USING PERSONAL PHOTOGRAPHS IN TEACHING WRITING SKILL AT THE FIRST SEMESTER IN UNIVERSITY

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Abstrak
The purpose of this research were: 1) to encourage students confidently express their ideas in writing process.2) to measure students' improvement especially in writing skill. Descriptive qualitative method was implemented in this research since writing is considered as the most difficult skill among four language skill (listening, speaking, reading, writing) so it will take longer time to be analyzed. The method of the research used by giving samples in random for 30 students out of 120 students of Faculty of Economics in University of Unswagati Cirebon. The data collected by distributing expository writing exercise and analyzing the result.

Key Word*: Personal Photographs, Recount Text, Experimental Research, Student's Writing Skill*

Introduction

As an international language, learning English is not easy. We have been known before, learning English involves the mastery of four language skills. They are writing, speaking, reading, and listening. Speaking and writing are ability to produce, listening and reading are ability to comprehend. Writing is one of important skills in teaching. According to Harmer (2001:79) state that "writing is a form of communication to deliver through or to express feeling through written form". Based on the statement, writing is an indirect communication to deliver through or to express feeling through written form and a person's ability to communication information and ideas to someone.

Based in the writer interviewed with some student. They said that learning English is attractive, because it is international language and challenge them. But they have some difficulties in four skills on learning English, especially in writing. The students are less vocabulary, grammar (the way to construct or build the sentence), and

difficult to write a word. Sometimes in English pronunciation is different with written form.

Based on the observation, the writer concluded that the students get difficulty to write when the topic is not interesting or it has been determined by the teacher. Their difficulties in writing activities including less of imagination/idea about the topic, vocabularies, grammar and they do not have experience. They cannot express their idea, feeling to write because unfamiliar about the topic.

The writer will use one of alternative ways. The writer used personal photographs in teaching writing. It will help the students more easily and interesting to write. Students will enjoy the writing process when they are able to write about topics relating directly to their lives. The students can write about their family and friends or about an important event in their lives. Photographs usually capture important moments in our lives. Further, photographs can help us remember little details about people, places, and events. It's like a key for them to writing. And also they can express their idea, imagination, feeling, and experience.

In this case, the writer will teach with photographs as media. It is interesting for students, because photographs as stimulate creativity and imagination for writing. "Images are every day. They permeate our academic work, everyday lives, conversations and dreams. They are inextricably interwoven with our personal identities, narratives, lifestyles, cultures and societies as weak as wing definitions of history, space and truth". (Pink 2001, p.17).

By using personal photographs in teaching writing, the writer hopes it will help the students more easy and enjoy in learning writing. Teaching with photographs shares many of the rewards of teaching with objects. The chance to learn from primary sources catches students' interest, their excitement experiences of participating in detective work, and they discover that they already have the skills and knowledge to learn from these items.

The followings are the key terms used in the research:

1. Using

   The way in which something is or can be used (Oxford Learner's Pocket Dictionary, 1995: 480)

2. Photographs

A picture of a person or scene in the form of a print or transparent slide, recorded by a camera on light sensitive material, usually capture past events and a help students remember detail about people, place and events

3. Writing

Writing is an activity of writing, written or printed words (Oxford Learner's Pocket Dictionary, 1995: 480).

Research methodology

Research methodology is the overall plan for collecting data in order to answer the research question also the specific data analysis techniques or methods that the researcher intends to use. Fraenkel and Watlen (2011: 259).

In this research, the writer uses experimental research method. According to Fraenkel and Wallen (2011: 261) said "Experimental research is one of the most powerful research methodologies that researchers can use. There are many types of research that might be used, the experiment is the best way to establish cause-and-effect relationship among variables."

The quantitative approach concludes the date with experimental method choose to test the hypothesis served. According to Fraenkel and Wallen (2011: 186) said that. "Quantitative data are reported in terms of scores." The quantitative approach was applied because it deals with data in the groom of scores .

1. **Population and Sample**

The population of this research was Economics Students at Unswagati. The samples of the research was students from Economics Faculty at Swadaya Gunung Jati University Cirebon, at the First grade as population with 210 students and the writer chooses 30 students of experimental class and 30 students of control class. The research was conducted from February 2018 to April 2018.

2. **Data Collection**

The writer will use one of alternative ways. It's called as the experimental research method. The writer used personal photographs in teaching writing. It will help the students more easily and interesting to write. Students will enjoy the writing process when they are able to write about topics relating directly to their lives. The

students can write about their family and friends or about an important event in their lives. Photographs usually capture important moments in our lives. Further, photographs can help us remember little details about people, places, and events. It's like a key for them to writing. And in this case, the writer will teach with photographs as media. It is interesting for students, because photographs as stimulate creativity and imagination for writing.so they can express their idea, imagination, feeling, and experience.

In this research, the writer uses written test as instrument of the research to measure the student's ability in understanding writing recount text. The tests are pre-test and post-test that will be given to both groups (experiment and control group).

Result And Discussion

Data Description

The writer did the research in Unswagati, Economics Faculty on February 9th until 9th April 2018 . In order to find out the answer of the main formulations of the problem the writer did teaching learning process. The writer used quasi-experimental research in terms of using one experimental class and control class. The control class is AK E, whereas the experimental class is AK F , Both of them consist of 30 students.

Therefore, the writer did the research eight meetings to complete the teaching learning process; they are four meeting for control class and experimental class. The experimental class was treated by using Personal Photographs.

1. Teaching Learning Process in Control Class

    a. The 1th Meeting

    The first meeting in control class was held on Monday, February 9th 2018 at 12.10 a.m. to 13.40 a.m.

    In pre activities, the writer greeted the students, and then asked to the students to pray firstly before study, next the writer checked the students' attendance list in order to know the students whether come in the class or not and also explained the purpose of the study.

    The next activities were whilst activity. This activity consists of some steps; they are exploration, elaboration, and confirmation. In exploration, the writer gave stimulus question. Then, the writer with the students discussed

the material, about general structure, language features, and the purpose of recount text. In addition, the writer gave an example of recount text to the students.

Furthermore, the next step was elaboration. In this step, the writer asked the students to make recount text. The writer guided to the students, if there were question that the students did not understand about the task. After the student finished the task, one of students read their task in front of class. The writer and students discussed the text that had been read.

In confirmation, the writer gave the students chance to ask about difficulties in the material. Then, the writer gave feedback to the students by asking the questions about the material that had been taught related to the material. Besides that, the writer also gave motivation to the students who still yet got the good score.

The last activity was post activities. In this activity, the writer with the students did summarize about the material. In addition, the writer told to the students about the next material. At the end of meeting, the writer greeted to the students.

b. The 2th Meeting

The second meeting in control class was held on Saturday, March 14th 2018 at 10.00 a.m. to 11.20 a.m.

In pre activities, the writer greeted the students, then asked to the students to pray firstly before study, next the writer also checked the students' attendance list in order to know the students whether come in the class or not. Then, the writer reviewed the previous material that had been studied before.

The next activities were whilst activity. There are several steps, namely exploration, elaboration, and confirmation. In exploration, the writer explained the purpose of the study. Then, the writer with the students discussed the general structure, language features, and the purpose of the recount text.

Furthermore, the next step was elaboration. In this step the writer asked the students to make recount text in different topic. The writer guided the students, if there were question that the student did not understand about

the task. After the student finished the task, one of the students read their task in front of class. The writer and students discussed the text that had been read.

In confirmation, the writer gave feedback to the students by asking the question about the material that had been taught related to the text. It was aimed to know how far the students understand about the material. The writer also gave motivation to the students who still yet got the good score.

The last activity was post activities. In this activity, the writer with the students summarized the material. In addition, the writer told to the students about the next material. At the end of meeting, the writer greeted to the students.

2. Teaching Learning Process in Experimental Class

a. The 1th Treatment

The first meeting in experimental class was held on Tuesday, on March 15th 2018 at 12.10 a.m. to 13.40 a.m.

In pre activities, the writer greeted the students, then asked to the students to pray firstly before study, next the writer also checked the students' attendance list in order to know the students whether come in the class or not and to make students discipline to come in the class on time. The writer explained the purpose of the study.

In whilst activities, the writer gave an example of recount text through photographs. Then, the writer wrote the text in whiteboard. Next, the writer with the students discussed about the general structure, language features, and the purpose of the recount text related the text. After that, the writer explained how to using personal photographs, so that the students can use the personal photographs correctly. Then, the writer asked the students to writer about their photographs. While the students were writing, the writer asked some question related on photographs, such as who is in the photographs? When were the photographs taken? What was happening in the photographs. After the students finished, some students told about their photographs in front of class. Then, the writer with the students discussed the student's photographs who has told. Furthermore, the writer gave feedback to the students by asking the questions about the material that had been taught. It was aimed to know

how far the students understand about the material. Besides that, the writer also gave motivation to the students who still yet got the good score.

The last activity was post activities. In this activity, the writer with the students did summarize about the material. In addition, the writer asked the students to bring another photographs. At the end of meeting, the writer greeted to the students.

b. The 2th Treatment

The second treatment in experimental class was held on March 16 th 2018 at 08.30 a.m. to 10.00 a.m.

In pre activities, the writer greeted the students, then asked to the students to pray firstly before study, next the writer also checked the students' attendance list in order to know the students whether come in the class or not and to make students discipline to come in the class on time. In addition, the writer reviewed the previous material that had been studies before.

In whilst activities, the writer gave another example of recount text through photographs. Then, the writer wrote the text in whiteboard. Next, the writer with the students discussed about the general structure, language features, and the purpose of the recount text related the text. After that, the writer explained how to using personal photographs, so that the students can use the personal photographs correctly. Then, the writer asked the students to write about their photographs. While the students were writing, the writer asked some question related on photographs, such as who is in the photographs? When were the photographs taken? What was happening in the photographs? After the students finished, some students told about their photographs in front of class. Then, the writer with the students discussed the student's photographs who has told. Furthermore, The writer gave feedback to the students by asking the questions about the material that had been taught. It was aimed to know how far the student understand about the material. Besides that, the writer also gave motivation to the students who still yet got the good score.

The last activity was post activities. In this activity, the writer with the students summarized about the material. In addition, the writer asked the

students to bring another photographs. At the end of meeting, the writer greeted to the students.

3. The Result of Pre-test and Post-test

The following are the result of the pre-test and post-test in the experimental and control class.

a. Pre-Test Scores

The writer gave the pre-test to both the experimental and control class in the same questions. The pre-test scores of experimental and control group can be seen in the following table.

Table 1
Pre-test Scores of Experimental and Control Class

No.	Students	Score	
		Experimental Class	**Control Class**
1.	AK E 1	55	43
2.	AK E 2	60	64
3.	AK E 3	60	57
4.	AK E 4	58	63
5.	AK E 5	60	53
6.	AK E 6	53	55
7.	AK E 7	55	73
8.	AK E 8	60	49
9.	AK E 9	53	32
10.	AK E 10	50	61
11.	AK E 11	63	67
12.	AK E 12	58	42
13.	AK E 13	66	63
14.	AK E 14	48	60
15.	AK E 15	70	60
16.	AK F 16	61	73
17.	AK F 17	65	45
18.	AK F 18	61	71
19.	AK F 19	60	62
20.	AK F 20	68	60
21.	AK F 21	67	53
22.	AK F 22	63	52
23.	AK F 23	64	58
24.	AK F 24	53	73
25.	AK F 25	48	59
26.	AK F 26	59	60
27.	AK F 27	65	48
28.	AK F 28	62	69

29.	AK F 29	59	65
30.	AK F 30	65	37
Total	N = 30	1789	1727

Based on the table of pre-test scores of experimental and control class above, total *score of experimental* class is 1789 and its average is 59.63 with the highest score is 70 and the lowest score is 48. Whereas, total score of control class is 1727 and its average is 57.57 with the highest score is 73 and the lowest score is 32. This score will be compared with the post-test score of experimental and control class.

b. Post-Test Score

The following table shows the result of post-test score of experimental and control class. The post-test was given to both experimental and control class.

Table 2
Post-test Scores of Experimental and Control Class

No.	Students	Score	
		Experimental class	**Control class**
1.	AK E 1	86	50
2.	AK E 2	81	63
3.	AK E 3	87	61
4.	AK E 4	85	70
5.	AK E 5	84	65
6.	AK E 6	78	80
7.	AK E 7	78	65
8.	AK E 8	81	60
9.	AK E 9	74	55
10.	AK E 10	85	70
11.	AK E 11	81	73
12.	AK E 12	80	63
13.	AK E 13	81	70
14.	AK E 14	79	65
15.	AK E 15	83	71
16.	AK E 16	82	80
17.	AK F 17	86	56
18.	AK F 18	75	70
19.	AK F 19	77	78
20.	AK F 20	90	67
21.	AK F 21	81	65
22.	AK F 22	90	61
23.	AK F 23	86	63
24.	AK F 24	75	73

25.	AK F 25	78	65
26.	AK F 26	95	71
27.	AK F 27	82	60
28.	AK F 28	80	85
29.	AK F 29	73	70
30.	AK F 30	96	50
Total	N = 30	2469	1995

Based on the table of post-test scores of experimental and control class above, total score of experimental class is 2469 and its average is 82.3 with the highest score is 96 and the lowest score is 74. Whereas, total score of control class is 1995 and its average is 66.5 with the highest score is 85 and the lowest score is 50. In sum, there were differences of the result score between experimental and control class.

CONCLUSION

The first of this research was investigated whether using personal photographs is effective in teaching writing or not. Based on the result of the research, the students in experimental group who were treated implementing personal photographs as media could improve their scores in post-test significantly than the students in control class. The research findings showed the calculation of the t-test that $t_{account}$ was 23.29 and t_{table} was 2.00 with df 58, significant level 0.05 (5%), $t_{account}$ is higher than t_{table}. It means if $t_{account} > t_{table}$, the hypothesis has accepted. In other words using professional photographs is effective in teaching writing.

The second aim of this research is to know the students' activities in teaching and learning writing using personal photographs. Based on the observation result of the students' activities that conducted in experimental class, it found that teaching and learning process using personal photographs ran well and conductively. Students were active to study from tje first meeting to the second meeting of the treatment.

As a result, the writer concluded that using personal photographs is effective in teaching writing to the first grade of economics students in Economics Faculty, Swadaya Gunung Jati University. Personal photographs are effective teaching media to enhance students' creativity in writing as they contain lots of information which involve their personal experiences and feelings, also, it could help the students to develop ideas,

organize their sentences into good order, improve their vocabulary, and accuracy in grammar use. Thus, it made their writing better.

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