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IMPROVING STUDENTS' WRITING ACHIEVEMENT ON RECOUNT TEXT BY USING PHOTOGRAPH AT NINTH GRADE STUDENTS OF MTSN 1 MEDAN

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Abstract

This research was aimed to find out the impact of using Photograph in improving the students' writing achievement on Recount Text. The subject of this research was the ninth grade students of MTsN 1 Medan in academic year of 2020/2021 which consisted of 36 students. This research was conducted by using classroom action research, which used two cycles. Each of them consists of planning, acting, observing, and reflecting. The data were obtained through quantitative and qualitative data. The quantitative data was obtained from tests including pre-test, post-test I, and post-test II. While qualitative data was obtained from observation sheet. The result of the data analysis showed that there was an improvement on the students' reading achievement from each cycle. It was shown from the students' mean score The percentage of students score in pre-test who got point up to 70 was 10 students and the improvement was about 27,8 %. The percentage of students score in post test 1 in cycle 1 who got point up to 70 was 25 students and the improvement was about 69,5 %. The percentage of students score in post test 2 in cycle 2 who got point up to 70 was 32 students and the improvement was about 88,9 % . Based on the finding research , saying that Photograph could improve the students' Writing achievement in recount text.

Keywords : Photograph, Writing Achievement, Recount Text, Classroom Action Research

INTRODUCTION

Writing is a very dynamic task requiring not just the ability to write vocabulary words, but also the ability to interpret concepts. Writing often involves pouring thoughts

into written form or informing someone about something, and as described in written form, it can be viewed as an expression of feelings or expressions. In other words, we will interact partially through the writing process. Based on syllabus of curriculum in Junior High School, students are required to be able to write a various types of genres. They are narrative, recount, procedure, news item, descriptive, report, spoof, analytical exposition, hortatory exposition, explanation and discussion. This research is aimed at improving the writing ability of the ninth year students by using photographs, especially in writing recount text.

Even though most of students have learnt English from Primary School until Senior High School, most of them cannot write well. Based on data during interviewing the English teacher there are some problems in writing. The students still confused what to write and how to start writing. This condition affects the students' achievement in writing recount text. In order to solve this problem, it is needed the strategy to make teaching writing more effective and interesting. The failure of the students is likely happen because of media used in teaching not interesting and not effective. Teachers are not able to create interesting media in teaching and learning process so the students are not enjoying their lesson. Sometimes the teachers also just explain the material and ask the students to write recount text without using media so the students difficult to remember what they have done in the past. The students commonly get bored in writing activity as they must spend many times to write their ideas into writing product.

Learning styles are used in a variety of ways in the teaching process. Each student has a unique learning strength and weakness of their own. It is essential for the teacher to deliberately bring us a variety of learning strategies to achieve the optimal achievement of the students. The instructor should be mindful that the ability of learners to study is different. Teachers need different types of media in teaching and learning process². There are several media that can be used in teaching and learning process on English subjects. One of them is photograph. Using photograph as a media language in teaching and learning process can be effective way for students to enjoy and easy to write. Since a media plays the important role for learner in understanding English to receive the materials, teacher as a guide in the classroom should use it in delivering the materials. Media for teaching and learning can be classified into visual media, audio media, audio-visual media and games.

One of the visual media is photography. These media could support students in mastering the materials by using an useful method. Photography is one of the visual aids

that can enhance writing text recounting because photography can typically capture past experiences and photography can definitely help students recall facts about objects, locations and events. In short, they can be important text sources . Besides , a photograph is worth a thousand words because one picture can tell the students something even has sequences to study behind it.

One of the visual aids that can be used in learning writing is photograph. The study is aimed at improving the writing ability of the Ninth year students of MTsN 1 Medan by using photographs, especially in writing recount text. The strategy is selected since it can guide the students to generate idea into a meaningful composition. Typically, photographs capture past experiences and photographs will definitely help students remember details of persons, locations and events. They can, in short, be powerful text sources. In comparison, a photograph is worth a thousand words because one illustration will teach the students something and also has sequences behind it to analyze.

The researcher has chosen photographs as medium or technique to strengthen writing recount text depending on the utility of the photographs. This suggests that there is a critical part between writing and using photography, because recount text is one of the story genres. By retelling events and occurrences in the order in which they have occurred, the aim is to reconstruct past experiences. In the teaching and learning process, the media can help the teacher to clearly convey the material and assist the students in receiving the material. Students can acquire their experiences by using the media during the teaching process and support them to understand the material.

Based on the usefulness of the photographs , the researcher chooses photographs as media to improve writing recount text . Based on the statements above it can be assumed that the use of photographs to teach writing recount text to the students of ninth year of Madrasah Tsanawiyah Negeri 1 Medan is effective . In conclusion, the research is entitled **“IMPROVING STUDENTS’ WRITING ACHIEVEMENT ON RECOUNT TEXT BY USING PHOTOGRAPH AT NINTH GRADE STUDENTS’ OF MTSN 1 MEDAN”** .

LITERATURE REVIEW

In comparison to writing, communicating and so on, the Oxford advanced learner's dictionary notes that learning is the task of writing. Writing is one of the significant language skills. Writing , in the form of letters, symbols, or sentences, is the representation of

language. Communication is the primary purpose of writing. Many writing instruments such as ink, chalk, pens, typewrites, and machines have been used by people. Writing will then be produced on a cave wall, a sheet of paper or a computer screen.⁵ Writing takes more effort in the process and when the reader knows the writer's deep sense, writing will be more effective, it needs more time to consider, plan, analyze, practice, evaluate and find good writing.

Writing is one of four skills in the language . Writing is perhaps English's most challenging skill . It has to be cultivated purposefully . It is not something that is normal to human beings, unlike listening and speaking. It is capability that has been built on information or messages beyond limitations of here and now in humanity culture to the past. Except listening, speaking and reading, writing is a part of basic English language skills that must be teach maximally by the teacher to the students, because writing is difficult to learn by the students. Allah states in the glorious Al-Qur'an Al-Qur'an (Al-Qalam :

*"Nun. By the pen and that which they write
(therewith)"*

The word 'qalam' means the word 'write.' There is a great sense for us from the verse that we are the making of Allah. In the written medium as in our instructions, which is the Holy Qur'an, which is the word of God that is read by humanity as lights and instructions for human life till now and forever, people have obtained different knowledge on what is and will be in our lives in this universe. In writing we also learn about the types of writing , especially recount text . Recount is a text that tells about past experiences of event. Recount has the same key feature as the book and is thus instantly recognizable, the difference is that recount text may be a retelling of events that have already occurred whereas storytelling is imaginative. A recount is different from a narrative text in terms of the problems in the sequence of events. Another view comes from Recount can be in the form of letters, newspaper reports, conversations, speeches, television interviews and eyewitness account .

In teaching writing , researcher and teacher must able to use various media and tools for supporting teaching learning activity in the class , one of which is photograph . Photography means the process or method to produce images of an object by recording the reflection of light on the objects on light sensitive media. Photography comes from the Greek, *phos* meaning light, and *graphe* means drawing so *photography* literally means drawing with light. One of the visual aids that can be used in teaching and studying English

is actual pictures or drawings. It produces a detailed and fascinating condition for class learning. Images may help the teacher describe or explain something that with words is impossible to explain. The essence of writing is to allow students, using the patterns they have studied, the chance to articulate their own ideas clearly.

Photograph is the original image and a graphic tool that is very helpful in writing the text of the recount. Typically, photography captures past moments, and photography will definitely help students recall facts about persons, locations and events. In short, they can be important text sources. Besides, a photograph is worth a thousand words because one picture can tell students something, even have sequences of story behind it. Writing recount text is necessary since recount text is used for retelling events and accidents in order to recreate previous encounters in which they happened. So to enhance writing recount text, the writer selects images as visual media.

RESEARCH AND METHODOLOGY

The research was carried out in Madrasah Tsanawiyah Negeri 1 Medan (MTsN 1 Medan). This school is located at Jl. Pertahanan No.24, Sigara Gara, Kec. Patumbak, Kabupaten Deli Serdang 20361. The location selection was based on the view that the researcher had previously done a mini-research at this school and that the institution had never carried out research on writing recount text using photographs. Work is being done in the first semester of the academic year 2020/2021 and was conducted in July 2020. The subject of the research is the ninth grade students of MTsN 1 Medan. The second (ninth) grade students consist of 11 classes, but the researcher took VIII-6 class. This class consists of 36 students, 16 male and 20 female. They come from high and middle economy families and most of them have high motivation to study.

To collect the qualitative and quantitative data, the researcher used some technique, they are, observation and document. In analyzing the data, the researcher uses mixed research. It involves the mixing of quantitative and qualitative research. Qualitative research relies primarily on the collection of qualitative data. Quantitative research is explaining phenomena by collecting numerical data that are analyzed using mathematically based method.

FINDING AND DISCUSSION

This research was focused on quantitative and qualitative evidence. The quantitative results from the tests (pre-test and post-test) were collected with the principal score of the students in each test. The overall student score in some assessments was taken from quantitative results (pre-test and post test). While the observation, diary note, interview and paper were taken from the qualitative data. This research was held at MTsN 1 Medan and the subject of the research at the ninth grade of the school that consisted of 36 students. It was conducted on 25th of August , 2020. The data of the research were qualitative data and quantitative data.

This research accomplished in two cycles. The first cycle where include pre- test was conducted in two meeting in the classroom. Then the second cycle where include post test was conducted in four meeting in the classroom. The implementation of the research was described in this chapter from the beginning cycle till the end of cycle. The implementations are Planning, Action, Observing and Refelected .

This research was conducted to find out the development of students Writing achievement Through Photograph at ninth grade students of MTsN 1 Medan. The research that has been done by the researcher indicated that Photograph on Recount Text could develop students Writing achievement. It can be seen from the results of pre-test and post test. Researcher has written it in appendix .

The interpretation of the data result from Pre-test, Post test 1 and Post test 2. The percentage of students score in pre-test who got point up to 70 was 10 students and the improvement was about 27,8 %. (mean score : 63,8) . The percentage of students score in post test 1 in cycle 1 who got point up to 70 was 25 students and the improvement was about 69,5 % (mean score : 72,7) . The percentage of students score in post test 2 in cycle 2 who got point up to 70 was 32 students and the improvement was about 88,9 % (87,7) .

Furthermore, the mean score in the post test 87,7 showed that there were improvement of students Writing achievement than the previous test (Pre- test) that was 63,8. Meanwhile, from the result of test there were improvement of students Writing achievement. For more detail can be seen on appendix . In post test 1 the total number of students was 25 students but it still need to improve because it was under the target. The target of success in classroom action research was 80% from the class percentage. It was a reason why researcher continue to the second cycle.

Then next, the total mean score of the students in post test 2 is 87,7. From post test 2. The total class percentage was 88,9% where it showed that there were 32 students who got

successful or got score up to 70. From the total number of students was 36 students. And there were 4 students who got unsuccessful or got score under 70. Then finally, classroom action research was succeeded and the cycle also stopped. Through Photograph on Recount Text can improve students Writing achievement at the ninth grade students of MTsN 1 Medan.

In this study, researcher used the photograph as a funny and attractive media improve students' understanding in writing skills. with, share their personal photo/pictures based on their experiences then they elaborate their words become a recount text . The researcher increased their imagination to elaborate their writing skill. So using photograph can improve students' writing skills, because the photograph make students interested and curious about the material .

CONCLUSION AND SUGGESTION

A. CONCLUSION

Research was applied to ninth grade students of junior high school after classroom action. In the academic year 2020/2021, we can take 2 points that the use of photographs can enhance the writing achievement of MTsN 1 Medan by students. It can be seen from the outcome of the post-test students at MTsN 1 Medan ninth grade students. The achievement of the students writing was better enhanced.

How do the way of photograph can improve the students' writing achievement, is first by introducing what is photograph on recount text material , then the researcher give an example of her photograph and make an imagination to elaborate the words become a text . Photograph is something that happened in the past so it really suitable with the material at ninth grade . Then on next meeting , the researcher asked the students to make a recount text with their own pictures then use their imagination to tell their past experience with photograph.

How to improve students' writing achievement through photograph, Improved writing achievement of students through the photograph, namely question texts such as pre test, post test I and post test II. The increase is assessed from the results of the following text such as pre test is a practice question before knowing the strategy through photograph then after the pre test, namely photograph continuing the post test I, the results are still not successful, try the post test II again, then after that the results state success and success or increase the student's score after using photograph with an increasing score, namely

writing achievement. The total mean of students was: in pre-test (63,8) in post test 1 (72,7) and post test 2 (87,7). Improving students' writing achievement through photograph is successful, so photograph improve students' writing achievement at MTsN 1 Medan .

In analyzing the data of the students Writing achievement using photograph , the researcher calculated students pre-test and post test. There were improvement on students' writing achievement. The total mean of students was : in pre-test (63,8) in post test 1 (72,7) and post test 2 (87,7). In other words the students Writing achievement was improved from firstmeeting until the last meeting of the teaching writing achievement at the ninth grade students. Because it will can increase interest in writing.

Conclusion of all chapter in this thesis, can be improve that students' writing achievement through photograph, especially for the ninth grade students of MTsN 1 Medan

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