

## USING PICTURE AND VIDEO IN TEACHING RECOUNT WRITING FOR EIGHTH GRADERS

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### Abstract

The goal of the study was to improve students' writing skills on recount texts through experimental research that used visual media in the treatment class. This study used a quantitative method. This research used a quasi-experimental design. The author employed a quasi-experimental approach for this study to determine the effects of image and video media on students' writing skills in recount text. Picture media-based writing instruction may increase pupils' capacity to produce narrative text. They showed more improvement following therapy than the control group. It would use Harmer's theory, and to obtain the correct hypothesis, it would employ Spiegel, M.R.'s theory from his book, "Theory and Problems of Probability and Statistics." The control class contained 32 students, with a pre-test average of 72.8, and a post-test average of 73.2. It has a 0.4% average increase, however it is ineffective and insignificant in learning instructional activities; also, the minimum criteria for learning achievement in SMP Bintang Timur is 78. So it is still considered a failure. However, the experimental class employing visual media has a pre-test average of 72.9 and a post-test average of 91.9. It shows a considerable increase around 19. It is appropriate and beneficial to teach recount texts using visual media.

**Keywords:** *experimental research, pictures media, recount, writing*

### Sari

Tujuan penelitian adalah untuk meningkatkan keterampilan menulis siswa pada teks recount melalui penelitian eksperimen yang menggunakan media visual pada kelas perlakuan. Penelitian ini menggunakan metode kuantitatif. Penelitian ini menggunakan desain eksperimen semu. Penulis menggunakan pendekatan eksperimen semu dalam penelitian ini untuk mengetahui pengaruh media gambar dan video terhadap keterampilan menulis siswa dalam teks recount. Pembelajaran menulis berbasis media gambar dapat meningkatkan kemampuan siswa dalam memproduksi teks naratif. Mereka menunjukkan lebih banyak perbaikan setelah terapi dibandingkan kelompok kontrol. Ia akan menggunakan teori Harmer, dan untuk mendapatkan hipotesis yang benar, ia akan

menggunakan teori Spiegel, M.R. dari bukunya, "Theory and Problems of Probability and Statistics." Kelas kontrol berjumlah 32 siswa, dengan rata-rata pre-test sebesar 72,8, dan rata-rata post-test sebesar 73,2. Rata-rata peningkatannya sebesar 0,4%, namun tidak efektif dan tidak signifikan dalam kegiatan pembelajaran; Selain itu, kriteria minimal prestasi belajar di SMP Bintang Timur adalah 78. Jadi masih dianggap gagal. Namun kelas eksperimen yang menggunakan media visual mempunyai rata-rata pre-test sebesar 72,9 dan rata-rata post-test sebesar 91,9. Hal ini menunjukkan peningkatan yang cukup besar pada usia 19 tahun. Sangat tepat dan bermanfaat untuk mengajarkan teks recount dengan menggunakan media visual.

**Kata Kunci:** Penelitian Eksperimental, Media Gambar, Recount, dan Writing.

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## Introduction

There are four kinds of language skills: reading, listening, speaking, and writing. Reading and listening are receptive skills, whereas speaking and writing are productive abilities. Productive abilities are those that allow learners to produce language in written or spoken form (for example, speaking and writing). Writing skills remain the primary goal in the English teaching and learning process, which frequently involves students' inventiveness and confidence in expressing their ideas, feelings, and thoughts in written form. (Lea, 2019) states that "Writing consists of words and these words are arranged in a certain form to make sentences." This means that students initially consider the words that spring to mind. The problem with writing is that pupils are perceived as lacking confidence in expressing their ideas. They are afraid of making mistakes. According to (Santhanasamy & Yunus, 2022), many students are unsure how to begin writing and have a restricted vocabulary, making it difficult for them to create thoughts. As a result, pupils face significant difficulties in acquiring vocabulary concepts and developing effective writing or phrase formulations.

It is clear that every student struggles with writing texts from several perspectives. Recognizing these writing problems is critical for educators seeking to improve pupils' writing talents. As a result, the researcher underlines the importance of incorporating instructional media into the teaching/learning process. Using teaching media can help pupils overcome writing challenges. Students will engage with a variety of text genres in

the revised junior high school curriculum, including descriptive, recount, procedural, narrative, and report writing. For three years, teachers are free and adaptive to the materials presented in their phase, which is phase D, in terms of learning outcomes and English syllabus at the junior high school level. The above-mentioned texts can be taught in grades 7–9. If the simple material is done and the researcher teaches students to write, students in the eighth grade at SMP Swasta RK Bintang Timur Pematang Siantar frequently become puzzled about what to do, where to begin, and how to write well in a recount. Furthermore, students often do not place a great value on writing skills. As a result, when conducting research, students frequently consult dictionaries or other reference tools. They regularly made grammatical errors in their sentences.

The problems listed above should be addressed quickly. Teachers must consider some media. The media can help students resolve their concerns in order to improve their writing skills; in this case, producing recount texts is a useful ability. As a result, the researcher used some media. They teach writing through the use of photos and media, as well as video media. Picture media helps students get engaged in the picture series, so students will consider what series of stories should be, as does video media. Meanwhile, if things are implemented, they will have a good influence. The study will be valuable for language teachers since it will allow them to determine how much influence kids have when creating English writings. Then, (Susilawati, 2021) it was explained that to improve students' writing skills, it is appropriate to use the media of pictures.

According to a basic explanation in the Oxford Learners' dictionary, writing involves creating something in written form for others to read, engage with, or utilize. It serves as a means of conveying information or communication, akin to speaking, and is considered a productive skill. (Febrian et al., 2022) Writing serves as a means to convey thoughts, concepts, emotions, and observations to others through the written word. It enables us to share information, preserve important details, and communicate our perspectives effectively. Hyland (2004: 09) in (Charisma & Khomarudin, 2019) writing serves as a means to communicate individual interpretations, allowing individuals to mold and develop their own perspectives on various subjects, which they can then share with others. Each person's viewpoints may diverge, shaped by their beliefs. Hence, individuals must strive to articulate their ideas in a manner that is both comprehensible and open to acceptance.

According to Susanti et al., (2015), the writing process encompasses the various stages a writer goes through to transform their ideas into a polished final product. While influenced by factors such as content, writing style, and medium, it typically consists of four essential components: 1) Planning, Writers need to prepare three major points for their work. The three elements are substance, audience, and objective. Writers must examine the objective of their writing, whether for tests, correspondence, journals, or something else entirely. The audience also refers to the intended audience, which can include students, teachers, children, and so on. Furthermore, the contents include information about the type of writing, such as essays, papers, genre compositions, and so on. 2) Drafting, describing the act of physically putting down the words onto the paper, writing involves crafting several iterations of your paper during the writing journey, with each successive draft refining the previous version.

The final draft is simply the last one you submit. 3) Editing (reflection and revision) refers to actually writing the paper's words. Throughout the writing process, you will create several versions of your paper. Each iteration builds on the preceding one, culminating in the final draft you submit. 4) Final version, after modifying their draft and adding whatever adjustments they deem appropriate, writers create their final edition. Due to changes made during the editing process, the final product may seem very different from the initial draft and the intended intention. However, the author is now ready to present the written product to its intended audience. Writing is a recursive process rather than a linear one. This means that after planning, drafting, and editing, authors constantly replan, redraft, and revise. The process wheel that follows illustrates the numerous paths the writer could take. The process is complete only when the final product really represents the end product.



Figure 1: The process wheels of writing suggested by Harmer (2004)

Brown (2004, p. 220) outlines four distinct levels of written proficiency that encompass the spectrum of writing skills. The initial level, termed Imitative, involves the mastery of fundamental writing tasks such as forming letters, spelling words accurately, and constructing short sentences. The subsequent level, Intensive (controlled), requires the ability to produce appropriate vocabulary, utilize idiomatic expressions, and apply grammatical structures effectively within a given context. Moving further, the Responsive level necessitates the integration of sentences into coherent paragraphs and the creation of logical sequences spanning two or three paragraphs. Finally, the Extensive level encompasses the adept utilization of various writing techniques and strategies to produce longer pieces of writing such as term papers, research reports, or proposals. Writers at this level focus on achieving specific objectives, organizing ideas coherently, providing supporting details, and demonstrating linguistic variety, often engaging in multiple drafts to refine their work. Grammatical concerns are addressed primarily through minor revisions or proofreading during the editing process.

Everybody has his/her own writing skill and it can be categorized. The writing skill has its specific micro and macro skills. Teachers absolutely have the macro skills and for easier writing task teachers use the micro skills of writing. On the other hand, achieving proficiency in advanced writing requires mastery of macro skills, as opposed to micro skills. Brown (2004: 221) delineates the micro and macro skills of writing as follows: Initially, the smaller-scale composing abilities encompass several significant aspects. This includes understanding graphemes and orthographic structures of English, assembling coherent sentences, employing appropriate word order patterns, utilizing grammatical structures effectively (e.g., tense, subject-verb agreement), employing cohesive devices in writing, and adhering to the conventions of written discourse.

In the interim, the large-scale abilities of composing cover a few other perspectives. They are finishing the communicative capacities of composed writings concurring to create and reason, passing on joins and associations between occasions and communicating such relations as primary thought, supporting thoughts, unused data, given data, generalization, and embodiment, and at last creating a battery of composing methodologies the incorporate such as precisely in utilizing prewriting devices, composing with familiarity within the to begin with drafts, utilizing rewords and equivalent words, requesting peer and teachers

input, and using input for reexamining and altering. At that point, here the author chooses to progress the large-scale aptitude, that's, a describe content.

Harmer (2004) stated: "Teaching writing means teaching how to generate ideas, how to express the ideas into correct English sentences or paragraph, and how to arrange the paragraphs into good organization". For Junior High School students or teens, the standards are exceptionally basic and these ones take starting journalists to center on one a few purposes by learning them. As the result, the educating and learning composing must be planned moreover to assist the understudies create their composing methodologies so, they will able to make strides their composing expertise. Brown (2000:346) mentions principles for designing writing techniques, they are: 1) Incorporate practices of "good" writers, 2) Balance the process and product, 3) Account for cultural/literacy background, 4) Connect reading and writing, 5) Provide as much authentic writing as possible, and 6) Frame the techniques in terms of prewriting, drafting, and revising. Teachers have a number of crucial tasks to perform when helping students to become better writers. Harmer (2004: 41) explains that there must be five steps at least in teaching writing. The steps are the task which teachers have to perform before, during, and after students have been writing.

They are demonstrating, motivating and provoking, supporting, responding, and evaluating. The first step in the case is demonstrating. In the stage, teachers initiate and exemplify some good writing. In the category those are recount texts. After finishing teaching it, the second stage to go is motivating and provoking. Teachers start by bringing a lot real experience photos in series and teachers try to write them well. Teachers have to remind students about the generic structures of the text, then, while teaching the section, teachers explain each picture with fun. The third step in teaching English writing well is supporting.

Teaching writing to Junior High Schools students with its approaches has to be equivalent with the syllabus and the learning achievement of the emancipated curriculum. The aim and scope of teaching writing for Junior High school students is just to make students be able to communicate their ideas and experiences through simple, structured paragraphs, showing progress in the use of specific vocabulary and simple sentence structures.

English instruction in junior high school aims to: (1) enhance students' ability to communicate effectively both orally and in writing, reaching a functional level of literacy; (2) foster their understanding of the significance of English and its role in enhancing the nation's competitive edge in the global community; and (3) cultivate students' comprehension of the interconnection between language and culture. A key component of junior high school English education involves proficiency in comprehending and producing diverse short functional texts, monologues, and essays, spanning procedural, descriptive, recounting, narrative, and report formats.

Definition of a recount text by Anderson (1997: 48) in (Islam et al., 2004) a piece of writing that recounts past events typically in chronological order. The aim of such a text is to provide the reader with a narrative of what transpired and when it happened. The structure for composing a written recount comprises three main components: (1) Introduction: a section that offers contextual information about the who, what, where, and when, (2) Sequential unfolding of events: a series of paragraphs that recount the events in the sequence they occurred, and (3) Conclusion: a closing section (though not always obligatory). To craft an effective recount, students must consider its linguistic characteristics. These include: 1) Proper nouns to identify the individuals involved in the narrative, 2) Descriptive language to provide details about the events, 3) The consistent use of past tense to narrate the events, and 4) Transitional words and phrases that indicate the order of events (e.g., first, next, then). (Adapted from Anderson and Anderson, 1997, p. 50)

Teaching aids are essential instruments in education, facilitating effective and practical learning experiences that align with educational guidelines. They play a crucial role in the classroom environment, aiding both teachers and students in the learning process. According to Haryudin, A., Yana, and Efransyah (2020), these aids are pivotal in ensuring a conducive learning atmosphere, enabling efficient transmission of information from teachers to students. Similarly, Ristyani N. A., Nurhayati, and Husnussalam (2019) emphasize the importance of media in enhancing the effectiveness of teaching and learning. Meanwhile, Wahyuni E.S. and Yokhebed (2019) describe learning media as tools utilized by educators to facilitate information dissemination during instructional sessions. Thus, this study aims at investigating the enactment of audio-visual media to teach recount writing to the eight grade school students in Indonesia setting.

## **Method**

This study used a quantitative approach and a quasi-experimental design to evaluate the impact of picture and video media on students' recall writing skills. To determine the effectiveness of these media forms, pre-test and post-test assessments were performed in both control and experimental groups. The results showed a significant improvement in scores for pupils exposed to image and video media during the experiment. The study was carried out with eighth-grade students at SMP Swasta RK Bintang Timur. The study included 11 courses, each with 32 pupils, selected by intentional sampling and based on certain criteria. The writer determined the average writing skill level of all selected participants. Pre-tests were administered in all eighth-grade courses, and samples were taken from pre-test results that showed an average level. This criterion drove the selection of pupils based on their distinctive qualities. The sampled classes were 8-1, 8-2, and 8-3, and only 8-1 and 8-2 were treated.

The research instrument used for data collection was a writing test, which required students to write a recount text utilizing photo and video material, consisting of at least three paragraphs based exclusively on their personal experiences. They then improve the presentations by ordering the photographs consecutively. Each section had at least three paragraphs, with the option of including two photographs in the first and last paragraphs, and the rest in the middle. Furthermore, several subjects were taught via video media. The writer used the t-test formula to compare the two classes based on the independent variable, denoting the experimental class as the X variable and the control class as the Y variable.

## **Results and Discussion**

Data from students were gathered through pre-tests and post-tests in every class. These data are detailed across three tables. The findings revealed that the data from both the pre-test and post-test in the control group followed a normal distribution. As per the test criteria, it was observed that  $T_{\max} \text{ (pre-test and post-test)} < T_{\text{table}}$  ( $0.123587$  and  $0.160318 < 0.161$ ). Similarly, the data from both the pre-test and post-test in the experimental group also exhibited a normal distribution. As per the test criteria, it was evident from the results that  $T_{\max} \text{ (pre-test and post-test)} < T_{\text{table}}$  ( $0.160357$  and



0.155467 < 0.161). This indicates that all data from both the pre-test and post-test of the experimental and control groups were normally distributed. The subsequent result obtained by the author pertained to the assessment of homogeneity. The findings indicated that  $F < F_{\alpha}(n1-1, n2-2)$  (5.514 > 1.992). According to the criteria, this suggests that the samples in both the experimental and control groups were similar in composition.

The ultimate computation involved testing the hypothesis, serving as the primary analysis aimed at addressing the research question: whether there exists a noteworthy distinction in students' narrative writing proficiency between the controlled class, devoid of picture series, and the experimental class, employing picture series. The author applied the T-test formula at a significance level ( $\alpha$ ) of 5%. The outcome revealed that the calculated t-value (5.514) surpassed the critical t-value (1.992). This indicates that the null hypothesis ( $H_0$ ) is refuted, thereby accepting the alternative hypothesis ( $H_a$ ) which suggests a significant variance in students' narrative writing ability when utilizing picture series versus when not using them.

## **Conclusion**

After conducting a quasi-experimental study comparing several experimental classes to a control class, the researcher concluded that the analysis revealed significant findings using the T-test formula to test the research hypothesis. The results indicated that at a significance level of 5%, the calculated T-test value ( $t_0$ ) of 24.3440029 exceeded the critical T-table value ( $t_t$ ) of 1.2614974. This indicates a substantial difference favoring the use of video media over no media at all. Consequently, the null hypothesis ( $H_0$ ) was rejected. Additionally, the T-test for using picture media yielded a similar result, demonstrating a significant variance in students' writing skills in recount texts when utilizing different media types. While the control class exhibited unsatisfactory progress, the picture media group displayed improvement, yet the video media group outperformed both.

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### **Conflict of Interest**

No potential conflict of interest was reported.

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