



TEACHING WRITING PERSONAL RECOUNT TEXT THROUGH THE STUDENTS' PERSONAL PHOTOGRAPH AT THE EIGHTH GRADE OF JUNIOR HIGH SCHOOL 9 KENDARI

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Abstract

The present study aimed to examine whether there was a significant effect of teaching writing personal recount text through the students' personal photograph at the eighth grade of Junior High School 9 Kendari. The population of this study was the entire the eighth grade students of Junior High School 9 Kendari who enrolled in academic year 2012/2013. This research involved 34 students at class VIII^F. The instrument of this research was writing text in recount genre. And the criteria of students' writing were assessed from three aspects of writing composition, namely vocabulary, language use, and mechanic. The data were obtained from two essay writing tests. The data of the pre-test and post-test were analyzed through descriptive and inferential statistics. After the data were tested and found to be normal, the hypothesis was tested by using analysis of paired sample t-test. The result indicated that teaching writing personal recount text through the students' personal photograph had a positive significant effect on students' writing ability, especially on vocabulary aspect 70%, language use aspect 50%, and mechanics aspect 20%. It proved on mean of students' final score was increased 19.5 from 57.41 in pre-test became 76.91 in post-test, the hypothesis testing was found that the probability value or (p value) was $.000 < 0.05$ or ($p < 0.05$) and the calculation of $t_{count}(13.893)$ was more than $t_{table}(1.692)$ at the level significance (0.05) and (df) = 33. Therefore, it indicated that H_0 was rejected and H_1 was accepted. Therefore, it can be summed up that teaching writing through the students' personal photograph had a positive effect at the eighth grade of Junior High School 9 Kendari.

Keywords: *Personal Photograph, Personal Recount Text, Writing Ability*

Abstrak

Penelitian ini bertujuan untuk menguji apakah ada pengaruh yang signifikan dari pengajaran menulis teks recount pribadi melalui foto pribadi siswa di kelas delapan di SMP Negeri 9 Kendari. Populasi penelitian ini adalah seluruh siswa kelas VIII SMP Negeri 9 Kendari yang terdaftar pada tahun akademik 2012/2013. Penelitian ini melibatkan 34 siswa di kelas VIII^F. Instrumen penelitian ini adalah menulis teks dalam genre recount. Dan kriteria penulisan siswa dinilai dari tiga aspek komposisi penulisan, yaitu kosa kata, penggunaan bahasa, dan mekanik. Data diperoleh dari dua tes menulis esai. Data pre-test dan post-test dianalisis melalui statistik deskriptif dan inferensial. Setelah data diuji dan ditemukan normal, hipotesis diuji dengan menggunakan analisis paired sample t-test. Hasil penelitian menunjukkan bahwa pengajaran

menulis teks recount pribadi melalui foto pribadi siswa memiliki pengaruh signifikan positif terhadap kemampuan menulis siswa, terutama pada aspek kosa kata 70%, aspek penggunaan bahasa 50%, dan aspek mekanika 20%. Itu terbukti pada rata-rata skor akhir siswa meningkat 19,5 dari 57,41 pada pre-test menjadi 76,91 pada post-test, pengujian hipotesis ditemukan bahwa nilai probabilitas atau (nilai p) adalah $.000 < 0,05$ atau ($p < 0,05$) dan perhitungan thitung (13,893) lebih dari ttabel (1,692) pada tingkat signifikansi (0,05) dan (df) = 33. Oleh karena itu, ini menunjukkan bahwa H_0 ditolak dan H_1 diterima. Oleh karena itu, dapat disimpulkan bahwa mengajar menulis melalui foto pribadi siswa memiliki efek positif di kelas delapan SMP 9 Kendari.

Kata kunci: Foto Pribadi, Teks Recount Pribadi, Kemampuan Menulis

I. INTRODUCTION

Writing is one of important skills in learning English. It relates to process of one's output of language learning in which he or she uses his or her understanding of the language input in written form, specifically expressing his or her ideas. White (1987) defines that writing as a process of discovery, it is including discovering the ideas, discovering how to organize them well, and discovering what is that you want to provide to the reader, in brief, writing is a process of thinking. This means that it is a process of explaining our ideas and conveying the results of our thought in term of written form with a purpose it can be comprehended by the readers.

According to Hart and Hicks (2002), applying media in the classroom are considered suitable for finding ideas, making difficult subjects more comprehensible, and

for holding student's attention to recollect crucial ideas. It means that a good media that is may facilitate the students to produce ideas in which it may help them in starting their writing. One of media that is appropriate to apply in teaching writing subject is visual learning aids. In addition, as language teachers, we realize that most of our students are interested in pictures. They need to imagine. Their imaginative abilities must be in the form of more creative media such as picture, music, film, etc.

Wright (1981) explains that picture is one kind of visual learning aids that may give motivation to students even it may make them to pay attention to the lesson more seriously. Furthermore, he also adds that we may use our personal photographs as teaching media because it is one source of pictures that we may apply in the classroom. This is supported by Harmer (2004) who says that "teachers

have always applied pictures or graphic – whether drawn, taken from books, newspapers and magazines, or photographs – to facilitate learning” (p.134).

Therefore, Kendall and Khuon (2006) suggest that it is necessary to write by using images. By means of this media, they believe, it may discover students’ ideas and put down the result of their visual literacy in the pieces of their writing. From this point of view, photograph as one source of pictures may be applied as teaching media in writing class (as cited in Fauzi, 2010, p.35). It means that teaching writing personal recount text through the students’ personal photograph is possible.

Generally, one’s memory to remember an important event of his or her live on details is considered difficult enough. This statement is supported by Roediger (2005) clarifies that “retrieval of what has been experienced or stored information in brain is crucial thing in remembering but human will never be able to really remember” (as cited in Fauzi, 2010, p.41). As the result, some students find difficulty to get the exact memory about their personal experiences, particularly when teacher asks them to put it down into a writing paper. And visual media like photograph can be a solution to handle such problem because

as Ahola (2004) states that photographs usually capture important moments in our lives. It means that photographs can be used as media to record past events in which it may help students to memorize about their experiences, specifically events, places, and people on details.

Brown et al (1977) explain that everyone has a different visual literacy, particularly in finding information from a picture. Therefore, photograph as captured picture by camera that usually shows details in which it may stimulate one’s visual literacy. Brown, Lewis and Harclerod (1977) believe that photograph can be used to strengthen impression, add new facts, or provide important meanings in which it may increase visual literacy (as cited in Fauzi, 2010, p.36). Arsyad (2009) also adds that photograph is one type of visual media that may develop one’s comprehension by elaborating the structure or organization of mind and it also may improve one’s memory to remember on details.

The researcher believes that student’s personal photograph is very effective for applying in teaching writing as it was found by previous researcher. Fauzi (2012) who conducted the research by aiding photograph,

but he used a series of photographs in teaching writing at first year of Senior High School 1 Siliwangi. He found that there was an improvement of students' writing after being treated by using a series of photograph as teaching media. For this reason, the researcher tries to conduct a research by means of the students' personal photograph on teaching writing personal recount text at the eighth grade of Junior High School 9 Kendari.

II. LITERATURE REVIEW

2.1 Teaching of Writing in EFL Context

Nowadays, for English Foreign Language (EFL) students, the process of writing in an academic environment is considered as important matter. Since academic writing requires experience and practice in term of composing and developing ideas. It means that students have to learn from their own experiences before they practice deeply and express their ideas in written form. Furthermore, in Indonesia, academic writing is taught in almost academic institutes, for instance junior high school level, senior high school level and university level. However, skill to write academic writing is considered as one levels of a higher education, specifically in university level.

Additionally, Grabe and Kaplan (1996) state that one purposes of learning writing skill for EFL students is to help them in communicating whether it is in terms of spoken or written languages, particularly when they live in the overseas. It means that learners learn to write in English because there is the necessity of foreign language writing not only in academic setting but also in daily life, particularly as a tool of communication. Conversely, Ur (1996) mentions that in English as "Foreign Language context of teaching and learning, the purpose of teaching writing is to get students to have ability on producing many kinds of written text" (p.162). It means that, here, he lays stress on the basically of teaching writing is to get students to have good comprehension about a numerous types of written text in English so that they may generate writing according to its type appropriately.

Regarding with the statements above, the main focus of teaching writing skill in EFL context is not only as a requirement of Foreign Language, in this case to use students' writing skill into their daily life but also as the introduction of a number types of written text in English, mainly to get students to have a

skill to produce and to use each type of written text accurately.

2.2 Using Media in Teaching and Learning

Process

Media are the aids that can be used by teacher to stimulate students in process of teaching and learning. Sadiman (2008) states that *media* come from Latin and it is plural form of *medium* in literal meaning it is a mediator or deliverer. Media in Latin is *medoe* those are medium of message from the deliverer to the receiver of a message. Gadne (1998, as cited in Sadiman, 2008, p.6) says that media are all kinds of component in circumstance in which it might stimulate students to study. It is in line with Briggs (1967, as cited in Sadiman, 2008, p.6) who supports that media are all kinds of aids in which it may provide message and stimulate the students to learn. In brief, media are aids that have function to help teacher in delivering the message or information from the deliverer to receiver in which these aids may stimulate students' thought, feeling, attention, and interest to learn, in this case the teacher may use one kinds of media, that is visual aids, particularly picture.

In addition, Wright (1981, p.20) suggests that it is vital to apply media in the

classroom in which it may stimulate students; in this case it is included pictures. He also adds picture is one kind of visual learning aids that may give stimulation to students even it may make them to pay attention to the lesson more seriously. Furthermore, we may use our personal photographs as teaching media because it is one source of pictures that we may apply in the classroom.

Kendall and Khuon (2006) suggest that it is necessary to write by using images. By means of this media, they believe, it may discover students' ideas and put down the result of their visual literacy in the pieces of their writing. From this point of view, photograph as one source of pictures may be applied as teaching media in writing class (as cited in Fauzi, 2010, p.35).

2.3 Photographs as Media in Teaching

Writing

Recount text retells past events or activities in linewith photograph that can capture interrelated images of objects and setting within. In teaching writing recount text, retention is very influential because recount text constitutes sequence of events and even consists of evaluative comments or conclusion about the events from the writer (Emilia, 2010). Ability to write recount text that

emphasize the description of an event in which it can be enhanced by still picture that presents detail visual information enclosing environment and setting where the picture created.

According to Ahola (2004), a good personal photograph as teaching media, particularly in teaching writing, that is a photograph in which there is a series of important events that related to one's personal experience, in this case it is very expressive for him/her. He also adds that a colorful photograph also may stimulate one's memory. This means that by means of a colorful photograph in teaching writing, it may increase one's stimulus in finding idea that it may help students to start their writing.

Therefore, photograph as captured picture by camera that usually shows details in which it may stimulate one's visual literacy. Brown, Lewis and Harclerod (1977) believe that photograph can be used to strengthen impression, add new facts, or provide important meanings in which it may increase visual literacy (as cited in Fauzi, 2010, p.36). Arsyad (2009) also adds that photograph is one type of visual media that may develop one's comprehension by elaborating the structure or organization of

mind and it also may improve one's memory to remember on details.

III. METHODOLOGY

Design of this research used *pre-experimental* design by using one class that is given pre-test and post-test after having a treatment. In this research, firstly, one class was given pre-test. Then, a treatment was given still in the same class. Finally, post-test also was given to examine whether or not there is an effect after giving that treatment. This is intended to describe the effectiveness of the students' personal photograph on students' ability in writing personal recount text by comparing the result of pre-test and post-test from one class. In this regard, students' personal photograph was as independent variable and students' writing ability as dependent variable. The eighth grade students of Junior High School 9 Kendari were as the target population in this research. Meanwhile, in this research, it only used one class. Therefore, the researcher selected class **VIII⁵** as sample and a number of participants were 34 students. The researcher chose this class because based on the result of pre-observation that the researcher has conducted, the result pointed out that all students in this class fulfilled the criteria of personal

photograph that the researcher made, in this case they had kind of personal photograph that the researcher needed in this research.

IV. RESULT OF RESEARCH

4.1 Normality Test

The test of normality was aimed to assess whether the data were normally distributed or not. On other word, it was necessary to test it because the researcher indented to find out whether the data of the scores indicate normal distribution. In this case, the Kolmogorov-Smirnov test was employed. Theoretically, if the value of p was more than 0.05 or ($p > 0.05$), it means that the data were normally distributed. However, if it was less than 0.05 or ($p < 0.05$), it means that the data significantly deviated from a normal distribution. Table 4.1 presented the result of the normality test of students' pre-test and post-test.

Table 4.1 The Result of the Normality Test of the Students' Score
Tests of Normality

	Kolmogorov-Smirnov ^a		
			Sig.
Pretest	.151	34	.129
Posttest	.134	34	.127

To determine the data was normally distributed, Probability value (p value) of the

data must be higher than alpha ($\alpha = 0.05$). The table 4.1 displayed the normality of pre-test and post-test score. The result of normality for the pre-test was .129 (p value > 0.05). Meanwhile, the result of normality for the post-test was .127 (p value > 0.05). Therefore, it can be concluded that all of the data both pre-test and post-test were normally distributed. It means that the scores of the students on pre-test and post-test were acceptable to be analyzed through parametric statistic test in form of paired sample t-test in SPSS 16 for windows to examine whether there was a significant effect of teaching personal recount text through the students' personal photograph or not.

4.2 The Analysis of Paired Sample T-Test

Based on the result of the normality of distribution both pre-test and post-test scores, the computation using paired sample t-test could be done to find out whether there was a significant effect of teaching writing personal recount text through the students' personal photograph. To examine the result of paired sample t-test, it can be seen in the table below:

**Table 4.2 Analysis Result of Paired Sample T-Test
Paired Samples Test**

	Paired Differences					T	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
P Pret air est 1 – Pos ttest	19.500	8.184	1.404	22.356	16.644	13.893	33	.000

Since t-test belongs to parametric statistics, therefore, it was crucial that the assumption of t-test (parametric statistic) be examined first. It was found that none of this assumption has been violated (see table 4.1) which, in turn, warrants the application of this analysis. In addition, to prove whether the hypothesis H_0 and H_1 was accepted or not, the probability value (sig. 2 tailed) of paired sample t-test must be divided into 2 to get probability value (sig. 1 tailed) (Gaur & Gaur, 2009).

A statistical analysis of paired sample t-test was conducted to compare students' writing ability scores before applying the students' personal photograph and after

applying the students' personal photograph. There was a significant difference in the mean scores for pre-test ($M = 57.41$, $SD = 8.743$) and post-test ($M = 76.91$, $SD = 6.127$) conditions; $t(33) = 13.893$, $p(.000) < 0.05$. These results suggested that teaching writing personal recount text through the students' personal photograph has a significant effect.

V. KESIMPULAN

Based on the findings of this research, it can be concluded that there was a significant effect of teaching writing personal recount text through the students' personal photograph. The result of post-test in which the students were taught through the students' personal photograph indicated that the mean score was higher than pre-test, i.e. $76.68 < 57.38$. Moreover, the result of paired sample t-test revealed that the p value of significance was less than 0.05, i.e. $0.000 < 0.05$. It means that there was a significant difference on students' writing ability before they are taught through the students' personal photograph and after they were taught through the students' personal photograph at Junior High School 9 Kendari. Therefore, it is recommended for English teachers to apply students' personal photograph as media in teaching writing.

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