

THE EFFECT OF USING PHOTOGRAPHS ON STUDENTS' WRITING ABLITY

Amelia Makrufah Febriana
Universitas Muhamadiyah Jember
Jl. Krimata no. 49. Jember
Email: amel.febriana97@gmail.com

ABSTRACT

Writing is an important skill to be mastered by students when they are studying English. Many students have difficulties in mastering writing especially for EFL students in Indonesia. Therefore, the researchers is interested in conducting an experimental research. The purpose of this research is to know whether there is any significant difference on students' writing ability between those who are taught by using photographs and those who are not taught by using photographs.

The kind of this research is experimental research while the design is quasi-experimental research. The data are collected using two writing test, they are pre-test and post-test. Whereas, to find the differences between experimental and control group, t-test is used. The hypothesis was tested using Independent Sample T-Test in SPSS showed that the significant values is 0.000. Those value is lower than significance level of 5% which means that Null Hypothesis (H_0) is rejected. So, Alternative Hypothesis (H_a) is accepted.

From those analysis result, it can be concluded that the use of photographs in teaching writing can be an alternative solution to enhance students' writing ability. By using photographs, the students were more motivated and interested to write than the students who were not taught by using photographs.

Key Word: Writing Ability, Photographs.

INTRODUCTION

English has become the main subject of learning in language study in junior high school. The main objective of teaching English as stated in Curriculum 2013 for junior high school is developing the ability of communication in the target language (English) in the spoken and written forms (BSPN, 2016). The basic competence required to be achieved by the students in high schools regarding writing is the ability to arrange some texts like recount and descriptive text. It means that writing is one of the

language skills that should be possessed by any EFL student.

In fact, even though writing is an essential skill to acquire, many students have difficulties in mastering writing especially for EFL students in Indonesia. The students often failed to generate an idea when they start writing. It is really a big struggle for them to find an idea (David, 2017). Not only in generating and organizing ideas, but also in translating the ideas into readable text (Richards and Renandya, 2002). Furthermore, Ariyanti (2016) stated that most students in Indonesia

face challenges regarding the complex grammatical structures in English. The other problems are there are no appropriate media, lack of vocabulary, and students' boredom in teaching and learning process (Wahyuni, 2015). Therefore, an effective media is still needed in writing instruction.

Photographs is one of media that can be used in teaching writing. Based on Daryanto (2013), a photograph is kind of still picture that can be shown into the real objects or the events of outside the class. A photograph is also like pictures that have high artistic value which is colorful and importantly it is rich with information. By using photographs the students have something to do with their experience. They can tell events or experiences in the past about one story, action or activity. A photograph is also encourages students to brainstorm words and ideas before they write it in more details. This means that through photographs, students will understand how to generate and organize ideas to start their writing.

The purpose of this research is to know whether there is any significant difference on students' writing ability between those who are taught by using photographs and those who are not taught by using photographs.

Photographs

A photograph is a ghost of a moment that has passed – the trace of the light which makes the world visible (Salkeld, 2014). Based on Daryanto (2013), a photograph is kind of still picture that can be shown into the real objects or the events of outside the

class. Photograph also like pictures that have high artistic value which is colorful and importantly they are rich with information.

Based on the explanations above, it can be conclude that a photograph is kind of a real picture that taken by camera. Furthermore, photographs in this study are kind of picture belonged to the students which taken by a camera or other gadgets which support the use of camera, such as smartphone.

Writing Skill

Writing is one of the four language skills: reading, writing, listening and speaking. Writing involves communicating a message (something to say) by making signs on a page (Spratt, et al, 2005). Furthermore, Nunan (2003) stated that writing is a mental work of inventing ideas, thinking about how to express them into statements and paragraph that will be cleared to the reader.

Based on those definition, we can conclude that in writing we need a message and someone to communicate it to. We also need to be able to form letters and words, and to join these together to make words, sentences or a series of sentences that link together to communicate that message.

The Process of Writing

The stages on writing process are planning, drafting, revising, and final drafting (Harmer, 2004). In planning, before starting to write or type, the writer should try and decide what is they are going to say. It can be by making detailed notes, a few jotted words, or planning in their heads. Then,

drafting refer to the first version of a piece of writing. This first go at a text is often done on the assumption that it will be amended later. Once writers have produced a draft they then, usually, read through what they have written to see where it works and where it doesn't. Once writers have edited their draft, making the changes they consider to be necessary, they produce their final version.

Through the stages of the wheel process, students can move around the one part to another part of the wheel. Therefore, when the students have written what they think is the final version of their writing, they may still, go back and re-plan or re-visit earlier stages.

The Procedure of Using Photograph in Teaching Writing

The researcher can do the steps of teaching writing by using photographs media as follows.

- 1) Introducing the media and the procedure on how to implement the media in teaching and learning process.
- 2) Dividing the students into groups consists of 4-5 students based on the same event of photographs.
- 3) Asking the students to observe the photographs.
- 4) Leading the students to brainstorm their ideas based on visual clues on the photographs, for example with the help of 5W1H questions; what, when, who, where, why, and how.
- 5) Assigning the students to make an outline on a piece of paper. In this case, the students can make a list of all the events for the day when the photographs was taken.

6) Asking the students to discuss about their experience based on their first draft. Another students' reaction will help the students to make appropriate revisions.

7) Informing the students that they may change their draft by adding or erasing some point based on the previous revision.

8) Assigning the students to start writing their recount text based on the final draft by using appropriate generic structure.

9) Giving the students a time to discuss their final version with their group to give correction if they find mistakes related with the aspects of writing.

10) Asking the students to submit their final composition.

METHOD

The kind of this research was an experimental research to know whether there is any significant difference on students' writing ability between those who are taught by using photographs and those who are not taught by using photographs. According to Ary et al (2010), the goal of experimental research is to determine whether a causal relationship exists between two or more variables.

The design of this research was quasi-experimental research in which the researcher does not need to randomize the subject research. The researcher used a quantitative method by using quasi-experimental design with control group and experimental group.

Kind of test that used is subjective test in the form of essay. The

researcher asked the students' to make a recount text based on their personal experience. The test is given twice, pre-test and post-test. The pre-test is needed to measure the students' writing achievement before giving the treatment. Post-test is needed to measure the students' writing achievement after they get the treatment.

The data analysis method is used to analyze statistically by employing t-test formula using SPSS program. SPSS (Statistical Package for Social Sciences) is a software package used for the analysis of statistical data. T-test formula is used to find whether there is a significant effect or not of using photographs on students' writing.

RESULT AND DISCUSSION

The ability of the students as respondent before they got treatment was analyzed in pre-test. The result of pre-test as follows.

Table 1. Descriptive Statistics of Pre-Test Score

Statistics	Experimental Group	Control Group
Mean	42.22	41.11
Minimum	20	24
Maximum	68	52
Std.Deviation	11.415	7.977

Table 1. shows that the pre-test mean score of experimental group and control group were 42.22 and 41.11.

After that compare the improvement on post-test both experiment and control group after giving the treatment. Post-test is used to know the ability of the students' writing after got the treatment. The result of post-test as follows.

Table 2. Descriptive Statistics of Post-Test Score

Statistics	Experimental Group	Control Group
Mean	67.11	50.67
Minimum	52	32
Maximum	96	60
Std.Deviation	12.838	8.677

Table 2. shows that the post-test mean score of experimental group and control group were 67.11 and 50.67.

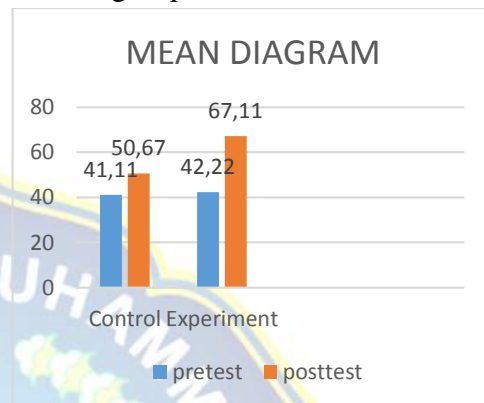


Figure 1. Mean score of experimental and control group

From the figure above, the score in experimental group and control group was decreased.

To know whether the hypothesis is accepted or not, it can be classified as follows.

- H_0 (Null Hypothesis): there is no significant difference on students' writing ability between those who were taught by using photographs and those who were not taught by using photographs.
- H_a (Alternative Hypothesis): there is a significant difference on students' writing ability between those who were taught by using photographs and those who were not taught by using photographs.

If the t-test is more than ($>$) 0.05, means that H_0 is accepted, if the t-test is less than ($<$) 0.05 means that H_0 is rejected and H_a is accepted. The result

of Independent Sample T-test is as follows.

Table 3. Independent Samples Test of Post-Test Score

	Levene's Test for Equality of Variances		t-test for Equality of Means						
	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper
Equal variances assumed	3,615	,006	-4,503	34	,000	-16,444	3,652	-	-
Result Equal variances not assumed			-4,503	29,851	,000	-16,444	3,625	-	-

Based on the Independent Sample T-test, the null hypothesis (H_0) is rejected and the alternative hypothesis (H_a) is accepted. The Sig (2-tailed) is 0.000 and it was less than 0.05 ($0.000 < 0.05$), it means that there was a significant difference on students' writing ability between those who were taught by using photographs and those who were not taught by using photographs.

CONCLUSION

The result of the analysis and discussion show that there is a positive effect on students' writing ability by using photographs. The result of the average score shows that the experimental group better than the control group. Before that, pre-test of experimental and control group were no significant differences. This means that experimental and control group are the same. Besides that, the result of this study revealed that photographs could help the students to develop ideas, organize their sentences into good order, enrich their vocabulary, accuracy in grammar use, and mechanism. Thus, it made their writing better. Therefore, it can be concluded that photographs

media can be an alternative in teaching writing.

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