

TEACHING WRITING RECOUNT TEXT THROUGH PHOTO DIARY TO THE EIGHTH GRADE STUDENTS

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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.

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

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, 1994:217)

In this research, the writing skill was chosen. According to Leo (2007:77) 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 (2004:218) 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 were carried out orally

Furthermore, Brown (1994:320) 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.

Method

To conduct this study, quasi experimental design will be used. According to Wallen and Fraenkel (1991:19) 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.

Research Variable

According to Wallen and Fraenkel (1991:31) 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: 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, 1991:36). The dependent variable in this study was recount text writing achievement.

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 (2002:127) 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.

Technique of Data Collection

In collecting the data, written test was used. Wallen and Fraenkel (2002:173) 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.

Table 1. Validity of the Test

No	Objective	Material	Indicator	Types of Test	Total Items
1.	To measure students’ ability in writing short essay. In form recount text to interact in the environment	Recount text using photo diary in the themes of holiday	The students were able to make short	Written test	1
	Total				1

Reliability of the Test

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

Technique of Data Analysis

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 (1992:175) 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 elements as decribed by Hughey et al (1983) cites in White and Arnod (1992:175) are defined under the following descriptor.

Table 2. The Scoring Criteria

Element	Score	Category	Description
Structure	16-20	Excellent	Few (if any) noticeable errors of grammar of word order
	11-15	Good	Some errors of grammars of word order, which do not interfere with comprehension
	6-10	Fair	Errors of grammar or word order, fairly frequent reading is sometimes necessary for full comprehension
	0-5	Poor	Errors of grammar or word order are frequent: efforts at interpretation frequently are required by the reader
Vocabulary	16-20	Excellent	Few (if any) noticeable of incorrect or inappropriate choice of words or idioms
	11-15	Good	Some of incorrect or inappropriate choice of words or idioms which do not change the earning of the whole text
	6-10	Fair	Fairly frequent of incorrect or inappropriate choice of words or idioms
	0-5	Poor	incorrect or inappropriate choice of words or idioms are frequent
Organization	16-20	Excellent	Highly organized, clear progression of ideas well linked: like educated native writer
	11-15	Good	Material well organized link could be occasionally be clearer but communication not impaired
	6-10	Fair	Some lack of organization; occasional rereading required for classification of ideas
	0-5	Poor	Individual ideas maybe clear, but very difficult include connection between them. In the worst cases lack of organization so severe that communication is seriously impaired
Content	16-20	Excellent	Conveying the clear information about the topic
	11-15	Good	The information about the topic clear enough
	6-10	fair	Lack of information, occasional rereading acquired for clarification.
	0-5	Poor	The information about the topic is short, clear but very difficult to comprehend
Mechanics	16-20	Excellent	Few (if any) noticeable errors of punctuation and spelling
	11-15	Good	Some errors of punctuation and spelling which do not interfere with the comprehension
	6-10	fair	Errors of punctuation and spelling fairly frequent : rereading sometimes necessary for the comprehension
	0-5	Poor	Errors of punctuation and spelling of fairly frequent; effort of interpretation frequently required by the reader

Table 3. The Interpretation Score

Score Range	Category
75-80	Excellent
70-74	Good
55-69	Fair
45-54	Poor
40-44	Very Poor

Source: SMP Negeri 5 Palembang

Findings of the Study

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

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

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

Interpretations

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

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.

Suggestions

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

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