Teaching Writing Recount Text Using Photo Selfie Series and Guided Writing Questions

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ABSTRACT

The research purposes to describe how the teacher teaches writing recount text using photo selfie series and guided writing questions, and to describe how are the students' ability of generic structure and language feature in writing recount text using photo selfie series and guided writing questions. This study used descriptive qualitative research. The data were taken from the tenth grades students of SMA PGRI 1 Sidoarjo, class X MIPA 1 with 31 number of students. The data collecting technique used observation field notes and students' task. From the result of teaching learning process, first describing the technique, second giving examples, third the students practiced writing recount text, fourth the students submitted their task, fifth the teacher gave score. Then the finding of second objective was found that the students got score above average ($79 \geq 75$). It means that the students' abilities are good.
Key Words: Teaching Writing Recount Text, Photo Selfie Series and Guided Writing Questions.

ABSTRAK

Penilitian ini berjuan untuk mendiskiripsikan bagaimana guru mengajar menulis tekt *recount* menggunakan foto *selfie* yang berseri dan pertayaan-pertanyaan panduan menulis dan mendiskripsikan bagaimana kemampuan siswa di *generic strcture* dan *language feature* saat menulis text recount menggunakan foto *selfie* yang berseri dan pertanyaan-pertanyaan panduan. Penelitian ini menggunakan metode deskriptif qualitatif. Data ini diambil dari siswa kelas X di SMA PGRI 1 Sidoarjo. Di kelas X MIPA 1 yang berjumlah 31 siswa. Teknik pengumpulan data menggunakan catatan obervasi lapangan dan tugas siswa. Dari hasil proses belajar mengajar. Pertama, mendiskripsikan teknik, kedua memberi contoh, ketiga, murid mempraktekan menulis text recount, keempat, murid mengumumpulkan tugas, kelima guru memberi nilai. Kemudian penemuan dari tujuan ke dua ditemukan bahwa murid-murid mendapatkan nilai di atas rata-rata ($79 \geq 75$). Itu berarti bahwa kemampuan murid-murid adalah baik.
Kata Kunci : mengajar menulis teks recount , foto selfie berseri and pertanyaan-pertanyaan pemandu dalam menulis.

Introduction

Basically, English has four skills to master. Those are listening, speaking, reading and writing. From those skills, writing is one productive skill which has to be thought students in Indonesia school based on standard curriculum. Written tasks are almost given in English subject, such as making dialogue, paragraphs, answering test, etc. (A. Anderson, K. Anderson, 1997, p. 2). In fact , the researcher can find some pupil in tenth grade of SMA PGRI 1 Sidoarjo still have difficulties to write in English and do some errors because of the differences between the two

languages, both in structure, language and lexical meaning, besides they lack of vocabularies to write in English. Even they writes based on their experiences, such as in recount text.

Recount text as one of kind of text teach in school is usually practices by writing self-experience in past time but teachers are seldom provide use media in teaching. Students usually write based on their memories. It can limit their vocabularies. Even though they can write story, but it does not include in recount text requirement. Because they feel difficult how to start writing and also they are difficult to gain idea in their mind. They need interesting media, such as picture to support their writing skill.

Pictures can help the students who are lack of vocabularies and feel difficult to build their idea, because it useful media to make them fun and easy (Awaliah, 2014). In this case, pictures that used as media of teaching writing is photo selfie series. Selfie is photograph that one has taken of oneself, typically one taken with a smartphone or webcam and uploaded to a social media website (Oxford University press Australia 2013:1). Photo selfie become phenomenon in every countries and every age. Moreover teenagers, they take selfie in every moment. After that they post their photo in some social media, such as instagram, Facebook, snap chat and what Sapp. When they post their photo, usually they give caption of their photo to explain what they have done. They are more active to write the activities in the past using their photos.

To make students easier describe their own photos, give some guided question it is really helpful. The researcher chooses guided question to help the students to arrange the sentences in good order. Using some question the students can solve their problem to describe their photos. Those questions are W+H questions. W+H questions are questions which cannot be answered by yes or no because they begin with one interrogative word (S. Cook , Sutter R. W., 1980).

Based on background of the study above, the researcher formulates research questions. Those are how is the implementation teaching writing recount text using photo selfie series and guided writing questions to the students of tenth graders at SMA PGRI 1 Sidoarjo? and How are the generic structures abilities and language feature abilities of students writing recount text using photo selfie series and guided writing question to the students of tenth graders at SMA PGRI 1 Sidoarjo?. The objective of the study are to describe the implementation in teaching writing recount text using photo selfie series and guided writing questions to the students of tenth graders at SMA PGRI 1 Sidoarjo.To describe the generic structures abilities and language feature

abilities of students writing recount text using photo selfie series and guided writing questions to the students tenth graders at SMA PGRI 1 Sidoarjo.

The assumption of the study is the students can write recount text easily and having fun by using photo selfie series and guided writing questions.

Research Methodology

The research design of this study used descriptive qualitative. Descriptive research is a research which aims for describing a situation or nature phenomenon and it is done without manipulation or giving special attention to the subject at the research, because all of the events or the activities grow nature (sukmadinata, Nana Syaodih , 2013).

The subjects of the study were the student's tenth grade of academic year 2017/2018 of SMA PGRI 1 Sidoarjo. They were students of X MIPA 1 class. The numbers of the students were 33 students. It is consisted of 13 girls and 20 boys. Researcher chose them because they still confused to develop their idea in writing. The second they had difficulties to write recount text in good order. It is supported (Lazarato, 1994) it is important that you carefully identify the subjects' characteristics relevant to your study and that the subjects match the description.

The first data was the teacher and the students activities starting the beginning until the end of the English teaching learning process, students behavior and class condition. The second data were the students' task. From the students task the researcher knew the generic structure ability and the language feature of the students.

The instrument of this study was observation field note and students task. The researcher used observation field note start the first day until the last meeting. The researcher wrote the entire phenomenon in the teaching learning process. It was used until two meeting. At the last meeting the students submitted their writing project. It accrued at the second meeting. The students made recount text using photo selfie series and guided writing from their own photos. Next student submitted the task to the teacher. Then the teacher corrected their written. After that the researcher asked the result of the student's task from the teacher. Finally the researcher analyzed and knew the generic structure ability and language feature ability of the students.

Findings and Discussions

Finding and Discussions of Observation Field Note

In this section there were two meetings which were observed by the researcher. The first observation was conducted on 13th of March 2018. The subject was the students of X MIPA 1. There were 31 students in the class. It consisted of 21 male 10 female students. In that activities, the teacher leaded students to memorize about recount text. The teacher asked the generic structure and the language feature of recount text. When the students got difficulties and confused the teacher gave deeply explanation of recount text. The teacher also introduced an interesting media to make recount text. It was using photo selfie series. The teacher gave an example how to used photo selfie series in writing recount text. The teacher guided the students to find photo selfie series in that phone. The researcher found that the students were enthusiast in that activity. Then there was a student came forward, asked permission to tell about their experienced based on his own photos. The student used much more bahasa when he told the stories. Then the teacher guided him. At the end of the first meeting, the teacher concluded and gave homework to the students. The students should visit some historical places, took photos, printed them, then bring them at the next meeting.

The second observation was held on 20th of March 2018. The subjects were the students of X MIPA 1. There were 31 students in the class. It consisted of 21 male and 10 female. In this observation the class started at 01.00 p.m. and ended at 02.15 p.m. The researcher found the teacher review the previous meeting and asked the students homework. There was a student forgot, so the teacher asked him to use his phone. Before the students did recount text, the teacher gave guided writing questions. The questions were What is your title of your recount text, When did it happen, Where did it happen, Who's involved, What happen, What did you do, How did it happen, What's your comment about what did happened. The teacher asked the meaning of each questions. There were some students confused, so the teacher explained. After that the teacher guided the students to make recount text based on their own photo selfie series and guided writing questions.

Finding and Discussions of Students' Task

Table 1. Students writing recount text score

No. of	Writing Skill Test	Score	KKM	Result

Students	Content	Grammar	Vocabulary	Organization	Mechanic			
1	22	18	17	16	4	77	75	Passed
2	22	17	17	15	4	75	75	Passed
3	21	19	17	14	4	75	75	Passed
4	23	22	14	13	3	75	75	Passed
5	23	16	15	17	4	75	75	Passed
6	23	14	17	17	4	75	75	Passed
7	22	21	18	17	4	82	75	Passed
8	26	21	17	17	4	85	75	Passed
9	26	23	18	19	4	90	75	Passed
10	22	19	13	17	4	75	75	Passed
11	23	15	16	17	4	75	75	Passed
12	26	23	18	18	4	89	75	Passed
13	25	20	17	17	4	83	75	Passed
14	25	20	11	16	4	76	75	Passed
15	23	18	14	16	4	75	75	Passed
16	24	18	13	16	4	75	75	Passed
17	24	17	17	14	4	76	75	Passed
18	25	17	17	15	4	78	75	Passed
19	22	18	17	16	4	77	75	Passed
20	24	17	17	14	3	75	75	Passed
21	25	16	17	17	4	79	75	Passed
22	22	17	17	17	3	76	75	Passed
23	26	21	18	18	4	87	75	Passed
24	22	18	17	16	4	77	75	Passed
25	22	21	17	17	4	81	75	Passed
26	26	19	18	15	4	82	75	Passed
27	25	19	18	16	4	82	75	Passed
28	27	21	18	19	4	89	75	Passed
29	23	20	11	17	4	75	75	Passed
30	23	20	12	17	4	76	75	Passed
31	26	18	17	17	4	82	75	Passed
Total	**738**	**583**	**500**	**507**	**121**	**2449**	**2325**	
Average	**24**	**19**	**16**	**16.**	**4**	**79**	**75**	

Based on the table above the description of writing test score, the researcher describe the score of each skill, the total of content is 738, the total of grammar is 583, the total of vocabulary is 500, the total of organization is 507 and the total of mechanic is 121. So, the total score of all skill is 2449. The minimum score (KKM) in that class is 2325. The average score of the all skill is 2449 divided by 31 (number of students), so the average is 79. The average of minimum score is 75. It meant the total score of the students' writing skill is above the minimum score ($79 \geq 75$).
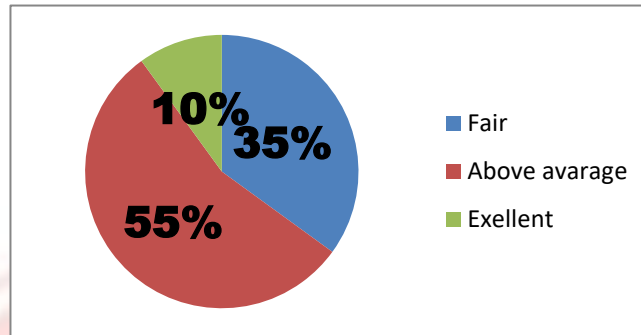
Chart 1. Percentage students score

Table 2. Explanation percentage students score

The Percentage of ability	Criterion	Level of Achievement
89 – 100	Excellent	Outstanding achievement
76 – 88	Good	Above average
61 – 75	Fair	Average Achievement

Based on the percentage of score tables above, there were 10% students in excellent criterion. It meant there were 3 students got score 89-100. The second there were 35% students in good criterion. It meant there were 11 students got score 76-88. The last there were 55% students in fair criterion. It meant there were 17 students got score 61-75.

Conclusions

The implementation of Teaching Writing Using Photo Selfie Series and Guided Writing Questions was interesting. At the first meeting the teacher guided the students mastering the generic structure and the language feature of recount text by given some examples and practiced. Then the teacher introduced photos selfie series as media of memorizing their past experience. It helped the students who felt difficult to build their idea and lack of vocabularies. At the second meeting the teacher explained the easier way of making recount text in good order. It used guided writing questions. There were eighth questions to guide them of making recount text based on their photo selfie series. At the activity the teacher gave two pieces of paper. The one paper for sticking the photos, while the other one for writing recount text. The students were enjoying and

more comfortable when they did their task. Even there were some students still confused of translating from Indonesia to English.

Based on the result of the students' task the researcher describes the result of the students ability in Writing Recount Text Using Photo Selfies Series and Guided Writing Questions. The total of students' score was above average (79≥75).

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