing Recount

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Abstract

This research is conducted to find out whether teaching writing recount text by using photographs improve students' writing ability and to find out the students' responses toward the implementation of photographs. A number of 54 students of tenth grade level are the sample of this study. The data were collected by using test (pre-test and post-test). The instrument used the collect the data in this study by means of the test in the form of written test. The result of the test was analyzed by using writing criteria proposed by Brown. In addition, some statistical formula employs to analyze the data. The result of the study revealed that the students score of writing taught by using photographs is better that the students who are not taught by using photographs where the mean score of experimental class after using of photographs is 74.92. Whereas the mean score in control class that was not taught by using photographs in teaching writing is 47.42. Thus, photograph is insinuated as one of alternative media used by the teacher in teaching English particularly teaching writing in EFL class.

Keywords*: Teaching writing, recount text, photographs*

1. INTRODUCTION
As one of the language skills that learnt by students, writing is one of important skills which should be mastered by students. It is an important part of skills in English which should be emphasized on teaching learning process in the classroom. According to Haynes (2010) learning to write is a developmental process to communicate meaningfully through writing. Writing is an integral part of communication when the other person is not right there in front of us, listening to our words and looking at our gestures and facial expressions. It can be perceived people put their thoughts in paper, see their ideas in print, and share them with others.

According to the 2006 curriculum which is known as the *Kurikulum Tingkatan Satuan Pendidikan* (KTSP) or School-Based curriculum, the students are expected to write a simple short essay such as recount, narrative and procedure in the context of daily life*.* It means that the students are hoped can produce and write some kinds of English text.

Based on the interview with English Teacher at SMA Negeri 1 Trienggadeng, she found that students in senior high school were still lack in some areas of writing, especially in writing recount text. Firstly, the students had problem in using appropriate vocabulary. They used some vocabularies not in the right context. Secondly, the students had difficulty in expressing their ideas into writing form. They did not know how to connect ideas well. The Last problem was ineffective strategy used by the teacher in teaching writing. As a result, the students' achievement is low and below the minimum completion criteria or KKM (65), or it is between 45 and 50.

Actually, as teachers of English, we need to know various media in teaching English in order to make our students motivated and interested in learning writing skill. Concerning to the use of media in teaching writing, photograph is one of the media that can be used by the teachers in teaching writing recount text. According to Yunus (2001) photographs are number of related composite photos which are linked to form a series sequence*.* He also said that photograph usually used to help the students teach or present writing subject, because photographs tell them the activities from beginning until the end.

Sequence photos are a group of related pictures that are put together to describe or tell an event, Photographs also assist the students in organizing and developing ideas because they can easily write a composition based on ideas they gather from photographs. In brief, the ideas will flow smoothly one after another. In addition, according to Kredler (2005) photograph can be used to teach writing since they motivate students in making composition and also bring a different situation as well as promoting a new variation of learning activity at the classroom. A previous study on using sequence of photograph as teaching media was done by Susanti (2009). She found out that students became more active and enthusiastic in the writing class. Writing became enjoyable and interesting activity for them. The implementation of using Sequences of pictures in teaching writing recount texts also obtained positive response from the students.

Meutia (2007) defines there was a significant effect of using photographs on students writing ability. The other of study conducted by Hakim (2010) explained that photographs were very important in teaching writing recount text because it could improve the students' ability in writing. Based on explanation above, the researcher is interest in conducted a study on the implementation of photographs in teaching writing recount text at the tenth grade students of SMAN1 Trienggadeng.

2. LITERATURE REVIEW

2.1 Definition of Writing

According to Rogers (2006) writing allows us to communicate at a distance, either a distance place or a distance time. Writing is a process, a series of activities that start the moment the writer begins thinking about a subject and end when she/he completes a final draft. According to Haynes (2010) learning to write is a developmental process to communicate meaningfully through writing. It can be perceived people put their thoughts in paper, see their ideas in print, and share them with others.

2.2 Requirement of a Good Writing

Troyka (2000) asserted that a good text in writing or paragraph should have four qualities: completeness, unity, order, and coherences. A good writer must have requirement to result in comprehensible and acceptable piece of writing. David (2006) defines general component in writing process; Content deals with thesis statement, related ideas, development of ideas through personal experience, illustration, facts, and opinion. Organization covers the effectiveness of introduction, logical sequences of ideas. Syntax includes sentence structure (Fata, et. al, 2015). Vocabulary includes effective words, idiom choice and usage, word forms mastery. Mechanics consists of spelling, punctuation, citation, of references (if applicable), neatness, and appearance.

Hasan (2010) suggested two approaches: product and process. A product approach is a traditional approach in which students are encouraged to mimic a model text, usually is presented and analyzed at an early stage. The writing process is the steps that should to follow in order to get a good writing. In line with that, Furtina,et. al (2016) informed that the writing process may be divided into four stages.

The first stage is planning (pre-writing), planning is a series of strategies designed to find and formulate information in writing. Hasan (2010) defines planning is a systematic process of developing your ideas and giving them shape. The second stage is drafting, drafting is a process for determining whether the information of the organization and develop as a sustained piece of writing. Drafting is a procedure for executing a preliminary sketch.

2.3 The Roles Photographs in Learning English

Photograph or real picture is one of visual aids that can be used in teaching and learning English, it helps to create an interesting and fun atmosphere in the classroom. Yuswotowo (2001) states that are two kinds of pictures used as teaching media, they are the original picture and the picture illustration. The original picture show the concrete shapes of the object or person related to the topic being discussed. The picture of illustration on the other hand are made in order to display a situation or an object needed for teaching activities such as illustration of a conversation between mother and father in a dining room.

Photographs have been suggested as teaching aids in the classroom used to help students in learning English as foreign language. According to Wright (2002) there are some benefits of pictures in learning English. The first, they can motivate students and make them want to pay attention and take part in learning process. Second, they can stimulate and provide information referred and to conversation,

discussion and storytelling. Third, they describe a context of an event clearly, it such that picture bring the world into the classroom.

Photograph is categorized as one of visual aids in language teaching. Visual aids are a situation where learners can see words to be learned. According to Richards (2001), among teaching media photographs are commonly used as visual media, besides its simplicity, photographs are relatively cheap used in the classroom. Wright (2002) asserted that photographs are not just an aspect of method but through their representation of place, objects and people, they are in essential part of the overall experiences we must help our students to cope with.

3. METHODS

The research design used in this study is quantitative research. Noor (2011) asserted that quantitative research is mainly done to try certain theories by researching variables of its research. The variables measured produce the data that consist of numbers which can be analyzed by using statistical procedure. While the approach used in this research is the experimental study with true experimental design type of pre-test and post-test control group design.

A number of 54 students of tenth grade level are the sample of this study. The study applied random sampling technique to gather the data. Bungin (2005) states that random sampling technique need to have an equal chance of being selected and probability to be the representative samples the member of the population. The population of this research was all of the tenth grade students.   To assess the result of students writing skill, the researcher used five criteria proposed by Brown (2004) writing assessment in which content deals with essay addresses the topic, the ideas concreted and thoroughly developed, essay reflects thought.

Organization Appropriate title, topic is statement, leading to body, transition expression used, arrangement of material show plan, supporting evidence show the generalization. Vocabulary precisely discussed on vocabulary usage, use of parallel structure, concise, register good. Grammar correct of preposition, modal, article, word form, and tense using, no fragment or run on sentences. Mechanics all needed capitals, paragraph intended, punctuation and spelling very neat.

Each component is given 5 as the maximum score and 2 as the minimum score. After the scoring process, the mean score was counted by using a formula suggested by Moore (2009) and the formula of standard deviation was applied as proposed by Bungin (2002). The t-test is used latter to find out the significant difference between pre-test and post-test.

4. FINDINGS AND DISCUSSION
4.1 Findings

This includes the result of students pre-test and post-test score of the experimental class (EC) the result of students pre-test and post-test scores of the control class (CC), hypothesis testing and discussions. The researcher classified students writing ability based on the score that the students obtained by means of the result of post-test. The following table is the classification of students ability in writing as proposed by Masidjo (2005):

Table 1. Classification EC of Students Ability in Writing.

No	Score	Category	Pretest	Posttest
1	90-100	Excellent	0	0
2	80-89	Very good	0	10
3	65-79	Good	0	14
4	55-64	Enough	4	3
5	0-54	Bad	23	0

The data above showed that there is the difference of score between before and after the treatment given. It can be seen, the result of pre-test for experimental class showed that from 27 students, 23 students grouped into bad category (0-54 score) and 4 students included into enough category (55-64 score). It means that the average of students' ability in pre-test was still low. While the result of post test showed that none of students classified into bad category (0-54 score), 3 students categorized into enough (55-64 score) and almost of them categorized into good (65-79). It shows that there is a significant increase related to student's ability in writing skill. In relation to the result of pre-test and post-test students' score in experimental class (EC), the researcher found that the highest score is 60 in pre-test, while the lowest score is 40. Meanwhile in post-test the highest score is 95, while the lowest score is 60. The following table is the classification control class of students' ability in writing,

Table 2. The Classification of Students' Ability in Writing.

No	Score	Category	Pretest	Posttest
1	90-100	Excellent	0	0
2	80-89	Very good	0	0
3	65-79	Good	0	1
4	55-64	Enough	0	4
5	0-54	Bad	27	22

The data above showed that there is the difference of score between before and after the test given. It can be seen, the result of pre-test for control class (CC) showed that 27 students or all of them grouped into bad category (0-54 score). It means that the average of students' ability in pre-test was still low.

While the result of post test showed that from 27students, 22 students categorized into bad category (0-54 score), 4 students categorized into enough (55-64 score) and only 1 students categorized into good (65-79). It means that there was a little significant improvement regarding to students' ability in writing skill. In relation to the result of pre-test and post-test students' score in control class (CC), the researcher found that the highest score is 52 in pre-test, while the lowest score is 40. Meanwhile in post-test the highest score is 68, while the lowest score is 40.

4.2 Discussion

In analyzing the hypothesis, the researcher used t-score formula. It referred to the t-table at significance level α 0.05. According to Sudjana (2005), the testing criterion used for hypothesis result is; if t-test > t-table, it means that the alternative

hypothesis (Ha) is accepted and null hypothesis (Ho) is rejected.

Furthermore, the t-table with the significance level of α 0.05 with the degree of freedom dk = (n1 + n2 – 2). Based on the result of post-test from both classes (experimental and control), the mean score of post-test for EC is (x) = 74.92 variance, (S_b^2) = 67.14 and (S_b) = 8.19 while the mean score of control class is (x) = 48.27 variance,

(S_2^2) = 70.56 and (S_2) = 8.4

So, the standard deviation combination can be concluded as follows:

$$S_2 = \frac{(n_1-1)S_b^2 + (n_2-1)S_2^2}{n_1 + n_2 - 2}$$

$$S_2 = \frac{26(67.14) + 26(70.56)}{27+27-2}$$

$$S^{combination} = 8.29$$

To prove the hypothesis, the researcher used the following formula:

$$t = \frac{X_1 - X_2}{S\sqrt{\frac{1}{n_1} + \frac{1}{n_2}}}$$

$$t = \frac{74.92 - 48.27}{8.29\sqrt{\frac{1}{27} + \frac{1}{27}}}$$

$$t = \frac{26.65}{8.29\sqrt{0.07}}$$

$$t = \frac{26.65}{8.29(0.26)}$$

$$t = \frac{26.65}{2.15} = 12.39$$

The researcher used t-test in testing the hypothesis. After getting the score of t-test, the researcher referred to the critical score on t-score measurement table to find out whether the hypothesis is accepted or rejected. Based on the calculation above, the result of t-test was 12.39 and t-table was 2.00. It can be concluded that t-test was higher that t-table (12.39> 2.00). It means the alternative hypothesis (H$_a$) was accepted and the null hypothesis (H$_o$) was rejected.

In addition, there is also a significant improvement in relation to the minimum criteria achievement (KKM) of writing skill that is 75. Before the treatments were given to experimental class (EC), the average of students' KKM was 47. After the researcher used photographs in order to improve students' ability in writing recount text, the students' KKM increased to 75. Furthermore, based on the post test score, there are only three students who have not reached the KKM (75) in EC. The significance percentage of students who have reached the KKM is 86%. In contrast, there is only one student who reached the KKM (75) in control class. The significance percentage of student who has reached the KKM is only 5%. In addition, the mean score of the experimental class after using of photograph is 74.92 from the previous one that is 47.42.

Sudjana (2005) the testing criterion used to decide the hypothesis result is; if t-test > t-table, it means that the alternative hypothesis (Ha) is accepted and null hypothesis (Ho) is rejected. Furthermore, the t-table with the significance level of α 0.05 with the degree of freedom dk = (n1 + n2 – 2). Pertaining to hypothesis testing, according to the statement of hypothesis by using t-test on the significance level α = 0.05 and degree of freedom = 42, $t_{count} > t_{table}$ which is 12.39 > 2.00 can be concluded

that there is a significant difference between students who were taught by using photographs than students who were not taught by using photographs.

5. CONCLUSION AND SUGGESTIONS

The researcher concludes that teaching writing recount by using photographs can improve students' ability in recount text. This is proven by the improvement of students learning outcomes. The mean score of post-test for experimental class is higher than the pre-test's mean score. This indicates that there is a significant difference in score between two means. It can be concluded that the improvement of the learning outcomes due to the implementation of photographs.

Finally, based on the t-test analysis, the obtained t-test score (12.39) is higher than the critical score at the significance level of $\alpha = 0.05$ that is 2.00, which proves that the alternative hypothesis of this study is accepted and the null hypothesis is rejected.

It indicates that teaching writing recount text by using photographs has given positive impact to improve students' ability. Based on the research findings, the researcher hopes it becomes an input in determining appropriate teaching media to improve students' writing skill. Teacher should provide students with many kinds of exercises and practices to boost students' motivation in learning English. The use of photographs as a teaching tool especially to teach writing can make students more active and communicative which leads to the improvement in writing skill.

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