

THE EFFECTIVENESS OF USING PHOTOGRAPH SERIES TO INCREASE STUDENTS' SKILL OF WRITING A REPORT TEXT

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Abstract: This research was a pre experimental research with one group pretest posttest design. The purpose of this research was to investigate the effectiveness of using photograph series to increase students' skill of writing a report text to Year-8 students of SMPN 12 Sungai Rasau Singkawang in Academic Years 2015/2016. There were 4 classes for the Year-8, each of which consisted of 22 to 23 students. The participants of this research were 22 students of Class 8C. The data were collected with the written test measure the students 'achievement of writing report text. The data was collected by measurement technique. The result of mean score of the students in pretest before treatment was 55.9 and the students mean score of posttest after treatment was 71.13. The research finding shows it is effective to teach writing using photograph series.

Keywords: The Effectiveness, Photograph Series, Writing Report Text

Abstrak: Penelitian ini merupakan penelitian pra eksperimental dengan satu kelompok desain pretest posttest. Tujuan dari penelitian ini adalah untuk mengetahui efektivitas penggunaan foto ber-seri untuk meningkatkan keterampilan siswa dalam menulis teks laporan kepada Tahun-8 siswa dari SMPN 12 Sungai Rasau Singkawang di Akademik Tahun 2015/2016. Terdapat 4 kelas untuk kelas-8, yang mana masing-masing terdiri dari 22 dan 23 siswa. Para peserta penelitian ini adalah 22 siswa dari Kelas 8C. Data dikumpulkan dengan tes mengukur kemampuan siswa dalam menulis teks laporan. Pengumpulan data dilakukan dengan teknik pengukuran. Hasil skor rata-rata siswa di pretest sebelum perlakuan adalah 55,9 dan skor rata-rata siswa di posttest setelah perlakuan adalah 71,13. Hasil penelitian ini menunjukkan bahwa efektif untuk mengajar menulis menggunakan foto ber-seri.

Kata kunci: Efektivitas, Foto ber-seri, Penulisan Teks Laporan

Teaching English as a foreign language in Indonesia is focused on teaching language skills to enable students to receive and deliver information. Being good at language skills may help students prepare their future better. The language skills are listening, reading, speaking, and writing. Writing is an important skill for students to enable them to express their feeling and thought in a written form. According to Meyers (2005, p. 2), writing is an action. It concerns the process of discovering and organizing ideas, putting them on paper, reshaping and revising. The

sharing or giving information could be effective if the reader understands what the writer wrote in the text.

Written texts can be classified into narrative, descriptive, recount, discussion and report. Based on their genres, written texts can be various. One of them is a report text. It is a text which presents information about something as is it. It is a result of systematic observation and analysis. In this context there is one of the visual aids that can be used in learning writing that is photographs series. This medium is selected since it can guide the students to generate idea into a meaningful composition. Photographs usually capture past events and photographs that surely can help students remember details about people, places and events. Photographs can save one's idea and to find the details of their sources. In short, they can be powerful sources of texts. Besides, a photograph is worth a thousand words because one picture can tell the students something in sequences. That knowledge can be used in writing as ideas to develop every paragraph and in this context actually not only use one photo.

Learning English as a second language means struggle to reach beyond the confines of first language into a new language, new culture, and a new way of thinking, feeling and acting. Brown, (2000, p. 18) refers language to an arbitrary system of vocal, written, and symbol which is used for communication between one another. Learning is a process of acquiring knowledge which involves teaching practice. Brown, (2000, p. 19) defines learning as getting information of skills by studying, experiencing and instructing. In defining teaching, (Brown, 2000, p. 19) refers teaching to a process of guiding and facilitating learning, enabling the learner to learn, and setting the learning conditions.

Writing is functional communication, making learners possible to create imagined worlds of their own design (Kist, 2005, p. 172). So, writing is a kind of progressive activity. This means that when one first write something down, learners have already been thinking about what learners are going to say and how she/he is going to say it. After the learners have finished writing, she/he read over what one's has written and made changes and corrections. Therefore, writing is never a one-step action. It is a process that has several steps. O'Malley & Pierce (1996, pp. 137-138), three purposes of writing divide into the types of writing. They are informative, expressive or narrative, and persuasive.

Defining genres may not initially seem particularly problematic but it should already be apparent that it is a theoretical minefield. Swales, (1990, p. 58) Defines "genre as a class of communication events, the members of which share some set of communication purposes". "This definition is adopted by English for specific purposes that regards purposes as rationale of genre that help to shape the ways a text is structured and also shape the choice of content and style" (Meyers, 2005, p. 7).

Linda, (1995 p. 196) refers a report to a text which describes the way things are, with reference to a range of natural, man-made, and social phenomenon in our environment. The subjects are about the phenomena of the world whether living things i.e. plants, animals, or non-living things i.e. phones, cars, volcanoes, and

oceans. An information report usually contains facts about the subjects, a description and information on its aspects or features like appearance (parts of components), qualities (shape, color, and behavior habits, how to reproduce, what to eat if it is living things). Anderson & Anderson, (1997, p. 22) Define that information report is a piece of text that tells information about a subject. It is usually contains facts about the subject, a description and information on its parts, behavior and qualities.

Photographs are the original picture and a visual media that sure useful in process writing report text. Photographs are often used to remind people of areal experience or to suggest such as experience to the. For example, most of families have photograph albums to remind themselves of happy time in the past. Gerlach & Ely, (1980, p. 273) Describe four categories of still picture which can be found in filmstrips slide and overhead transparencies. Still might be drawn printed or photographically process, abstract at the various in size and color. The most common opaque still pictures are photographic prints but cartoon wall painting, sketches and maps widely used. Photograph or real picture is one of visual aids that can be used in teaching and learning English. It creates the situation for learning classes and interesting. Kredler, (2004, p. 41) States that the ultimate of writing is to give the students the opportunity to express their own ideas clearly, using pattern they have learned.

Sieber cited in Hatcher, (2012, p. 19) says, “Teaching with photographs follows the same three basic steps used in teaching with objects: **description, classification, and interpretation**”. There are some important differences in how these steps are carried out, though, based on the special value that photographic images can convey, and the immediate sense of identity that comes of looking at photographs of other people. Hatcher, (2012, p. 19) states there are two kinds of pictures that can be used as teaching media, they are the original picture and the picture illustration. The original picture show the concrete shapes of the object or person related to the topic being discussed. The picture of illustration on the other hand are made in order to display a situation or an object needed for teaching activities such as illustration of a conversation between mother and father in a dining room.

Photos or pictures have an excellent device for providing both a purpose and content for writing. It also provides student with information about object, actions, events, and a relationship. According to Wright, (1989, p. 2), pictures are not just an aspect of method but though their representation of place, objective, and people they are an essential part of the overall experience we help our students to cope with. Raimes, (2001 p.36) states a set of parallel pictures that show a similar scene or tell a similar story-provided materials that offers guidance on vocabulary, sentence structure and organization yet lets students write about subject matter.

METHOD

To find out the result, the writer would like to do some pre-test, and post-test to the students. The population of the pre-experimental research is to Year-8 students of

in SMPN 12 Sungai Rasau Singkawang. There are four classes of SMPN 12 Sungai Rasau Singkawang. The sample of research is class 8C which consists of 22 students.

Table 1
The Population of the Year-8 Students of SMPN 12 Sungai Rasau

| Class | Number of Students |
|---------------|--------------------|
| VIII A | 23 |
| VIII B | 22 |
| VIII C | 22 |
| VIII D | 23 |
| Total | 90 |

In this research, the measurement technique in collecting data. The measurement is administered twice. The first measurement is called pre-test (**Xc**) which purpose is to collect data before the treatment (**O**) conducted, so that the writer knows the students' precondition before experiment. The second one is post-test (**Xt**) which purpose is to collect the data after the treatment (**O**) given. A pre-experimental research is a procedure research that has no control group. The influence of the experimental treatment can be seen by analyzing or comparing the result of pre-test and post-test.

Table 2
The Process of a pre-experimental research

| Xc | O | Xt |
|----------------|------------------|-----------------|
| Pretest | Treatment | Posttest |

The test was given twice to the students. The first test was pre-test. It was held to know the students' skill in writing a report text without using photographs. In the last meeting of teaching, the teacher gave the post test, this test was done to know how the result of the effectiveness of using photographs in writing a report text. The data was collected from the students' report text writing. The data was analyzed using Table 3.

Table 3
Item of Specification

| The items to be evaluated | Specification |
|--|---|
| 1. Topic Consistency (Content) | Has a clear, well focus idea based on the topic given |
| 2. Text organization General classification | It refers to the topic of an activity, provides the setting and introduces participant in that activity and Organized in a logical order. |
| Description | Describing the thing which will be discussed in detail; part per part , customs or deed for living creature and usage for materials Then has clear ending that connected with the previous paragraph |
| 3. Usage | The writer is good at using of language feature (Simple Present tense, participants in that topic) and also mechanics (the usage of spelling, punctuation and capitalization). |

Suzanne and Boyle, (2001, p. 278)

This research use holistic scoring to take students' grade in writing task. Suzanne & Boyle, (2001, p. 251) say "Holistic scoring refers to the evaluation of a piece of writing as whole rather than to evaluation of separate aspects such as spelling, punctuation, grammar, style, or mechanic".

Suzanne & Boyle, (2001, p. 251) also state that holistic scoring has several advantages over traditional methods of evaluating and grading papers in the classroom. First, teacher develops the anchor paper along with the students and the specific writing traits that make the papers low or high on the scaling scale. Second, it helps students evaluate a paper based on its communication of ideas rather than on correctness alone. Third, it provides models for good writing, making the traits of good writing explicit to students.

The form of the test were the same either in pretest or posttest. The scoring which will give by the teacher.

Table 4
Table of Scoring a Test of Writing

| Criteria | Topic Consistency (Content) | Text Organization | | Usage (Language feature and Mechanics) |
|------------------|---|--|--|--|
| | | General Classification | Description | |
| 5 (Complete) | Ideas are innovative and engaging with the topic given. | Show very clear evidence in general classification. Very Clear what the general aspect of report; the setting, participant, and organized logical order | Show very clear evidence of description; very detail part per part, very clear ending that connected with previous paragraph | Language use is consistently used. No spelling, capitalization, punctuation or grammar mistake |
| 4 (Extensive) | Ideas are clearly connected with the topic given. | Clear evidence general classification. Clear what the general aspect of report; the setting, participant, and organized logical order | Show clear evidence of description; part per part, clear ending that connected with previous paragraph | Language use usually used throughout. Some spelling, capitalization, punctuation or grammar mistake |
| 3 (Moderate) | Ideas remain undeveloped with the topic given. | Show some evidence in general classification. Somewhat clear what the what the general aspect of report; the setting, participant, and organized logical order | Show some evidence of description; some part, some ending that connected with previous paragraph | Language use used at times. Many spelling, capitalization, punctuation or grammar mistake |
| 2 (Limited) | Ideas are not connected with the topic given. | Minimal evidence of general classification. Limited clarity as to what the general aspect of report; the setting, participant, and organized logical order | Not clear evidence of description; not clear, not clear ending that connected with previous paragraph | Language use is seldom used error. Too many spelling, capitalization, punctuation or grammar mistake |

Hyland, (2002, p. 22)

The data were analyzed using statistical calculation of the effect size that was done to measure the last score of the research test. The effect size is a kind of statistical calculation used to examine the truth or the false of null hypothesis that states not effective differences between the results of two samples from a same population. It is useful to describe and to find out whether or not teaching photograph to teach one method or technique used in an experiment.

The writer used the formula to analyze the effect size of the treatment. Cohen's cited in Thalheimer, and Samantha (2002, p. 4), the form of effect size can be following:

$$d(ES) = \frac{\bar{X}_t - \bar{X}_c}{Sd}$$

$$Sd = \sqrt{\frac{(Nt-1)St^2 + (Nc-1)Sc^2}{Nt + Nc - 2}}$$

$$Sc = \sqrt{\frac{\sum(X_c - \bar{X}_c)^2}{N}}$$

$$St = \sqrt{\frac{\sum(X_t - \bar{X}_t)^2}{N}}$$

The criteria of effect size are classified as follows:

| | |
|---------------------|----------|
| ES < 0,20 | Weak |
| ES = 0.50 | Moderate |
| ES > 0.80 | Strong |

Cohen cited in Nandy (2012 p.15)

Hyland, (2002, p. 23) the mean score of the formula is computed as follow pretest and posttest form:

$$X = \frac{R}{N} \times 100$$

FINDING AND DISCUSSION

Finding

To found the result of effect size are needed from computation of mean score of pretest, posttest, and standard deviation from all of data finding. To start the result of effect size will be explained from differences of pretest and posttest, Standard deviation and Effect size.

The differences of pretest and posttest is the time of the test. Function of the different time is to investigate how far the level of students' result change. In Table 4, it can be seen that students the different score of pretest and posttest, and almost of

the student got raising score. The result of data analysis the students pretest and posttest are as follow:

Table 5
The Total Score of the Students' Pretest and Posttest

| Total number of students | The lowest score (Pretest) | The highest score (Pretest) | The lowest score (Posttest) | The highest score (Posttest) | Total of Pretest score ($\sum Xc$) | Total of Posttest score ($\sum Xt$) |
|--------------------------|----------------------------|-----------------------------|-----------------------------|------------------------------|--------------------------------------|---------------------------------------|
| 22 | 40 | 70 | 55 | 85 | 1230 | 1565 |

The computation of mean score pretest and mean score of posttest. As seen in Table 5, the score of pretest ranges from 40 (the lowest score) to 70 (the highest score). The total score of students' pretest is 1230 and the mean score of the students' pretest is 55.9. The computation is:

$$\begin{aligned} \bar{Xc} &= \frac{\sum Xc}{N} \\ &= \frac{1230}{22} \\ &= 55.9 \end{aligned}$$

As seen in the table.5, the score of posttest ranges from 55 (the lowest score) to 85 (the highest score). The total score of students' posttest is 1565 and the mean score of students' posttest is 71.13. The computation is:

$$\begin{aligned} \bar{Xc} &= \frac{\sum Xc}{N} \\ &= \frac{1565}{22} \\ &= 71.13 \end{aligned}$$

To calculate the result of effect size needed standard deviation of pretest (Sc), standard deviation of posttest (St), and whole standard deviation (Sd). Before calculate the standard deviation, the writer calculate students score of the mean score of pretest and posttest.

To get standard deviation of pretest, the writer quadrates each score and to get the standard deviation of posttest, the writer did the same computation with pretest quadrates each score. The data as follow:

Table.6
The students score of the mean score of Pretest and Posttest

| Total number of students | Total of Pretest Mean score ($\sum(Xc - \bar{X}c)^2$) | Total of Posttest Mean score ($\sum(Xt - \bar{X}t)^2$) |
|--------------------------|--|---|
| 22 | 1581.82 | 1846.44 |

The computation formula of standard deviation as a whole:
The result of standard deviation for pretest is

$$\begin{aligned}
 Sc &= \sqrt{\frac{\sum(Xc - \bar{X}c)^2}{N}} \\
 &= \sqrt{\frac{1581.82}{22}} \\
 &= \mathbf{8.47}
 \end{aligned}$$

The result of standard deviation for posttest is

$$\begin{aligned}
 St &= \sqrt{\frac{\sum(Xt - \bar{X}t)^2}{N}} \\
 &= \sqrt{\frac{1846.44}{22}} \\
 &= \mathbf{9.16}
 \end{aligned}$$

From the standard deviation of pretest and posttest we can calculate the whole standard deviation

$$\begin{aligned}
 Sd &= \sqrt{\frac{(Nt - 1)St^2 + (Nc - 1)Sc^2}{Nt + Nc - 2}} \\
 &= \sqrt{\frac{(22 - 1)(9.16)^2 + (22 - 1)(8.47)^2}{22 + 22 - 2}} \\
 &= \sqrt{\frac{(21)(83.93) + (21)(71.9)}{42}} \\
 &= \sqrt{\frac{3272.43}{42}} \\
 &= \mathbf{8.82}
 \end{aligned}$$

The purpose in this research is to know whether or not the use of Photograph Series is effective to teach students report text in increase writing skill. Based on the purpose the writer calculates the effect size.

The computation formula of Effect size as follow:

$$\begin{aligned} ES &= \frac{\overline{Xt} - \overline{Xc}}{Sd} \\ &= \frac{71.13 - 55.9}{8.82} \\ &= \frac{15.23}{8.82} \\ &= 1.72 \end{aligned}$$

Discussion

From the data analysis, the students' achievement in report text could be influenced by photograph series in teaching report text. This media had positive effect in students' writing. It was shown by the result of posttest which was higher than pretest. Before the treatment was given, the mean score of pretest was 55.9. After they had been given the treatment, the mean score of posttest was 71.13. This finding showed that there was an improvement score of students' writer after giving the treatment.

Based on the table of pretest, it indicated 70 as the highest score and 40 as the lowest score. The next step was calculating the mean score of pretest by dividing the total score of pretest with the whole number of research sample (22 students). The mean score of pretest is 55.9.

After conducting the pretest, the writer conducted the treatments to the research sample as a part of experimental design. Before conducting the treatments, it was essential for the researcher to prepare the lesson plan as the frame work. In this research, researcher conducted two times meetings that focusing on report text using photograph series in teaching writing.

In the first treatment, the students were seen little bit difficult to use photograph series in writing report text. It is because they were lack at the vocabulary, structure, and grammar as basic skill that should be mastered by the students before beginning to write, so they need dictionary. In this meeting, the researcher showed the procedure of photograph series. Then, the writer and the students discussed about material together.

In the last meeting, the writer found that the students started to enjoy writing activity. The writer divided class into seventh groups and each group has three members. Then the students do a quiz as a group assignment. Each group had to write report text based on photograph series given. They had to give attention with three

aspects, topics consistency, text organization, and usage. The writer becomes the guidance. All students get involved in that assignment and enjoyed it.

From the data analysis, the writer wants to describe about the research finding. The mean score of pretest which was administrated before the treatment is 55.9 then the treatment was administrated, that was effective in teaching report text, to the 22 students as research sample. After the class given treatment and posttest was conducted, the mean score of the posttest is 71.13. The score indicated that the students' performance in posttest is better than in pretest.

Therefore, from the result of computation, it is found that standard deviation of pretest (Sc) is 8.47 and 9.16 for standard deviation of posttest (St). Based on the result of both standard deviation found that effect size is 1.72. Therefore, it can be conclude that teaching report text by using photograph series is strong effective.

From the result, the writer has impression with his research. The writer uses Pictures in his research. Picture is common media, but in this research the writer did variation with photograph series. It is simple media, but the writer feel happy help the students in learning English especially in writing report text. During the treatment, the writer saw students very enthusiastic in learning by using photograph series. Student also had group discussion so they can help each other. By seeing the result of Effect size, the teacher also tries to use this media for the next meeting.

CONCLUSIONS AND SUGGESTIONS

Conclusions

Based on the previous chapter, the conclusion can be drawn as follows: (a) The students' score of posttest is better than the score of pretest. There are improvement in students' score of students' pretest after applying of photograph series in writing report text. (b) The students' achievement was increased with the interval score of pretest and posttest is 15.23. (c) The Effect Size of test is 1.72. It means that the effectiveness of teaching report text by using photograph series is strong. (d) The Effect Size is categorized as strong. It means that photograph series can increase students' skill in writing report text especially at the Year-8 students of SMPN 12 Sungai Rasau Singkawang.

Suggestions

Based on the result of the research, the researcher gives some suggestions as: (a) The students should apply an appropriate strategy in learning English to make them easier in learning and in order to achieve higher English achievement. (b) The teacher should try to help the students to find out a good strategy in learning English in order to increase students English achievement in writing. (c) The teacher of SMPN 12 Sungai Rasau Singkawang should have ability to create the atmosphere and interesting material as the motivation for student to learn. Good motivation and media can make the student enjoy and interest in learning than only explanation from a text book. Photograph series has proved to be good media and effective in teaching report text writing. (d) To avoid the boredom and monotonous, the teacher in SMPN 12

Sungai Rasau Singkawang can make variation in teaching. (e) The teacher in SMPN 12 Sungai Rasau Singkawang should use the interesting media and techniques in teaching which are relevant to the material and students' interest, but the teacher also should consider about the students' need and academic level too. (f) Teachers are suggested to give more explanation in using correct grammar, especially simple present tense form.

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