

ARTICLE

**THE EFFECT OF TEACHING WRITING RECOUNT TEXT
BY USING PHOTOGRAPH AT SMPN 2 GURAH
IN ACADEMIC YEAR 2016/2017**



By:

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**PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS
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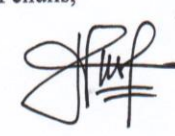
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Abstract

This research purpose is to know the effect of photograph that used as media in teaching writing recount text and not using photograph, and to know to know the significance difference between using it or not. This study used quantitative pre-experimental study in one group pretest posttest design. The data was collected by using recount text and asking students to write recount text quantitative with. The sample was the students of eight – A clas which was consist of 34 students. The result of the data shpwed that the mean score of pretest was 70,71 and the mean score of posttest was 84,24. This showed that the students' writing ability is increasing after taught recount text by using photograph. In other word it can be concluded that photograph is effective to be used in writing recount text.

Key words : Photograph, writing recount text.

A. BACKGROUND

writing is a product of language which share about ideas, way of thinking , expression of the writer which present in written form by using sentences to be shared to the readers. It is supported Nunan (2003: 88) states that “Writing is the mental work of inventing ideas, thinking about how to express them, and organizing them into statements and paragraphs that will be clear to a reader”.

Based on the theory of Byrne (1991:96), stated that Writing is consider as the most difficult activity; the teacher has to give task, to design the teaching of

writing in such a way that the students can see the aim of it and make measurable progress through the performance of realistic and connected task. By doing writing the students can explore what they have in their mind about opinion, feelings, ideas, thought, or others in written form to the reader. According to Hyland (2003:9) states that,” writing is a way of sharing personal meanings and writing courses emphasize the power of individual to construct his or her own views topic”. And also to share the writer idea to the reader into readable text.

Derewianka (1990:11) stated that, “when we tell someone what happened, we can call it recount. Recount text writing usually tells the reader about the events”. Recount text is a kind of English text which explain about series of events that happened in the past time. The purpose of recount text is to entertain and to inform. The tenses used is simple past tense. The generic structure of recount text is orientation and events.

photograph means the photo that belonging to the individual of the students. Personal photographs get at essence of things. They have the power to evoke, inform and inspiring (Ingledeu, 2005:12). Desire of storytelling often be a critical need. In this context a photograph becomes appropriate tool or media to communicate and tell story. People can tell story accurately about events, activities, expression, memories and nostalgia through a photograph (Edward, 2011:12) Photograph trigger students’ interest in teaching and learning process defines by Sudjana and Rivai (2009:70). Personal photograph fires people aspiration. It allows them to treasure things. Because they have unforgettable moments or events such as birthdays, graduation, marriage and vacation (Ingledeu, 2005: 12- 13). It recalls an event or person. So, the researcher use photograph to help students remembering their experiences in the past.

Based on the background of study above, the research question is formulated as follows ;

1. How is the student’s ability in writing recount text before being taught using photograph ?
2. How is the student’s ability in writing recount text after being taught using photograph?
3. Is there any significant effect in writing recount text by using photograph or not using it ?

B. Research Design and Research Technique.

In this study, the researcher used quantitative approach and used experimental design. Ary (2010:265) defines an experiment as “A scientific investigation in which the researcher manipulates one or more independent variables, controls any other relevant variables, and observes the effect of the manipulations on the dependent variable(s). It means that experimental research is a research that used to know the impact of one variable to another variable. Ary et all (2010:302) adds that experimental designs may also be classified according how well they provide control of threats to internal validity: pre-experimental, true experimental, and quasi experimental design. In this pre-

experimental study, the researcher used one-group pretest posttest because the researcher compared pre-test and post-test to know the result. Here, there are two types of test, pre-test and post-test to measure their writing ability before and after being taught by using photograph.

B. Population and Sample

1. Population

Population is the whole students who become object area of the research. According to McMillan (1996:85), A population is a group of elements or cases, whether individuals, objects or events, that conform to specific criteria and which we intend to generalize the results of the research. that population is the number of people or the subjects that will be analyzed by the researcher .

In this research the population was all of the eight grade students SMPN 2 Gurah in academic 2016/2017. It has seven classes and consist of 30 until 34 students each class.. The total number of population is 335 students.

2. Sample

According to Ary (2012:148), a sample is a portion of a population. Based on the explanation, the researcher took VIII-A that consisted of 34 students as the sample.

C. Research Instrument and Technique of Collecting Data

1. Research Instrument

In this study, the researcher used writing tests as instrument. Instrument is a tool which is used by the researcher to get the data. It is supported by Arikunto (2010:1192) stated that, “instrument is a tool that used in the research by using method.” In other words, instrument is a tool that the researcher use to get the data from the variable that researcher searched. In this research, the researcher used test to measure the students’ writing.

2. Technique of Collecting Data

The test is intended to know the students’ writing ability in narrative text. It was concluded of pre-test, treatment, and post-test. Pre-test was given in the early meeting, in the pre-test the students were asked to write about their happy or sad experience, treatment did after pre-test and before post-test, and the post-test was given in the last meeting, in the post-test the students were asked to write recount text based on their photograph.

D. Technique of Data Analysis

1. Kinds of Analysis

In analyzing all of the data which collected from the pre-test and post-test score, the researcher analyzed by using SPSS version 2.1. to measure the students’ writing ability.

2. Mode Scoring

Through scoring, the results of the students' work will be useful to know students' level of writing achievement. Since the purpose of the research is to measure the students' writing ability. The Scoring Guidance Taken From Heaton (1996:146) :

Content	: 30
Organization	: 20
Vocabulary	: 25
Grammar	: 20
Mechanic	: 5
Total Score	: 100

E. FINDINGS AND DISCUSSION

Based on the data that has been analyzed by using SPSS version 2.1 above, the purpose of the researcher was to find out the answer of how is the students' writing ability before and after being taught by using photograph and is there significant effect of using photograph to students' writing ability at the eighth grade students of SMPN 2 Gurah in academic year 2016/2017.

First, from the result of students writing ability before being taught by using photograph, it was shown by the mean score of pre-test (70,71) was lower than the mean of post-test (84,24). It means that the students' writing ability before being taught by using photograph was lower than after being taught by using photograph.

Second, there were some significant effects by using photograph to students' writing ability. It was proven from paired samples test table above, it showed t-test is 13,168 and the t-table with degree of freedom 33 is 1.690 at the level of significance of 5%. It means t-test was higher than t-table ($13,168 > 1,690$) and Sig. (2-tailed) is ,000 was lower than 0.05.

From the data analysis above, it means that photograph is very effective used for teaching writing process, because this media can motivate the students to express their ideas, thought, and make them more creative and interpretative in writing recount text.

I. CONCLUSION

Based on the result, it can be concluded that the used of photograph was really effective in helping students writing recount text . By using photograph the students can express their ideas, more confident, creative and more motivated in writing. It was proven from the posttest score was higher than pretest score.

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