

## Teaching Writing Recount Text Through Photo Diary To The Eighth Grade Students

Hartini Agustiwati<sup>1)</sup>

<sup>1)</sup>English Education Study Program, Faculty of Teacher Training and Education of Palembang University  
Jln. Dharmapala No. 1 A Bukit Besar  
Email : [hartiniagustiawati@yahoo.co.id](mailto:hartiniagustiawati@yahoo.co.id)<sup>1)</sup>

### Abstract

The main problem was the effectiveness to teach writing recount text through photo diary and the differences in achievement between students who were taught through photo diary and those who were not. Therefore, the objective of this study to find out whether it was effective or not to teach writing recount text through photo diary and to know the differences in achievement between the students who were taught by using photo diary and those who were not. The experimental method was used in this study. The population of this study was the eighth grade students of Junior high school number 5 with 74 students as the sample total numbers, which were divided into two groups, 37 students from experimental group and 37 students from control group. The data were collected through essay tests, pretest and posttest. The results showed that it was effective to teach writing recount text through photo diary, there were some differences in achievement between students who were taught through photo diary and without photo diary. It also indicated that photo diary could improve the students writing skills recount text. It is also suggested for teachers and researchers who want to teach and do research about writing especially Recount Text.

**Keywords :** Teaching, Writing, Recount Text, Photo Diary

### Abstrak

Masalah utama adalah keefektifan mengajar menulis teks recount melalui photo diary dan perbedaan prestasi antara siswa yang diajar melalui photo diary dan mereka yang tidak. Oleh karena itu, tujuan penelitian ini untuk mengetahui apakah efektif atau tidak untuk mengajar menulis teks recount melalui photo diary dan untuk mengetahui perbedaan prestasi belajar antara siswa yang diajar dengan menggunakan photo diary dan yang tidak. Metode eksperimental digunakan dalam penelitian ini. Populasi penelitian ini adalah siswa kelas VIII SMP nomor 5 dengan jumlah siswa 74 sampel, yang dibagi menjadi dua kelompok, 37 siswa dari kelompok eksperimen dan 37 siswa dari kelompok kontrol. Data dikumpulkan melalui tes esai, pretest dan posttest. Hasil penelitian menunjukkan bahwa itu efektif untuk mengajar menulis teks recount melalui photo diary, ada beberapa perbedaan dalam prestasi antara siswa yang diajar melalui photo diary dan tanpa photo diary. Ini juga menunjukkan bahwa diary foto dapat meningkatkan keterampilan menulis teks recount siswa. Juga disarankan bagi para guru dan peneliti yang ingin mengajar dan melakukan penelitian tentang penulisan terutama Teks Recount.

**Kata kunci :** Pengajaran, Menulis, Teks Recount, Photo Diary

## 1. Introduction

For almost six decades now research and practice in English Language Teaching has identified "the four skills" listening, speaking, reading and writing as of paramount importance (Brown, 1994, p. 217).

In this research, the writing skill was chosen. According to Leo (2007, p. 77) writing as a process of expressing ideas or thoughts in words should be done at our leisure. Writing can be very enjoyable as long as we have the ideas and the means to achieve it. These are three basic principles, namely content, register and topic which need to be considered in a piece of academic writing. In writing skills, the students must be able to make paragraph. In this case the writer asks them to make recount text. It tells about something that happened in the past. The details in a recount can include what happened, who was involved, where it took place, when it happened and why it occurred. Brown (2004, p. 218) says that writing is a skill that is the exclusive domain of scribes and scholars in educational or religious institutions. Almost every aspect of everyday life for "common" people was carried out orally.

Furthermore, Brown (1994, p. 320) states that in the teaching of writing in ESL and other foreign languages have not surprisingly, coincided with those of teaching of other skills, especially listening and speaking. There are seven characteristics of written language, they are: permanence, production time, distance, orthography, complexity and formality. In teaching writing skills, we can use a media. It helps the students easier to develop their ideas. In this case photo diary will be used. Photo is a representation of a person or scene in the form of a print or transparent slide recorded by a camera on light sensitive material. Diary is a personal record of daily events, appointments, observations and etc.

In the experience in teaching practice, students got problem to develop their ideas in writing recount text. Based on the description above, a research entitled "Teaching Writing Recount Text" was conducted. In teaching writing Recount Text, teachers must give students inspiration and motivation to teach. As we know, the problem of writing English is having idea and getting motivation to write. Indonesia learns English as foreign Language in order to improve students in learning English, students can use media to get ideas and improve their ability in writing skill.

English nowadays is very important to learners including kids, teenagers and adults. There is solution for students who want to learn English fast. Students can join courses, private course and learn English together with friends.

In Indonesia, Some schools provide service to learn English. They make English club after teaching and learning time. It is also useful to students to learn English effectively. There is a lot of time to practice English with teachers and friends. They can learn English by video, music, photo diary, song and storytelling.

Every student gets a chance to improve their ability in learning English. The use of English is very important to support students' future. The more they learn English the more they get benefits for their brighter future.

Especially in writing, students need critical thinking to improve their ideas and write something specifically. However, Writing is the most difficult skills among those four skills in English. We can imagine if students cannot speak English till they are adult. Everything can be hard for them

In this research, it was found that students have problem in learning English, Including all skills, listening, speaking, reading and writing. In listening students cannot listen the native speakers clearly, they feel really hard to get the meaning and understand the content

In speaking, student cannot speak even a little. They get really serious problem to pronounce and speak. In reading, students must have knowledge and understanding about vocabulary. Especially in reading comprehension, students cannot answer correctly.

In writing, students feel very hard to do it. They can't develop their ideas in their composition. They do not understand about paragraph, punctuation mark, organization of the text and grammar. It will be a serious problem in English Skill.

Based on the illustration above, the paper has been written to conduct the research about writing and how the students improve their ability in writing.

What will we do to communicate with also can be strength to support someone's life, example in a job field. It helps us a lot and useful to our life. Bryne (1998, p. 8) states that speaking is oral communication between listener and speaker that involves the productive skill and understanding. In teaching English as a foreign language, speaking English will be hard to be conducted fluently. There are many factors which give influence in teaching speaking English, they are: Vocabulary, grammar, pronunciation, comprehension and fluency. Those factors have important role to support speaking ability.

In order to help and face the problem, we must look for a method or strategy which is suitable with our needs. The method can be applied to practice students in speaking English. There are many methods in teaching English; we can start from the easiest until the highest. The most importance thing that the method must be suitable with students' condition in the classroom. We must select a method based on students' ability. A method will be conducted

Shortly, whoever will teach English have important role to persuade students to talk. As an instructor, we can take a part in order to help students who really need to learn English. Motivation, advice and strategy can be conducted to reach a goal and achievement in learning English. Based on the illustration and explanation, this paper can elaborate the use of picture series to help students in speaking English.

Giving motivation to students is very important. They must have self-confidence to use English. In order

to help students, a strategy can be used to motivate, ask and persuade them to practice English. Role playing is one of the strategy to motivate students to speak English. Students can play character in a group. Role-playing is the changing of one's behavior to assume a role, either unconsciously to fill a social role, or consciously to act out an adopted role. In the field of psychology, the term is used more loosely in four senses:

#### A. Method (Example 1)

To conduct this study, quasi experimental design will be used. According to Wallen and Fraenkel (1991, p. 19) an experiment usually involves at least two groups of subjects: an experimental group and a control or comparison group. The experimental group receives a treatment of some sort (a new text book, a different method of teaching and so forth), while the control or comparison group receives no treatment.

#### B. Research Variables (Example 2)

According to Wallen and Fraenkel (1991, p. 31) variable is any characteristic that is not always the same, that is any characteristic that varies. There are two types of variables in this study, independent and dependent variables. Independent variables are those the investigator chooses to study (and often manipulate) in order to assess their possible effect one or more other variables. An independent variable is presumed to have an effect on, to influence somehow, another variable (Wallen and Fraenkel, 1991, p. 36). In this study, the independent variable was using photo diary. Dependent variable is the variable that the independent variable is presumed to affect (Wallen and Fraenkel, 1991, p. 36). The dependent variable in this study was recount text writing achievement.

#### C. Population and Sample of the Study

The population of this study was the eighth grade students of SMP Negeri 5 Palembang. According to Wallen and Fraenkel (2002, p. 127) sample refers to any group on which information is obtained. In this study, purposive sampling technique was used. Fraenkel and Wallen (1991) state that "a purposive sampling is a technique when the researcher assumes that personal knowledge of the population can be used to judge whether a particular sample will be representative" (p. 136). In selecting the sample, two classes were chosen. Finally, there were 74 students taken for a sample.

#### D. Technique of Data Collection Study

In collecting the data, written test was used. Wallen and Fraenkel (2002, p. 173) state that a test is intervention studies, in which the data are collected over a period of time. It is common to test subjects at the beginning of the intervention. The first test was pretest, given before treatment and function as a "guide" to know the students' ability in writing recount text. The next test was called post-test and it was given after the students got treatments. The objective of this test was to

find out how far was the students' ability after they were given different treatments.

#### E. Reliability of the Test Study

In order to know the reliability of writing test, two raters were used to rate students' speaking achievement in both the experimental and control groups. The raters should have TOEFL score 525 and above and have teaching English Experiences for more than years. In order to figure out the reliability of the test, inter-rater reliability was used. In this point, the students' speaking scores from both of the raters were correlated. Since, the students' final score is the combination or average of the ratings, reliability depends on the numbers of raters

#### F. Technique of Data Analysis Study

In scoring the students' writing paragraph, two kinds of test was conducted by the writer, they are pretest and posttest. The writer used banded marking scheme by hughey et al (1983) as cited in while and Arnod (1992, p. 175) below:

1. Vocabulary: covers the correct or appropriate choice of words and idioms
2. Structure: refers to grammar and word order
3. Organization: is concerned with ideas and their logical and coherent linkage and development
4. Content: refers to information
5. Mechanics: is the area of punctuations and spelling

The categories of "poor, fair, good and excellent" each element as described by Hughey et al (1983) cites in White and Arnod (1992, p. 175) are defined under the following descriptor.

#### Concept of Teaching English

Teaching means sharing, giving, discussing and telling knowledge to others. It is an activity to learn, think, find out and get new thing. The role of teacher must be one of facilitator and coach, not an authoritative director and arbiter. This facilitative role of the writing teachers has inspired research on the role of the teacher as a response to students' writing.

The first role is that the teacher becomes a motivator for the students. In this role the functions of the teacher are to motivate the student and to create the beneficial condition for the students in composing the writing.

The teacher also persuades the students of the usefulness of this activity and the last encourage them to give the best effort to get the best result. The essences of teaching are guiding and facilitating students to work. This is supported by Brown (2000, p. 7) who proposes that "teach is guiding and facilitating learning, enabling the learner to learn, and setting the conditions for learning". It implies that teaching cannot be separated from learning

#### The following elaboration of the teaching and learning

1. Building knowledge of field.

This stage focuses on building up a shared experience and cultural context about the topic of text.

The interactions mostly happen between teacher and class, and students and students. The focus is on the content information and the language of the genre of the text that is going to be used. It particularly focuses on controlling relevant vocabularies and grammatical patterns of the particular genre.

## 2. Modeling of text.

This stage focuses on introducing particular genre through a model of text that deals with the field that the students have already explored in the stage of building 17 knowledge of field. Through the model text, teacher and class work together exploring the cultural context, social function, schematic structure, and linguistics features of the text are using spoken language to focus on written text.

## 3. Joint construction of text.

In this stage, when students are already familiar with all of the features of particular genre, teacher and students work together to construct texts that are similar to the text that have already being learnt in the previous stage. In constructing the text, attention should be paid to the schematic structure, linguistic features and knowledge of the field of the text.

## Independent construction of text.

In this final stage, students are ready to work independently to produce their own text. Teacher can let students to work on their own. In other words, teacher should minimize their support, scaffolding and interference on students learning process. It will provides students with the opportunity to show their ability to create a text that has schematic structure, linguistic features and knowledge of the field in accordance with the genre that is being studied.

## Concept of Photo Diary

In order to help students to speak and learn English, a method can be used. It must be suitable with the students' condition. It should be fun, interesting, easy but challenging. In this case, picture series can be one of the solutions to help students speaking English. It is like some pictures which give description and illustration. So, students can find ideas, suggestion and opinion during their performance. It suggests the teachers to use pictures effectively because the media are very useful for the teaching. Students can talk by looking some pictures, so they have confidence to speak and develop their ideas. In order to help students to talk, teachers can provide some pictures and ask them to think the illustration based on those pictures

Technique is an activity that use to change student characteristic, may be from not knowing to knowing. Teaching English in Indonesia commonly get trouble in interaction between teacher and student. The technique that teacher uses also influence the student's ability. The teachers have to change their old technique to make students interest in learning activity.

Pictures as visual aids will attract students' attention, and motivate them to learn. In addition, using series of picture means that the students try to connect the plot in

the picture to be a link of story. Brown (2004) stated that picture can be used in many stages of the instructional process, to introduce and motivate study of new topics, to clarify misconceptions, to communicate basic information, and to evaluate student's progress and achievement. Furthermore, he suggests some ways of using pictures for ensuring maximum students benefit from using them. Using pictures can be an effective technique for any proficiencies level or language skill. To teach speaking where the students share personal experiences that somehow relate to what is happening in a picture they have been given and drawn.

Pictures can motivate students and make them want to pay attention to take a part in class and also contribute their idea to the context in which the language is being used in class. This activity is based on several sequential pictures. Students are asked to tell the story taking place in the sequential pictures by paying attention to the criteria provided by the teacher as a rubric. Rubrics can include the vocabulary or structures they need to use while narrating.

As English teachers, it is useful to use some varieties of language to help them in teaching English. They are able to engage the students in a topic or as the basis of the whole activity. Using pictures is one of the ways that can be used in teaching English. According to Raimes in Akbari (2008) pictures can help the 19 teachers and students in teaching and learning vocabulary and other components of language.

## The Benefits of Photo Diary

1. Photo diary creates the enjoyment in the writing process. The use pictures series is one successful way to motivate students in learning English writing. It is an interesting way for the students. Teaching writing by using pictures series provide motivation for students to write. Pictures series can be used as device to create students' enjoy feeling in the writing process. When the students' environment is fun, they will be freer and more confident to share their feelings, ideas, and thoughts in writing. Then, the results of the students' writing will be better when they use pictures series as their guide in writing their narrative story.

2. Pictures series develop students' creativity in writing. "A picture is worth a thousand words".

Pictures can develop students' creative thinking skill. Students can develop their stories based on pictures series they see freely. This activity leads them to think about what they have never thought before. Students have to create their own stories by using pictures series they have. This activity expands their cognitive ability. They are able to write good stories with longer good sentences to develop their narrative composition. In this case, students can learn how to write stories in complete sentences and to develop their ideas to be better to describe the pictures series. Then they are able to produce meaningful stories.

3. Pictures series can increase students' vocabulary. Pictures series are suitable media to introduce new English vocabulary to the students. They are also the

appropriate media for teaching and learning process, especially when these Medias are given in the right technique to make the learning activity runs well. In writing activity, the biggest problem for the students is their limited vocabulary. They usually use their dictionaries or try to find other references such as from internet to fulfill or finish their stories. From these references they will find some difficult words and they do not know how to use them in real life situation. In this case, the use of pictures series as media to increase students' vocabulary is needed. By using pictures series, students learn how to use their new vocabulary in writing. When the students have more vocabulary, their ideas in writing will be easier to be developed

On the other hand, there are two negative sides of using pictures series to teach writing to the students. First of all, students are not able to use oral language skill effectively. In this case, students find difficulties in presenting their writing in front of the class. They cannot present their stories fluently and communicatively.

Therefore, teachers need to give the chances for the students to practice dialog or monolog in the stories they made before. Another negative side of using pictures series as media to teach writing is the teachers do not have enough time to teach and evaluate the writing process. In the writing process, students are given such pictures series to be done into narrative composition. Students have to work by their own.

Teachers only give them some important rules which are usually become unclear directions. Teachers do not have enough

## 2. Findings and Discussion

The finding included, the result of the pretest and posttest in the control and experimental group

### A. Result of the Pretest and posttest of the control group

The results of the pretest in the control group showed that the minimum score was 57.50 and the maximum score was 76.50. The results of Posttest in the control group showed that the minimum score was 60.50, the maximum score was 76.50

### B. Results of the Pretest and Posttest of the experimental group

The results of the pretest in the experimental group showed that the minimum score was 57.50 and the maximum score was 76.00. After treatment the result of posttest in the experimental group showed that the minimum score was 60.00 and the maximum score was 79.00

### C. Discussion

Based on the findings, in the experimental group there was 1 student who got the lowest score 57.5 and 2 students who got the highest score 76 in the pretest. While in the post test there were 2 students who got the lowest score 60 and 1 student who got the highest score 79. In the control group, there were 3 students who got

the lowest score 57.5 and 1 student who got the highest score 76.5 in the pretest, while in the posttest there were 7 students who got the lowest score 60.5 and 1 student who got the highest score 76.5.

There was effective to teach writing recount text through photo diary to the eighth grade students and there were some differences achievement between students who were taught by using photo diary and those were taught without using photo diary

## 3. Conclusions

Based on the findings and interpretations, in the experimental group there was 1 student who got the lowest score 57.5 and 2 students who got the highest score 76 in the pretest. While in the post test there were 2 students who got the lowest score 60 and 1 student who got the highest score 79. In the control group, there were 3 students who got the lowest score 57.5 and 1 student who got the highest score 76.5 in the pretest, while in the posttest there were 7 students who got the lowest score 60.5 and 1 student who got the highest score 76.5. It could be concluded that was significantly effective to teach writing recount text through photo diary to the eighth grade students and there were some different achievements between students who were taught by using photo diary and the students who were taught without using photo diary. Some suggestions were offered

### To the teacher of English

1. Use photo diary in teaching writing recount text to improve their own idea related to the photo diary
2. Give the students chance to be more active in doing the exercise to write recount text in the themes of holiday by using photo diary.

### To the school

1. Facilitate the teacher and their students with supporting books, dictionary and media which can help the process of teaching and learning activities especially in writing recount text through photo diary.
2. Provide many kinds of the materials of English such as magazine, newspaper which can be used maximally by the students.

## References

- Arikunto, Suhaimi.2010.*Prosedur Penelitian Suatu Pendekatan Praktek*. Yogyakarta: Rineka Cipta
- Arsyad, M.A, Prof. Dr. Azhar. 2002. *Media Pembelajaran*. Jakarta: PT Raja Grafindo Persada
- Brown, H. Douglas. 2000. *Techniques and Principles of Language Learning and Teaching New*.
- Brown, H Douglas. 2004. *Language Assessment Principles and Classroom Practices*. San Fransisco:Pearson Education,Inc.
- Brown, H Douglas.1994. *Teaching by principles An Interactive Approach to Language Pedagogy*. San Fransisco State University: Englewood.
- Diana, Putri Risky. 2011. *Teaching Writing Skill by Using Jumbled Pictures to the Eleventh Grade*

*Students of SMA Negeri 11 Palembang.* Faculty of Teacher Training and Education. University of Muhammadiyah.

Fraenkel, Jack.R and Norman, E Wallen.1991. *Educational Research: A guide to the Process.* New York: Mc Grow Hill, Inc.

Gebhard, Jerry G.2000. *Teaching English as A Foreign or Second Language.* United States of America.

Hatch, Evelyn and Lazaraton, Anne.1992. *The Research Manual.* Los Angeles: New Bury House Publishers.