

**IMPLEMENTATION OF USING PHOTOGRAPH ON
STUDENTS' WRITING ABILITY AT THE
ELEVENTH CLASS OF SMA NEGERI 4 PALANGKA
RAYA**



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2019M/1440 H**

**IMPLEMENTATION OF USING PHOTOGRAPH ON
STUDENTS' WRITING ABILITY AT THE ELEVENTH CLASS
OF SMA NEGERI 4 PALANGKA RAYA**

A Thesis

*Presented as Partial Fulfillment of the Requirements for the Attainment of the
Sarjana Pendidikan Degree in English Education*



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Assalamualaikum Wr, Wb

Please be into and God's mercy and blessing as well.

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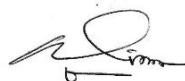
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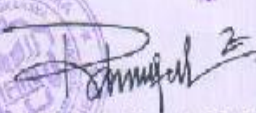
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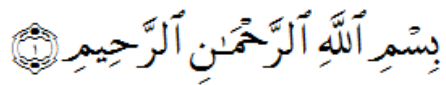
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MOTTO AND DEDICATION



BETTER TO FEEL HOW HARD EDUCATION IS AT THIS TIME RATHER THAN

FELL BITTERNESS OF STUPIDITY, LATER

I DEDICATED MY PAPER FOR:

1. My Beloved Father Mr.Katrunnida
2. My Beloved Mother Mrs Norwilis
3. My Lovely Younger Sister Fitratinissa, Mawaddahtul Ilma, Rabiatal Hafifah, Adelia Azzahra and beloved Brother Taufiq Rijali and Akhmad Nur Ghifari And big family always support me and pray for me.
4. For my friends: Nurrica Herlinda, Nurliana, Nia Rahmalia, Mutiara, Khusyairiah, Tri Rahmayanti, and Siti Hairah. who always support me and pray for me.
5. All of the friend's of English Education Program 2014. who always support me and pray for me. And thank you very much for being here with me.

DECLARATION OF AUTHORSHIP

I my self,

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Hereby I notify that I have written this thesis and I make declaration that this thesis entitles Implementation of Using Photograph On Students' In Writing Ability At The Eleventh Class of SMA Negeri 4 Palangka Raya is truly my own writing, if it is not my own writing so, it is given a citation and shown in the list of references. If my own declaration is not legal in this thesis so, I am ready to be given academic sanction namely, the cancellation of the degree of this thesis

Palangka Raya, ... May 2019



Yours Faithfully,

Mela Scorpiona

NIM. 140112099

ABSTRACT

Scorpiona, Mela. 2019. *The implementation of using photograph on students' writing ability at the eleventh class of SMA Negeri 4 Palangka Raya*. Thesis, Department of Language Education, Faculty of Teacher Training and Education, State Islamic Institute of Palangka Raya. Advisor: (I) Sabarun, M.Pd., (II) Akhmad Ali Mirza, M.Pd.

Key word : Implement, Photograph, Writing, Recount text

The study was aimed at describing the implement of using photograph in the eleventh class of SMA 4 Palangka Raya. To find out how the process implement photograph use to students in text recount writing. This study use a qualitative approach, in data collection, this study use several techniques, including: observation, interview and documentation.

This findings showed that the procedures of teaching writing recount text by using picture series as follows: first, in the prewriting activities, the teacher and students open activity by take pray before started activity the lesson. Second, whilst-teaching the core activities of the teacher explain how to implement the use photograph in writing recount text and assignments to students. Third, in the post writing activities, teacher always give conclusion and give suggestions to students.

The students' response in the implementation of using photograph writing recount text was the gave positive responses when the teaching writing recount text implemented using photograph.

It is recommended in the implemented using photograph in recount text in writing ability of students, English teachers, and also for other researchers. First, for students that the using photograph in recount text as a learning media is very useful for education this can help students understand English and improve English writing. in the context of education can improve the learning experience of students and also students can easily write their experiences in the recount text by looking at the photograph they have taken.

Last, for the next researchers, the writer recommended who want to conduct the study related to the writing especially in recount text with other interesting media and at other grades.

ABSTRAK

Scorpion, Mela. 2019. *Penerapan menggunakan photograph dalam meningkatkan penulisan siswa kelas 11 di SMA Negeri 4 Palangka Raya*. Skripsi, Jurusan Pendidikan Bahasa Inggris, Fakultas Tarbiyah dan Ilmu Keguruan, Institut Agama Islam Negeri Palangka Raya. Pembimbing: (I) Sabarun, M.Pd., (II) Akhmad Ali Mirza, M.Pd.

Kata Kunci : Penerapan, Photograph, Menulis, Recount text

Penulisan ini bertujuan untuk menggambarkan penerapan dalam penggunaan photograph dikelas sebelas SMA 4 Palangka Raya. Untuk mengetahui bagaimana proses penerapan penggunaan photograph pada siswa dalam penulisan recount teks. Penelitian ini menggunakan pendekatan kualitatif, dalam pengumpulan data, penelitian ini menggunakan beberapa teknik, antara lain: observasi, wawancara, dan dokumentasi.

Prosedure ini dimulai dari penerapan pembelajaran penggunaan photograph dalam menulis recount teks. Pertama, kegiatan awal, guru dan siswa membuka aktifitas pembelajaran dengan membaca doa dan absensi kelas sebelum memulai pembelajaran dikelas. Kedua kegiatan inti, guru menjelaskan bagaimana penerapan penggunaan photograph dalam penulisan recount teks serta memberikan tugas kepada siswanya. Ketiga, kegiatan akhir, guru memberikan kesimpulan dan juga saran kepada siswa. Siswa merespon penerapan penggunaan photograph dalam menulis recount teks dengan memberikan respons yang positive dalam penerapan penggunaan photograph.

Di rekomendasikan dalam penerapan menggunakan photograph dalam recount teks dalam meningkatkan penulisan siswa, guru bahasa inggris, dan juga untuk peneliti lainnya. Pertama, bagi para siswa bahwa penerapan penggunaan photograph dalam recount teks sebagai media pembelajaran sangat berguna untuk pendidikan ini dapat membantu siswa dalam memahami bahasa inggris dan meningkatkan penulisan bahasa inggris. di dalam konteks pendidikan dapat meningkatkan pengalaman belajar siswa dan juga siswa dapat dengan mudah menulis pengalaman mereka dalam recount teks dengan melihat photograph yang telah mereka ambil.

Terakhir, untuk peneliti selanjutnya, penulis merekomendasikan yang ingin melakukan penelitian terkait penulisan terutama dalam teks recount dengan media lain yang menarik dan di kelas lainnya.

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6. My second advisor Mr Akhmad Ali Mirza, M.Pd who always guide me patiently.
7. All lecturers of Study Program of English Education.
8. Her classmates of study program of english education academic year 2014

9. Her beloved parents, Katrunnida and Norwilis, for their moral support and endless prayer so that she is able to finish her study. May Allah S.W.T Almighty bless them all. *Amin.*

The writer realizes that the research is still far from the perfect, therefore some constructive critical and suggestions are warmly welcome. Hopefully, may Allah keep us on the straight path and reward us for what we have done and this can be useful for all of us

Palangka Raya, May 2019

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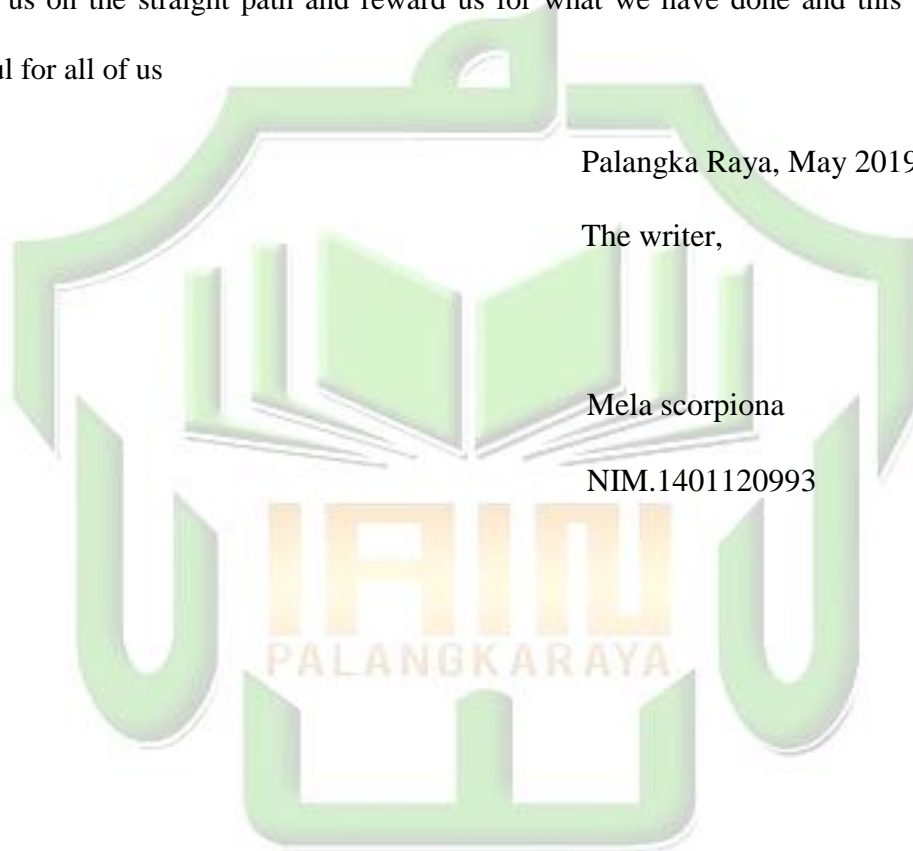
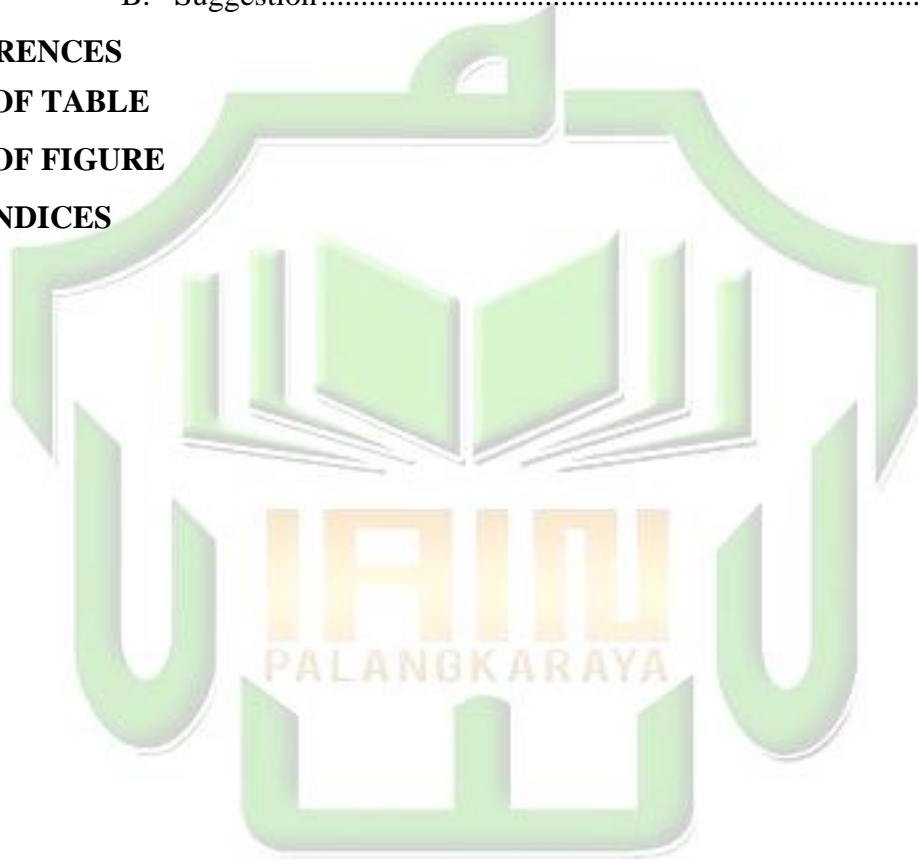


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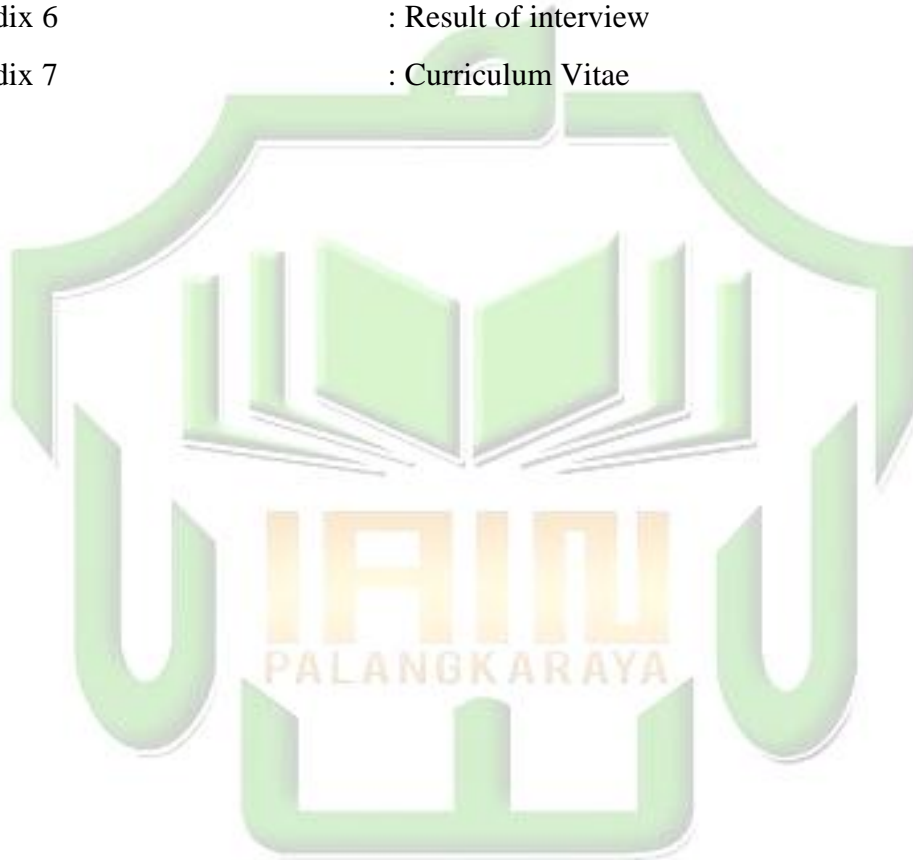
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CHAPTER I

INTRODUCTION

A. Background of The Study

Language is tool to cnvey something that comes to the heart. Language is a tool for interacting or a means for communication in the sense of conveying such thoughts, ideas, concepts or feelings. According to Suwarna (2002; p. 4) Language is the main tool for communicating in human life, either individually or collectively socially.

In addition, Hadely (2001), said language is a set of sounds by means of which feelings, thoughts and sentiments are conveyed to other human beings. A newly born baby is unable to speak. The child learns the language with the passage of time as he/she interacts with others. In the beginning he makes various meaningless isolated sounds. It takes time to learn a language. Finally he acquires language and grammatical construction of the language of his group by imitation. Human language is transferred from one generation to another generation through a sound learning process.

In a written text, all information has to be in the text itself because the readers are usually distant in time and space and cannot ask for clarification or extra details. Then, to achieve the competency in the Curriculum 2006 (School Based Curriculum), the students have to be able to use kind of texts used in real world. At school, the students must study about kind of texts. There are many kinds of text such as narrative recount, report, news item, procedure which refer to any staged, purposeful, cultural activity and procedure and it includes oral language genres as well as written language genres.

A clear genre is characterized by having a semantic structure – a distinctive beginning, middle, and end. The purpose of text is based on the type of the text, for

example, the purpose of descriptive text is different from the purpose of procedure text. In grade XI students of Senior High School, especially in second semester, the students must master narrative, spoof, and hortatory exposition.

Writing is one of language skills which makes students active to express their idea in written form. According to Harmer (2004; p. 11), “before getting students to write we can encourage them to think about what they are going to write”. It can be concluded that teacher must give instruction for students before they are asked to write. Students must understand what they will write and what its purpose is. Students need stimulus as encouragement to write, so as the teacher should use and

In addition, Nation (2000; p. 93-95) quoted by Murni Putriani (2016) in her E-Journal. proposes four principles of teaching writing. Those principles are (1) meaning-focused input considers that the students need to bring their experience and knowledge to their writing; (2) meaning-focused output considers that students need to practice a lot of different kinds of writing with delivering the message on their writing; (3) language-focused learning considers that students need to be aware in writing process; and (4) fluency development considers that students need to produce writing in a reasonable time. Harmer (2007) also mentions three teacher’s role in teaching writing; as motivator, resource, and feedback provider to guide the students in the process of writing.

According (Ken Rockwell, 2007; p.1) Photography “is vision, imagination, or seeing; it all comes down to the same thing: the ability to envision a final result in your mind's eye, and then to make it so with your tools at hand. It's never been about the gear. It's always been about seeing something, knowing how you want it to look, and making it so. Making it so is the easy part; seeing it in the first place is what makes a photographer. Powers of observation are everything.

Photograph is kind of still picture that can be shown into the real objects or the events of outside the class. As media for teaching and learning process, the photograph has advantages and disadvantages. Based on Daryanto (2013; p.109), there are some advantages and disadvantages using photographs as media in teaching learning English: The advantages are it is easy to be use as practical without the need for any equipment and it can translate an abstract concept or idea becomes more realistic. While the disadvantages are some of the pictures are quite adequate but not large enough in size when used for the purpose of teaching large groups, except when projected through the projector and how wonderful photographs, is still does not show any motion pictures as well as life.

Photography is not just about technique; it is about perception and communication. Because the power of photography lies in its ability to communicate our perceptions of the world, photography can intersect with many areas of study. Thematic photography projects can impart an understanding of the medium itself as well as reinforce studies in such disciplines as science, social studies, English, and languages.

In curriculum 2013 students are asked to be able to arrange some texts like recount and descriptive texts (Depdiknas, 2013). The writer tries to increase and improve students writing recount text because the purpose of this text is to tell past experience.

Based on the explanation above the writer eager to do a study entitled: **Implementation Of using Photograph On Students' Writing ability At the eleventh grade of SMAN 4 PALANGKA RAYA.**

There are some reason to choose the topic photograph. First, photograph as teaching aids in the classroom used to help students in learning english and give motivate for students and make them to pay attention teacher in learning process. And photograph

give some benefit in EFL is create the attractiveness of students and can facilitate understanding or understanding of students in learning english.

For example, based on previous study Sri Ningsih (2015) using photo in teaching writing recount text can help improve the writing of students. And, students feel happy to learn using photo and can be easily understood by using photo, and also easier in getting idea and compose the word by using photo.

The researcher chooses SMA Negeri 4 Palangkaraya as the subject of the research. The first, reason comes from the variable of the title that is recount text. And also recount text is subject the material in SMA Negeri 4 Palangkaraya. Researcher chooses the second grade because like the explanation above, according to the syllabus, recount text was in the first in semester.

B. Research Problem

The statements of the research problem are:

1. How does the teacher plan the use of photograph in teaching learning activity of writing?
2. How do the teacher and students implement photograph in teaching learning activity of writing?
3. How is the students' perception of using photograph in teaching learning activity of writing?

C. Object Of The Study

Regarding the statement of the research problem, this study aims at investigate.

1. To explain the teacher's plan of using photograph in teaching learning activity of writing.
2. To explain the implementation of using photograph in teaching learning activity of writing

3. To explain the student's perception of the implementation of using photograph in teaching learning activity of writing.

D. Scope And Limitation

The study belongs to descriptive method: The scope of the research is only done in the eleventh class students of SMA Negeri 4 Palangka raya. The researcher limits this study only on implementation of using there are: teacher plan, implement photograph, and perception students' photograph in the TLA of writing of recount text.

E. Significance of The Study

There are three kinds of significances, namely theoretical, practical, and pedagogies significance. Theoretically, the results can be used as a reference for researchers who want to do reseach using photograph in recount text. It is expected that the results of this study can contribute to supporting the theory of the use of photographs in recount text. Practical, this research can find out how the teacher and students in applying photographs in class writing ability. And can use this method with students to easily and develop in the writing ability. Pedagogies, the goal is to know to implement the use of photograph by students and teacher in classroom. And want to know whether using photograph method can improve students writing ability.

The writer conducted the research to determine whether by using this photograph method this students can easily describe the experience of students in writing ability in teaching learning at SMA Negeri 4 Palangka Raya.

For Students, by implementing photograph in writing activity , it is hoped they can write recount text well.

For Teachers, researcher hopes that this research can improve the ability of teachers to assist students in teaching writing in the classroom later using media photograph.

For other researcher this study can be useful as a reference for other researchers who want to do research in the same topic and purpose.

For the writer, this study gives new knowledge and experience in teaching recount text using photograph.

F. Definition of Key Terms

1. Recount Text

Recount text is a recount is a text which list and describe past experiences by retelling events in the or der in which they happened (chronological order). The purpose of the Recounts text is to retell events with the purpose of either informing or entertaining their audience (or both).

2. Writing

Writing is the one of the basic skills of the English language. It is generally considered one of the most difficult that other skills for foreign language students. Even native speakers feel difficulty in showing a good command of writing. (Johnstone, Ashbaugh, & Warfield, 2002).

3. Photograph

According (Ken Rockwell, 2007; p.1).Photograph “is vision, imagination, or seeing; it all comes down to the same thing: the ability to envision a final result in your mind's eye, and then to make it so with your tools at hand. It's never been about the gear. It's always been about seeing something, knowing how you want it to look, and making it so. Making it so is the easy part; seeing it in the first place is what makes a photographer. Powers of observation are everything As media for teaching and learning process.

4. Implementation

According Usman (2002) explain that an implement must be planned in a planned manner. In other words, in its application, implement is not merely a form of activity, but must have a clear purpose. Implementation is the activity or program being implemented is described in sufficient detail so that independent observers can detect its presence and strength.



CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter consists of related, definition of recount text, writing ability, and photograph.

A. Related Of Study

There are some related studies as follows:

Table 2.1 Review of related literature

No.	Reseachers	Topic	Participant/ Method	Findings	Relevance
1.	Dian chandra prasetyanti husnul khotimah (2010)	Developing students writing skill on recount text by using photograph and group grid technique	It is class VIII in A SMP N 3 Banjarharjo/ Quantitative research	in this study indicate that there is an increase in students mastery in writing text recount. Can be seen from the average score of students in the pre-test and post-test, can be taken into account from the data, it can be concluded that the implementation	Dian chandra prasetya husnul khotimah's study is relevance some study in terms of developing recount text by using group grid

of group grid
techniques and
photo media can
improve students'
ability in writing
recount text.

2. Sri Ningsih (2015) The implementation of teaching writing recount text by using picture series at the tenth graders of madrasah aliyah muslimat NU Palangkaraya/ Quantitative This research, Sri Ningsih's study is relevance some study in terms of teaching by using picture series. And, students feel happy to learn write recount text using picture series, can be easily understood by using picture

series, and also
easier in getting
idea and compose
the word by using
picture series.

3. Eny yusnita, Improving It is class X first cycle, it Eny
Clarry Sada, students SMK Panca conclude that the yusnita,
and Dewi recount text Bhakti Kubu students ability in Clarry sada,
Novita writing by Raya writing recount and Dewi
(2011/2012) using picture Quantitative text still poor. It novita's
series found that the study is
Research first cycle was not relevance
satisfying and some study
still needed much in terms of
effort to gain the students by
goal of the using
media picture picture
series applied. series.

the second cycle,
after

the treatment was
applied, it

conclude that the students ability in writing recount text was

improves. this result was satisfying. It could be concluded that

the students shown their good progress. It was found that by using picture series in improving the

students' recount text writing was good.

4. Siti Kuraton (2014/2015) Improving students' ability in writing descriptive text by using research picture. It is class of SMP Plus Az Zahro Pegandon/ Quantitative research time and media limited. Because students of those, students writing could not express ability in and develop their descriptive idea, their text. understanding about text was less and the use of tenses was careless. The writer find Siti kuraton's study is relevance some study in terms of
5. Shendy Pratama (2015) The effectiveness of using photograph towards students' skill in writing recount text. It is class VIII-3 and class VIII-2 SMP Nusantara plus Ciputat/ Quantitative (Quasi Experimental) The result of this study showed that the use of photograph in teaching writing recount text was effective. Therefore, it Shendy pratama's study is relevance some study in terms of effectiveness

proved the photograph alternative towards and hypothesis, which recount stated that there text. was significant different between the students' score in learning writing recount text without using photograph at the eight year students of SMP Nusantara Plus Ciputat.

Those studies above discuss developing writing recount text using photograph and group grid technique (Husnul Khotimah's), implementation of teaching writing of recount text by using picture series (Sri Ningsih's), improving recount text writing by using picture series (Eni Yusnita, Clarry Sada and Dewi Novita's), improving writing ability of descriptive text by using picture (Siti Kuraton), the effectiveness of using photograph skill in recount text (Shendy Pratama's). Those studies are different from my study. Is study focuses on implementation using photograph in writing ability of recount text. Produced by eleventh graders of SMA Negeri 4 kota Palangkaraya. This

method use qualitative. The participant of use study are eleventh graders of SMA Negeri 4 kota Palangkaraya and use descriptive research.

B. Recount Text

a. Definition of Recount Text

Theoretically, research by Rambe & others (2014; p. 3) as in cited Knapp and Watkins (2005; p. 223) recount text has a basic form of sequencing units of information or a series of events. In the process of writing, students need to be focus on designing the strength and weakness on topic, organization, the content, grammatical mistakes, unity and coherence of the entire paragraph and also the supporting sentences related to other line to have a good writing. It is clear that writing skill is important but in fact the teaching of writing is not successful yet. It can be seen from the learners' performances in writing and their responses towards writing.

b. Generic Concepts of Recount

According to Cahyaningrum (2014; p. 5) there are three generic structure of recount. They are:

1. Orientation: provides the setting and produces participants. It provides information about 'who', 'where', and 'when'.
2. Record of Events: tell what happened, present event in temporal sequence. It is usually recounted in chronological order. Personal comments and or evaluative remarks, which are interspersed throughout the record of events.
3. Re-orientation: optional-closure of events. It is 'rounds off' these sequence of events.

c. Language Features of Recount text

According to Mutslihah (2016; p.12) besides from its generic structure, a text can also be recognized by its language features. These elements of a text – generic

structure and language features, are different from one text to another. The recount text, moreover, has the following specific language features:

1. The use of nouns and pronouns

In general, nouns can be a person, a thing, and a place. Just like any other texts, the recount text is also composed with many nouns and pronouns. The proper nouns like the names of people and places such as Angga and Depok respectively are used frequently in the text. The examples of pronouns, moreover, are such as he, she, and they. These nouns and pronouns are used to identify the people and places involved in the story. These language features, furthermore, are crucial to inform the readers about the characters (people) and the settings (places) in the story.

2. The use of adjectives

Adjectives such as beautiful, interesting, fun, are used to give details about who, what, when, where, why, and how, in the text. The details are important to give a vivid description of the story to the readers. The details will also enable the readers to feel the story personally and intimately whether it is about the writer's fun holiday or the writer's awful experience.

3. The use of simple past tense

Simple past tense is used to tell about the past events in the text. As Betty defines, —The simple past is used to talk about activities or situations that began and ended in the past (e.g., yesterday, last night, two days ago, in 1999). Therefore, the correct use of simple past tense in recount is important because it shows that the experiences or activities have happened in the past which is the essence of the recount text. The simple past tense, moreover, is one language feature that distinguishes the recount text from other texts.

4. The use of action verbs

Recount text also uses many action verbs to describe the experiences or activities particularly in the events section. The action verbs like went, watched, played, are often found in the text. The words are, furthermore, written in the simple past tense and use either regular or irregular form.

5. The use of conjunctions and time connectives

Conjunctions are used to combine two sentences together while time connectives are used to show the sequence of events. They are used to inform readers what activity that happens first, next, and so on until the last one in a chronological order. These language features, additionally, are crucial in the text to show the chronological order in the events section that are like a guideline for the readers of what happens and when it happens. The examples of conjunctions are and, but, for and the examples of time connectives are first, second, next, finally.

6. The use of adverbs and adverbs of phrases

Adverbs and adverbs of phrases can be used to give more detailed sentences. These language features are used, furthermore, to add more information and explanation so the readers can understand the story completely. The examples of adverbs are slowly, cheerfully, carefully and the examples of adverbs of phrases are in my house and two days ago.

d. Types of Recount

Lubis and Saragih (2012; p. 3) state that there are three types of recount:

1. Personal recount: retelling of an activity that the writer or speaker has been personally involved in (e.g. oral anecdote, diary entry).
2. Factual recount: recording the particulars of an accident (e.g. report of a science experiment, police report, news report, historical account).

3. Imaginative recount: taking on a imaginary role and giving details of events (e.g. a day in the life of a roman slave; how I invented)

Here the example of recount text:

My Adventure at Leang Cave

Orientation : On Sunday, my parents, my best friend Novi, and I visited a cave at Maros called Leang-leang. It was my first time to visit the cave, better yet, my best friend came to visit it with me.

Event 1: The cave was famous for its primitive cave wall paintings which were some hand prints and wild boar paintings. The cave and its surroundings was turned into a national park, so it was taken care of. My parents took a rest in a small hut for visitors the park, while Novi and I adventured around the cave with a guide. We had to climb some metal stairs to get to the cave, because the cave was embedded into a small mountain. Next stop was a place where some seashells littered the ground and some were actually piled into a big mound. The guide said that these piles of seashells are called 'kjokkenmoddinger', or 'kitchen trash'.

Event 2: The humans who lived here ate the shells and dumped the left overs in their 'kitchen'. The last place was a small museum where they have skeletons of the humans who lived in the caves. The skeletons along with some roughly made jewelry and weapons were placed inside glass cases for display. The walls of the museum were adorned with photographs taken when they did an ex a vocation there.

Re-orientation : After a quick lunch with Novi and my parents, we decided it was time to go back home. We really had the time of our lives.

C. Writing Ability

a. Definition of writing

Writing is one of language skills in learning English. Tiwari (2005; p. 120) states that writing is a complex process that allows the writer to explore thoughts and ideas and make them visible and concrete. Writing is a process of transforming thoughts and ideas into written form. According to Nunan (2003; p.88) writing is a mental work of inventing ideas, thinking about how to express them into statements and paragraphs that will be cleared to the reader. Actually, writing is a good way to develop English ability, but most of the students still say that it is difficult to express their idea in writing. Oshima and Hogue (1991; p. 5) state that writing always has problems which put students into trouble as shown by errors made in both the organizing of the composition and the language so that the students' writing topic cannot be stated correctly. It is believed that developing writing skills is more complicated than developing other language skills. In order to be able to write well, the students need to be equipped with early and continued writing experiences. Thus, the teacher's task to develop the students' writing skill is more complicated than the other skills.

b. Types of Writing

According Mary Finocchiaro (1974; p. 86) has drawn attention to the fact that the type of writing system which exists in the native language is an important factor in determining easy of speech with which students learn to write.

There are two types of writing:

1. Practical Writing: This type deals with the fact and functional writing. It is purposed to special goal that we can find it in letters, papers, summaries, outlines, essays, etc.
2. Creative or Imaginary Writing: This type usually exists in literature. Such as novel, romance, poem, short story, science fiction, etc.

c. Writing Process

There are three steps in writing process, they are prewriting, writing, and revising. All of those steps are important to make our writing better and systematic.

1. Prewriting: Prewriting is the first step; it is preparation step before writing process. Prewriting gives warming up the brain to gathering the ideas to write about. There are several ways to warm up before we write.

a. Brainstorming

Brainstorming is a prewriting activity to enlisting the ideas related the topic. In this technique, we write down every single thing that passing through or comes into our minds.

b. Clustering

Clustering is another technique to bind ideas. We visualize our ideas using circles and lines which are interconnected one to others. The topic is positioned in the center of blank paper as a core circle, while the ideas are spread around.

There are the steps of clustering process:

1. Write our topic in the center of a blank piece of paper and draw a circle around it.

2. Write any ideas that come into our mind about the topic incircles around the main circle.
3. Connect those ideas to the center word with a line.
4. Think about each of our new ideas, and then connect them.
5. Repeat this process until you run out of ideas.

d. Genre of Writing

According Lubis & Saragih (2012; p. 3) genre is an approach to teaching writing which focuses on creating authentic writing in school. Hyland (2002; p.17) defines a genre as a staged, goal-oriented social process. He explains that teaching genres involves increasing learners' awareness of the conventions of writing to help them produce texts that seem well-formed and appropriate to readers. In Educational Unit Curriculum (KTSP; 2007), there are seven kinds of genre are taught in senior high school, namely:

- Descriptive text is a text which says what a person or a thing is like. Its purpose is to describe and reveal a particular person, place, or thing.
- Narrative text is to amuse/entertain the readers and to tell a story. It always appears as a hard portrait of participant's past experience and it has conflict among the participants.
- Recount text is a text which retells events or experiences in the past. Its purpose is either or to entertain the readers. It has not conflict among the participant.
- Procedure text is a text show a process in order. Its function is to describe how something is completely done through a sequence of series.
- Report text is a text which presents information about something, as it is. It is as result of systematic observation and analysis.

- Explanation text is a text which tells processes relating to forming of natural, social, scientific and cultural phenomena.
- Spoof text is a text which tells factual story, happened in the past time with unpredictable and funny ending. Its purpose is to entertain and share the story, and so forth.

D. Photograph

1. Definition of Photograph

Photograph is a picture made by using a camera, in which an image is focused on to light sensitive material, and then made visible and permanent by chemical treatment or store digitally (Oxford Dictionary, 2008; p. 329).

Photograph is one of type of picture; Ann (2001; p. 930) states that picture is defined as visual representation of person, object, or scene, as a painting, drawing, or photograph. According to Harmer (2007; p. 134) pictures can be flash cards, large wall pictures, photographs, or illustration. Photograph is used as media to teach the lesson material. Photographs are extremely useful for a variety of communication activity, such as describe and draw activities.

Photography “is vision, imagination, or seeing; it all comes down to the same thing: the ability to envision a final result in your mind's eye, and then to make it so with your tools at hand. It's never been about the gear. It's always been about seeing something, knowing how you want it to look, and making it so. Making it so is the easy part; seeing it in the first place is what makes a photographer. Powers of observation are everything” (Ken Rockwell, 2007; p.1).

Photography is not just about technique; it is about perception and communication. Because the power of photography lies in its ability to communicate our perceptions of

the world, photography can intersect with many areas of study. Thematic photography projects can impart important understanding of the medium itself as well as reinforce studies in such disciplines as science, social studies, English, and languages.

According Meutia (2007) quoted by Mawaddah (2016) in Research In English and Education (READ) Journal. Defines there was a significant effect of using photographs on students writing ability. The other of study conducted by Hakim (2010) explained that photographs were very important in teaching writing recount text because it could improve the students' ability in writing. Based on explanation above, the researcher is interest in conducted a study on the implementation of photographs in teaching writing recount text at the tenth grade students of SMAN 1 Trienggadeng.

According Kredler (2005) quoted by Mawaddah (2016) in Research In English and Education (READ) Journal. photograph can be used to teach writing since they motivate students in making composition and also bring a different situation as well as promoting a new variation of learning activity at the classroom.

Photographs are the original picture and a visual media that sure useful in process writing recount text. Photograph usually captures past events, and photograph surely can help students remember details about people, places and events. In short they can be powerful sources of text. Besides, a photograph is worth a thousand words because one picture can tell students something, even have sequences of story behind it. It is appropriate with writing recount text because recount text use to reconstruct past experiences by retelling events and incident in order in which they have occurred. So the writer choose photograph as visual media to improving writing recount text.

➤ Advantages of using photograph According Johonson (in Trianto, 2009; p. 12)

1. Teacher more know the ability of each of the students
2. Train logical thinking and systematic

3. Help students' learn think based point of view of a subject language by providing the freedom of students in the practice of thinking.
 4. Develop a motivation to learn better.
 5. Students' involved in the planning and management of the classroom.
- Disadvantages of using photograph according Johonson (in Trianto, 2009; p. 12).
1. Using a lot of time.
 2. Many students' passive.
 3. Teacher worry going to happen chaos in classroom.
 4. A lot students' who are not happy when asked to work.
 5. Needed support facilities, tools and the cost of sufficient to overcome the shortage above, the formation of the group done heterogeneous to children underactive interact with children active, as well as a child less clever mixed with children clever.

2. Kind of Photographs

Kinds of photographs are as follows:

- a. Documentation photograph is a picture that has historical value to individuals
- b. Actual photo are photo that describe events with something covering various aspects of life.
- c. Landscape photos are photo depicting a view of an area or location
- d. Reklame is images or photo used to influence people or consumers.
- e. Symbolic photo is photo that using the form of a symbol or sign that reveal message.

3. Characteristics of good photograph

According to Sudjana and Rivai (2009) characteristics of good photograph for teaching and learning process are as follows:

- a. The authenticity of the photo, the source used should show the authenticity of the situation is simple. Should be avoided using a false image that the child is more interested in the photos.
- b. Simplicity, especially in determining the color will create a certain impression, have purely aesthetic value and contains practical value.
- c. Form items, it should be make the children acquire the proper response of objects in the photo, for example, images in magazines, newspapers and ect.

4. The Roles Photographs in Learning English

Photograph or real picture is one of visual aids that can be used in teaching and learning English, it helps to create an interesting and fun atmosphere in the classroom. Yuswotowo (2001) states that are two kinds of pictures 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.

Photographs have been suggested as teaching aids in the classroom used to help students in learning English as foreign language. According to Wright (2002) there are some benefits of pictures in learning English. The first, they can motivate students and make them want to pay attention and take part in learning process. Second, they can stimulate and provide information referred and to conversation,

discussion and storytelling. Third, they describe a context of an event clearly, it such that picture bring the world into the classroom.

Photograph is categorized as one of visual aids in language teaching. Visual aids are a situation where learners can see words to be learned. According to Richards (2001), among teaching media photographs are commonly used as visual media, besides its simplicity, photographs are relatively cheap used in the classroom. Wright (2002) asserted that photographs are not just an aspect of method but through their representation of place, objects and people, they are in essential part of the overall experiences we must help our students to cope with.

5. Student's perception

1. Understanding of perception

Perception is a process that preceded by the sensing, that is the process or receipt of stimulus individuals through tool senses or also called the process of it didn't work for granted, but the stimulus forwarded. Therefore, the process of perception unable to process sensing, and sensory is the introduction of the process of perception, Bimo Walgito (2002; p. 87-88). Another according by the learner in Mulyono Abdurraahman (2003; p. 151), which defines the perception is the limit used in the process understand and inteprestation information sensory or ability intellect to plan the meaning of the received data from various senses.

The according of experts above can be concluded, perception is treatment process one of the object or information received through observation by using the sense owned. Process this perception related to the provision of meaning or meaning as well as interpretation object observes.

2. students' perception

Neong Muhadjir (in Arif Rohman, 2009; p. 105) suggest “Essentially educational activities always take place with involving parties as important actors educational activities, the important actor is the subject.

Give is called educators, while the subject that receives is called learners. The terms of students in formal education at elementary school and middle class is known as students or students. Student is a subject who accepts what is conveyed by the teacher.

The student figure is generally a child in need help of others to grow and develop in the direction maturity. Thus students are members of the community trying to develop self potential through education students or students are those who are specifically given by both parents to follow the learning held in school, with the aim of being human knowledge able , skill, experience, personality, but the tempo and rythm the development of each child in every aspect is not always same.

Every students has a diversity in terms of skills and personality. In the teaching and learning process, the characteristics of students need to be taken into account because they can influence the way process and learning outcomes of the students concerned.

Students perception is the process of treating students to information about an object that applies in a school environment especially in classrooms through observation with the senses owned, so students can give meaning and interpret the object being observed.

E. Media of Learning

Using media in teaching learning process can help the teacher to arrange the class, besides that, media can improve the efficiency of process and quality of teaching. Media are very important because the teaching activities will attract the students’ attention more so that they will arouse the students’ motivation to learn.

1. Definition Of Media

According to Rudi & Breatz (In Trianto 2010: p. 201) he media includes all learning resources needed by students to increase student activity in the learning process. Learning media have many types that can be used according to the needs of the teacher and are needed when learning activities take place.

According to Asyhar (2012; p. 44) there are four types of learning media, namely:

- a. Visual media, that is, the type of media used only relies on the sense of sight of students, for example; visual media, non-projection (reality objects, protective models, picture and graphics)
- b. Audio media namely; the type of media used in the learning process by relying solely on the senses of hearing of students for example; radio, sound cassette tape, and LPs.
- c. Audio-visual media, namely, the type of media used in learning activities involving both hearing and sight in a process or activity, for example video tapes and film frames,
- d. Multimedia, namely media that involves several types of media and equipment integrated in a process or learning activity such as film or power point.

2. Function of Media

In teaching learning process, media is a tool to help the teacher and the students to increase their learning activities. By using media, the teacher can create a conducive situation in learning process and very helpful to motivate the students in their learning activity and it also effective in teaching.

There are some reasons why teaching media could increase students' learning process. The first reason is about the advantage of media in learning process, such as:

- a. Teaching process will be more interesting. So, the students' motivation could be increase.

- b. The materials clearly in meaning. So, students can understand and master the purpose of teaching better.
- c. The teaching method will be more varied, not only verbal communication by the teacher. So, the students do not feel bore and the teacher do not spend his energy more.
- d. Students will do more learning activity, because not only listen the teacher's explanation but also other activity like observe, make something, demonstration, etc.
- e. The second reasons is about how the level of student thinking. Level of human thinking is follow the developments of human begin from the concrete to the abstract, from the simple thinking to the complex. By teaching media make abstract thing to be concrete and make the complex thing to be simple.

3. Kind of Media

Variety types of instructional media are extremely diverse. This is very beneficial to us because we can choose appropriate learning media topics will we teach. You can use more than one medium of learning to maximize student learning outcomes. Interesting use of instructional media that will make learning sessions more interesting and not boring. Instructional media types include.

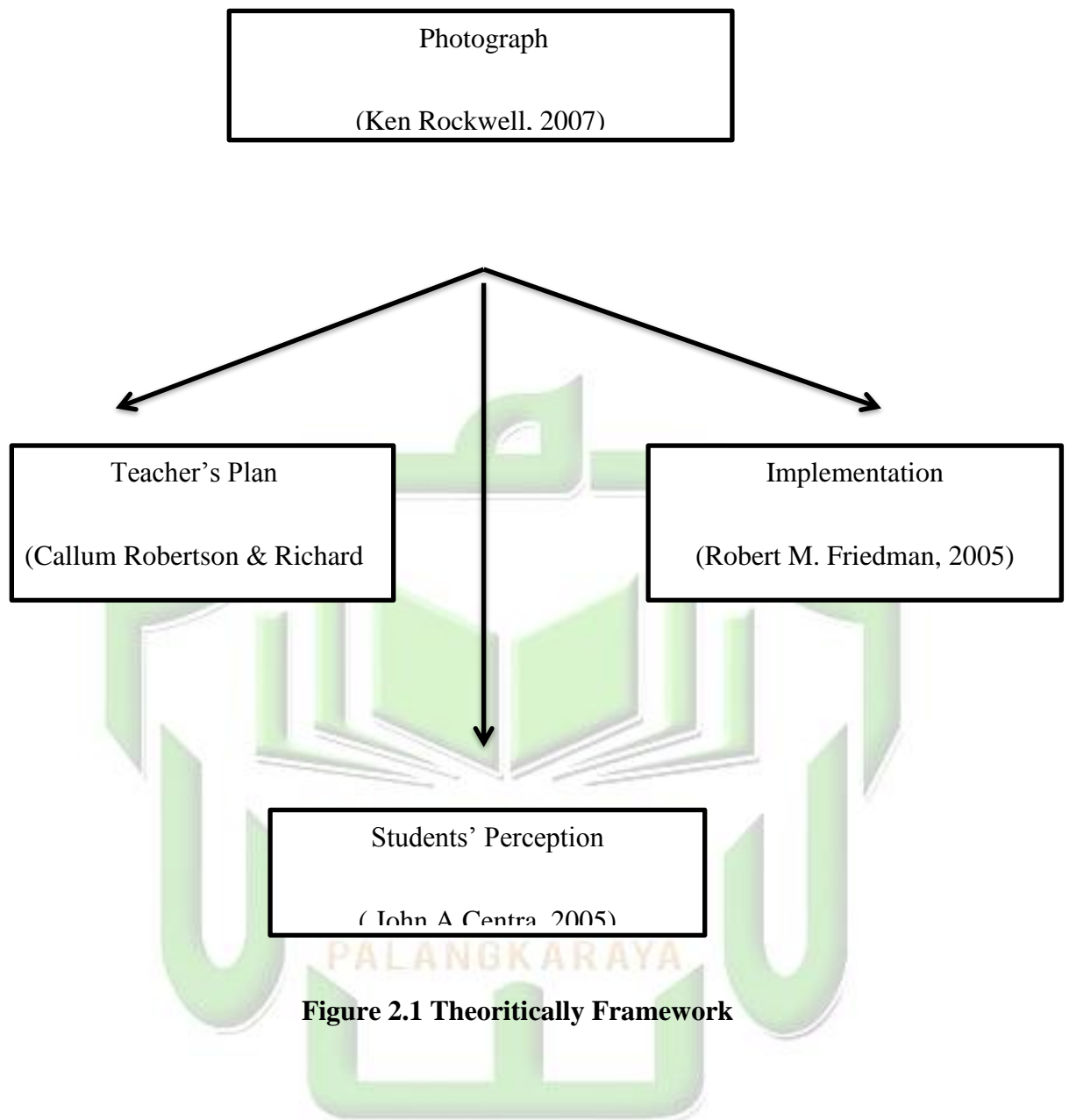
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Based on the experts above, the researchers concluded that the types of media that can be applied in learning in the classroom are very diverse. The teacher can use the media according to his needs. In this case the researcher uses visual media that is devoted to graphic media in a cooperative model of learning think pair share. Because graphic media are considered able to activate student learning activities in learning English. Instructional media in general is the process of teaching and learning aids. Everything that can be used to stimulate thoughts, feelings, concerns and abilities or skills of learners in order to facilitate the process of learning. These limits are quite broad and includes in-depth understanding of resource, environment, human and methods utilized for the purpose of learning / training.

In this study, the researcher will use a visual media because the photograph is a photograph that uses visual media.

F. Theoretical Framework**Figure 2.1 Theoritical Framework**

CHAPTER III

RESEARCH METHODOLOGY

This chapter, the researcher discussed the research design and approach which is used in this study including research design, population and sample, research instrument, data collection procedure, and data analysis procedure.

A. Research Design

This study belongs to a qualitative research. Qualitative research is both exciting and challenging. In recent years it has become the focus of some fascinating debates including the ability of research to discover truths or to represent the realities of others. According to (Jennifer Mason, 2002; p. 6) (John W. Creswell, p. 19) The procedures of qualitative research, or its methodology, are characterized as inductive, emerging, and shaped by the researcher's experience in collecting and analyzing the data.

A case study may be considered as quantitative or qualitative research depending on the purpose of the study and the design chosen by the researcher. As is true of other types of qualitative studies, for a case study to be considered as a qualitative study, the researcher must be interested in the meaning of experiences to the subjects themselves, rather than in generalizing results to other groups of people. Case studies are not used to test hypotheses, but hypotheses may be generated from case studies (Younger, 1985; p. 178)

The type of qualitative research of this study is case study research. Case study research focuses on a single unit, produces an in-depth description, is anchored in real life, uses multiple data collection techniques, provides a rich, holistic description of context, etc (Ary, et.al, 2010; p. 452). In addition, the qualitative research investigates the quality of relationship, activities, situations, and material.

B. Subject Of Study

The subject of the study was the teacher and students. Students' eleventh (XI-8) class of SMAN 4 Palangka Raya. Consist one class, there are 29 students. Male 18 students' and female 11 students' Whereas, the object of this study was students' writing produces which focused on the writing recount text based on implement using photograph. Criteria of Teacher According to Patel and Jain (2008; p. 145) an English teacher must have the following criteria:

1. She must have sound knowledge of English language as well as literature.
2. She must have an ability and skill to teach methodically and systematically.
3. She must know to use different visual media.
4. She must be able to pronounce English responsible correctly.
5. She must know the techniques of writing.
6. She must have an ability to understand his students.
7. She must have an ability of thinking power.
8. She should have good hand writing
9. She must have the knowledge of different types of activities and how to organize all activities.

C. Sources Of Data

The source of data is the writing which made by students of XI-8 class the Male 18 students' and Female 11 students'. SMAN 4 Palangka Raya supervised by author herself. The data was collected by sample of population that chooses using purposive sampling.

The researcher took the sample of the students from XI-8 class by using purposive sampling. The researcher chose this class because they have learned method implement using photograph writing ability on recount text.

D. Research Instrument

Instrument is one of the most important parts of the research. Instrument of this study are interview, observation, and documentation.

According Arikanto (2000; p. 134) data collection instrument is a tool selected and used by researchers in collecting data so that the activity becomes systematic and can be facilitated by it.

According Sumadi (2008; p. 52) definition of instrument within the scope of evaluation is defined as a tool for measuring students learning outcomes includes learning outcomes in the cognitive, affective and psychomotor realms. Form instruments can be test and non test. Instrument form test cupping test description (objective description and free description), multiple choice test, answer short, matching, right-wrong, performance (performance test), and porfolio. Non-test form instruments include interviews, questionnaires and observation. Before the instrument is used it should be analyzed first. Two important characteristics in analyzing the instrument is its validity and reability. The instrument is said to be valid (proper/valid) if the instrument is used to measure what should be measured.

From the definition of research instrument to the experts above, it can be concluded that the research instrument is a research method undertaken to measure and retrieve primary data (direct from the field) for student learning outcomes in the cognitive, affective, and psychomotor realms. Instrument form can be test and non test. Instrument form test includes a description test (objective description and free description), multiple choice test, short answer, matching, right-wrong, performance (performance test), and porfolio. Non-test form instruments include interviews, questionnaires and observation (observation). The purpose is to see how teacher and students implement photograph in teaching learning activity.

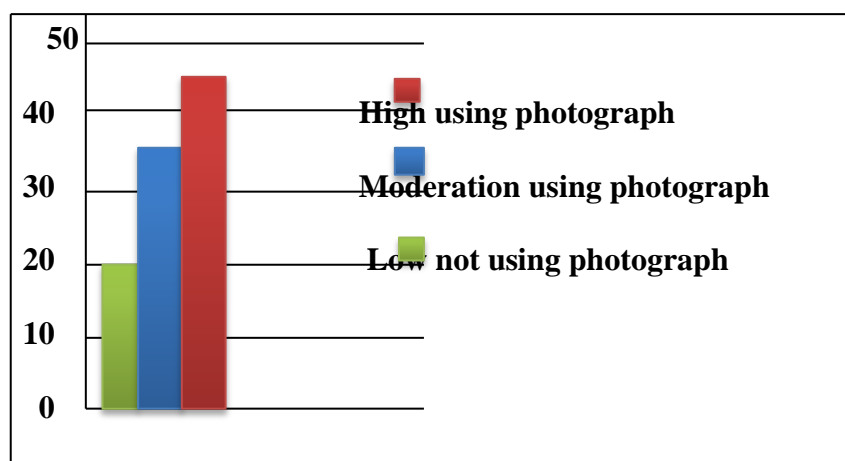
1. Observation

According Arikanto (2006; p. 124) observation is to collect data or a description to be carried out by making observational efforts directly to the place to be investigated. Meanwhile, according to dictionary popular scientific (in Suardeyasarri, 2010; p. 9) is a method of collecting data done a way conduct systematic observation and recording either directly or indirectly to the observed.

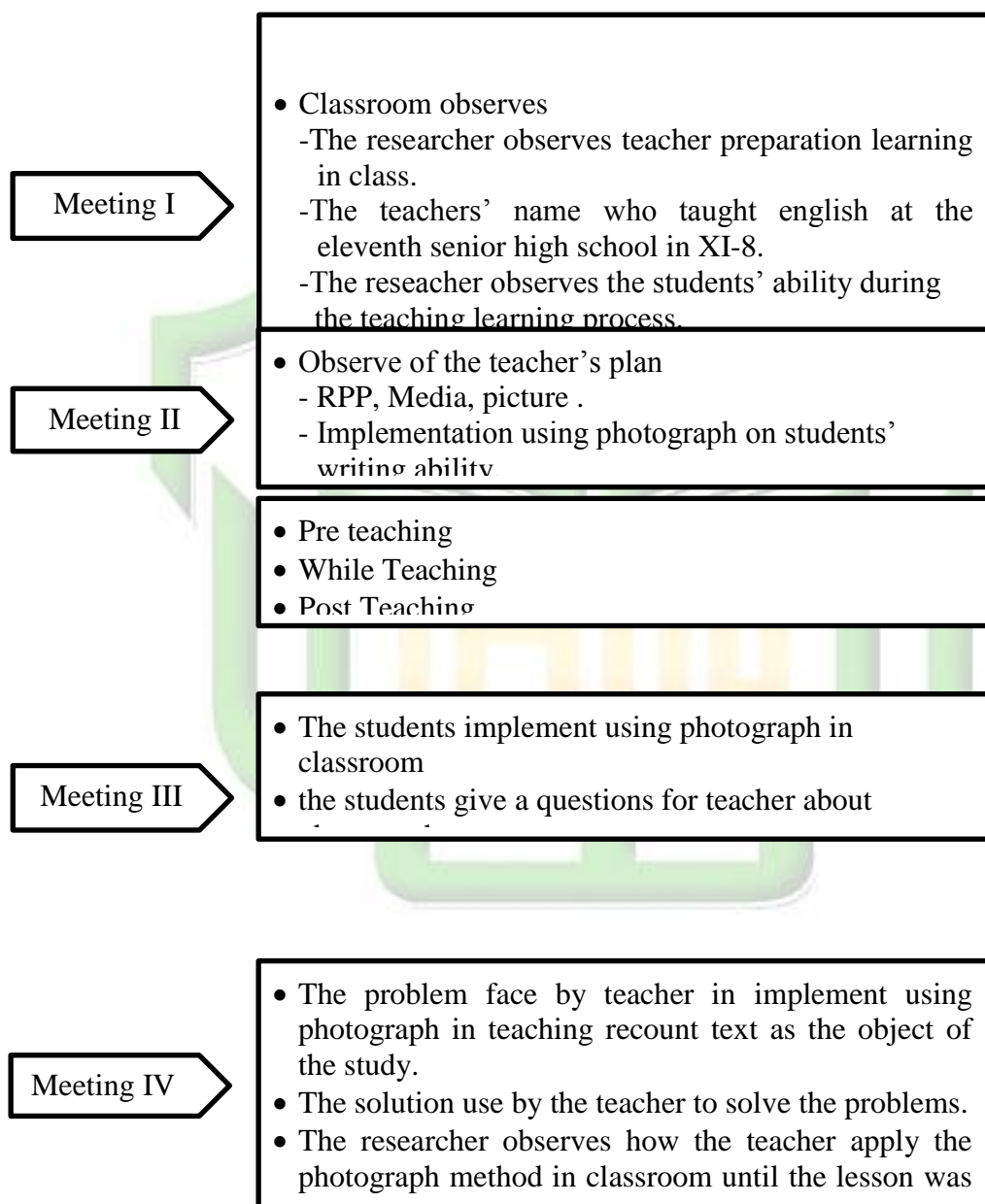
According to Purnomo (in Kurniawan, 2011; p. 10) method of observation is direct observation using sensory devices or instrument as aids for sensing a subject or object that is also the basic of science. Observation method is very useful for the students' observational methods find the fact that there is a relationship between objects which is analyzed by the teacher's instructional material.

The researcher directly did observation in the field where the place taken. It was to observe the class condition in teaching writing of using photograph in writing ability of recount text. By the implementation photograph how respons students' writing recount text by using photograph in teaching writing. The researcher observed the data by coming to research location, looked to SMA N 4 Palangka Raya and researcher the facts about the implementation of using photograph on students' writing ability at the eleventh year of SMA Negeri 4 Palangka Raya.

Figure 3.1 Students' Implement using photograph before the study



Students' in the class is also an important part of research. It help to find out if students' more increased the ability of writing because cause by the implement of the use of photograph.



1. Going to class

2. The researcher observes teacher preparation learning in class.

3. The teachers' name who taught english at the eleventh senior high school in XI-8
4. The students' name
5. The reseacher observes the students' ability during the teaching learning process.
6. The students implement using photograph in classroom
7. the students give a questions for teacher about photograph
8. The students exercise write of text about recount text
9. The implementation of using photograph on students' writing ability in teaching recount text.
10. The problem face by teacher in implement using photograph in teaching recount text as the object of the study.
11. The solution use by the teacher to solve the problems.
12. The researcher observes how the teacher apply the photograph method in classroom until the lesson was over.

Table 3.1 Observation Checklist

Observation sheet for teacher

No.	Aspect	Teaching Activity	Information
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Done Won done

The teacher greets and asks the students' condition.

The students respond to the teacher's greeting and tell

about their condition.

The teacher leads a prayer.

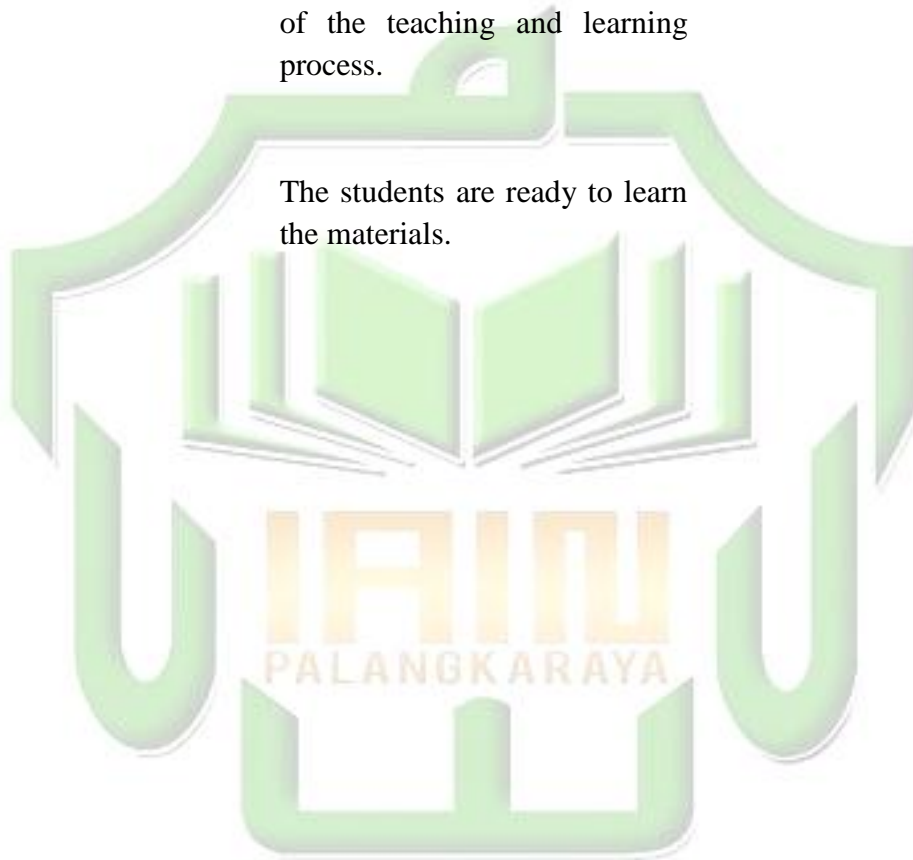
1

Pre Teaching

The teacher introduces the new topic to the students.

The teacher tells the objective of the teaching and learning process.

The students are ready to learn the materials.



The teacher and the students discuss the language features and generic structure of a recount text and implement using photograph in writing ability.

The teacher checks the students'

Understanding.



2 Whilst Teaching

The teacher gives chances to the students to ask questions.

The students deliver the questions to the teacher.

The teacher asks the students to make a sentence based on the picture

		The teacher guides the students in every stage doing the tasks.
		The teacher summarizes and reflects the lesson.
		The teacher previews on the upcoming materials.
3	Post Teaching	The teacher closes the teaching and learning process.

Table 3.2 observation checklist

Observation sheet for students

No	Observation	Checklist
1	Attention in Learning	
2	Active in Learning	
3	Behavior in Learning	
4	Implementation of Photograph Learning in class	

2. Interview

Larry Christensen (2004) in Sugiyono (2014; p.188) states that the interview is a data collection technique where the interviewer (researcher or assigned to collect data) in collecting data asks a question to the interviewee. In this study, interviews were

conducted after observation or observation. This is because, when making observations or observations, researchers have not encountered the events listed on the observation sheet. Therefore, the interview in this study aims to complete the observation sheet regarding the observed actions not yet emerged. This interview was conducted by the researcher to the teacher by asking the actions that have not appeared related to the implementation in the learning activities so far.

This technique did to get some additional description about the implementation of using photograph on students' writing ability. The problem faced by how the teacher's in implementing of using photograph in learning, how perception students' using implementation using photograph and the solution of used by the teacher to solve the problem. This technique could support the data to needed. After getting the result of interview, it could be concluded about their problems of how the teacher implement of using photograph on students' writing ability and perception students'.

Interviewing involves asking question and getting answer from participants in study. Interviewing has variety of forms including: individual, face to face between interviewing and students'. The technique was done by using interview guideline to get the data more deeply and to focus on the problem of the study. The interview several such as:

a. Interview Preparation

1. Choose a setting with the least distraction.
2. Explain the purpose of the interview.
3. Address terms of confidentiality.
4. Explain the format of the interview
5. Indicate how long the interview usually takes.
6. Provide contact information of the interviewer.
7. Allow interview to clarify any doubts about the interview

8. Prepare a method for recording date.

b. Interviewing

1. Introduce yourself in advance that you really are.
2. Describe the purpose of the interview and the relationship with the information system project being developed.
3. Describe the roles that will be given by the interviewees interviewed.
4. The interviewer must leave the impression of "interrogating".
5. During the interview, the interviewer should listen carefully, do not talk much compared to listening.
6. Keeping the interview atmosphere relaxed but focused.
7. Do not interrupt the interview.
8. Ask for additional opinions or ideas that have not been disclosed.
9. Do not make unwarranted assumption answers.
10. Do not use terms that are not understood.
11. At the end of the interview, recite the summary of the interview.
12. Say thanks when the interview is over.

c. Interview Sheet for Students

1. Have your teacher ever used recount text learning using photograph method?
(Apakah guru kalian pernah menggunakan recount text dalam metode photograph?)
2. Do you think photograph methods interesting?
3. Do you think photograph methods can improve English writing skills?
(Apakah menurutmu metode photograph dapat meningkatkan kemampuan menulis?)

4. Do you think photograph methods will make you easier to understand in English learning?

(Apakah menurutmu metode photograph akan membuat kalian mudah dan mengerti dalam pembelajaran bahasa inggris?)

5. After using this photograph method do you feel a change in writing English?

(Apakah sesudah menggunakan method photograph merasakan perubahan dalam pembelajaran bahasa inggris?)

3. Documentation

According to Arikunto documentation is searching of data about things or variable through notes, transcript, book, newspaper, magazines, and so on (Arikunto, 2002; p. 112). The technique is used collect some documents related to the subject of the research to get the completeness of connected to this study. Some of the data in this study are photos, list of name's participant, recording the students' pronunciation and the result of the interview which has been answered by students.

Table 3.3 Kinds of data needed and the instrument

No.	Source of Data	Instrument
1.	Written data (RPP, Media, photo)	Documentation
2.	Implementation teacher and students'	Observation
3.	Students' Perception	Interview

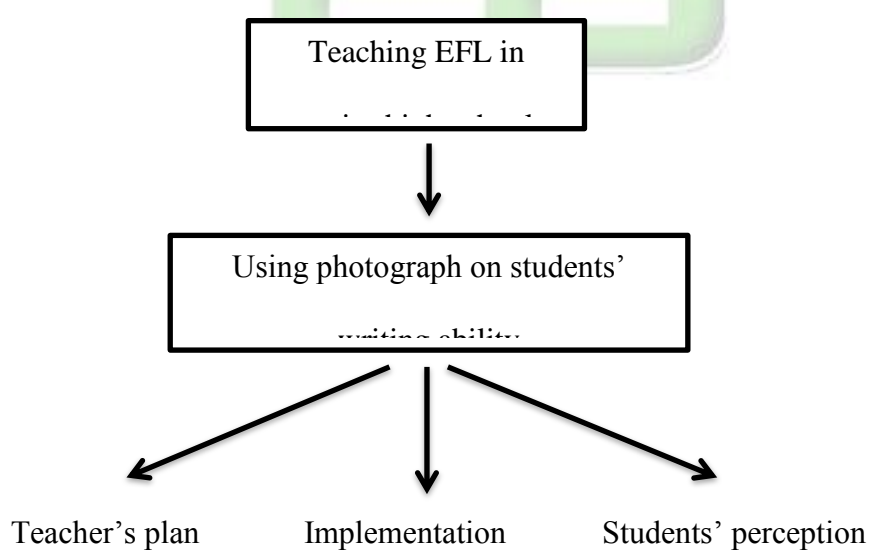
The writer looked for the documentation when the writer needed some documents to support the data, such as syllabus, lesson plan, the list name of the students or the others. The writer asked to the teacher directly and to get the pictures of research, the writer took picture when did the observation and interview. This technique of collecting data was done by seeing the documentation in order to get the information related to this study.

1. Photo of teaching learning process in the class
2. Photo of students' ability during the teaching learning process
3. The students' presence list
4. Lesson plan
5. Photo interview researcher between students'

The documentation is a technique in collecting data by using documents of writing that is gotten to data needed.

E. Data Collection Procedure

The Researcher conducted research in students XI - 8 class of the English class in SMA Negeri 4 Palangkaraya. Data collecting techniques was used in this study, namely: Observation, interview and documentation.



There are steps in data collection procedure:

F. Data Analysis Procedure

All the data have been processed by the reseacher. Afterwards, the conclusion is verify by looking back of the data reduction, and data display after collecting the data. Thus, the conclusion that was taken do not deviate from the problem of the study.

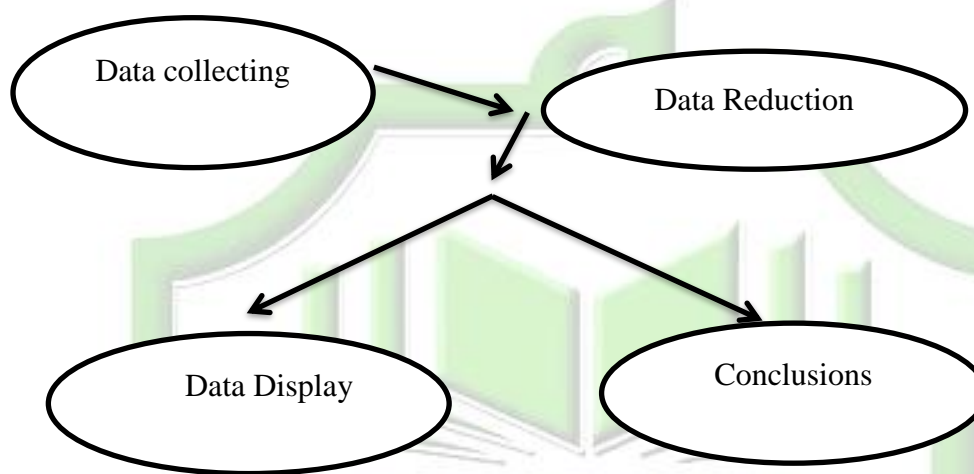


Figure 3.2 Data Analysis Procedure

From the figure 2.2, on the whole to analyze the data, the researcher found and collected the data in the field. The researcher choose releventh data toward the problems of study, in addition, the researcher makes the data in simple explanation. The last, making conclusion by seeing back of the data reduction, and data display after collecting the data. Its aim to get the credible data that support the valid data. So, conclusion taken did not deviate from problems of the study.

1. Data collecting

The main thing in data analysis in the existence of data collection. Data analysis in natural approach will be conducted when the research is being done. Data collection is the result of data collecting tecniques on observation, interview, and documentation. Furthermore, the data which collected related to the implementation and the problems

faced by how the teacher's in implementation using photograph on students' in writing ability at the eleventh year of SMA Negeri 4 Palangka Raya.

2. Data Reduction

The data reduction is a process to choose the main data, to focus on the important data, and to throw up the unnecessary data. The researcher selected all the data gotten in the field and choose the data relevant to the study.

3. Data display

Data display is process to arrange the result of the data reduction made in report systematically in order to be understood and reasonable. The researcher gives the sample explanation in data display that have been analysing. By doing this procedures can help the researcher to understand what is happening and to conclude the data getting.

4. Conclusion

According Miles and Huberman is drawing conclusion and verification. Conclusion the initial found is still temporary, and will change if strong evidence found that support the stage.

Next data collection. But if the conclusion is presented at an early stage support by valid evidence consistent when research return in the field to collect data, then conclusion regarding the implementation of modeling learning models to improve students' psychomotor.

G. Data Endorsement

The data endorsement is needed to valid the data found in the process of collecting the data. In deciding the data validation of qualitative research has certain characteristic such as credibility, transferability, dependability and conformability.

1. Credibility

Credibility is the same as validity in the quantitative method. Credibility in qualitative research concern the truthfulness of the inquiry's findings (Ary, et. Al, 2010; p. 500). In the test of data credibility or internal validity, the data must be admitted and received the truth based on information source of the study. The method to enhance the credibility (internal validity) in this study is used evidence based on structural corroboration.

2. Transferability

Transferability is an external validity in qualitative research. This transfer value is related to the question, to which research results can be applied or used in other situations.

This transferability is an external validity in the research quantitative. So that others can understand the results of research quantitative, so researchers in making the report must provide a detailed, systematic, clear, and reliable description. Thus, the reader can know the results of research so it may decide to apply it or no.

Transferability is the degree to which findings of a qualitative study can be applied or generalized to other contexts or to other groups (Ary, et.al, 2010; p. 501). Transferability relate to the questions, how far the results of the study might be applied to the other people in other context. Therefore, the researcher demanded to report the data conclusion clearly, systematically, and acceptable. To the result of the study could transfer to the similar classes.

3. Dependability

In qualitative research, dependability is called reliability. In this research, dependability test is done by conducting an audit of the entire research process. Often researchers do not perform the audit process of the whole process of research.

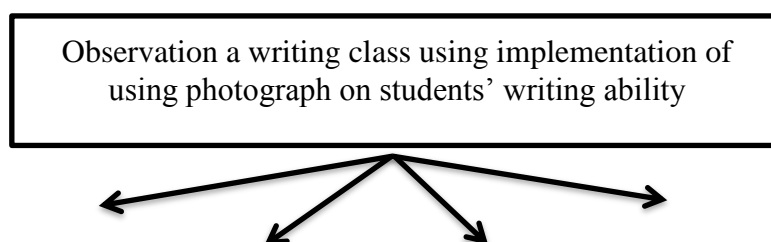
The dependability exam is done by auditing the whole research process. This audit is performed by the auditor or counselor to audit all research activities within do researcher begins to determine the problem, enters the field, determines the data source, performs the analysis.

The extent to which data and findings would be similar if the study were replicated called dependability (Ary, et.al, 2010; p. 502). The strategy to investigate dependability of this study was triangulation or corroboration. Corroboration is also used to establish the dependability of qualitative studies. If multiple methods result in similar findings, it enhances the reliability of the study (Ary, et. Al, 2010; p. 503).

4. Conformability

In qualitative research, conformability test is similar to dependability test, so the test can be done simultaneously. Testing conformability means testing the results of the study is associated with the process performed (Sugiyono 2011; p. 269-277).

Confirmability is the last criterion of trustworthiness that a qualitative researcher must establish. This criterion has to do with the level of confidence that the research study's findings are based on the participants' narratives and words rather than potential researcher. Confirmability is there to verify that the findings are shaped by participants more so than they are shaped by a qualitative researcher.



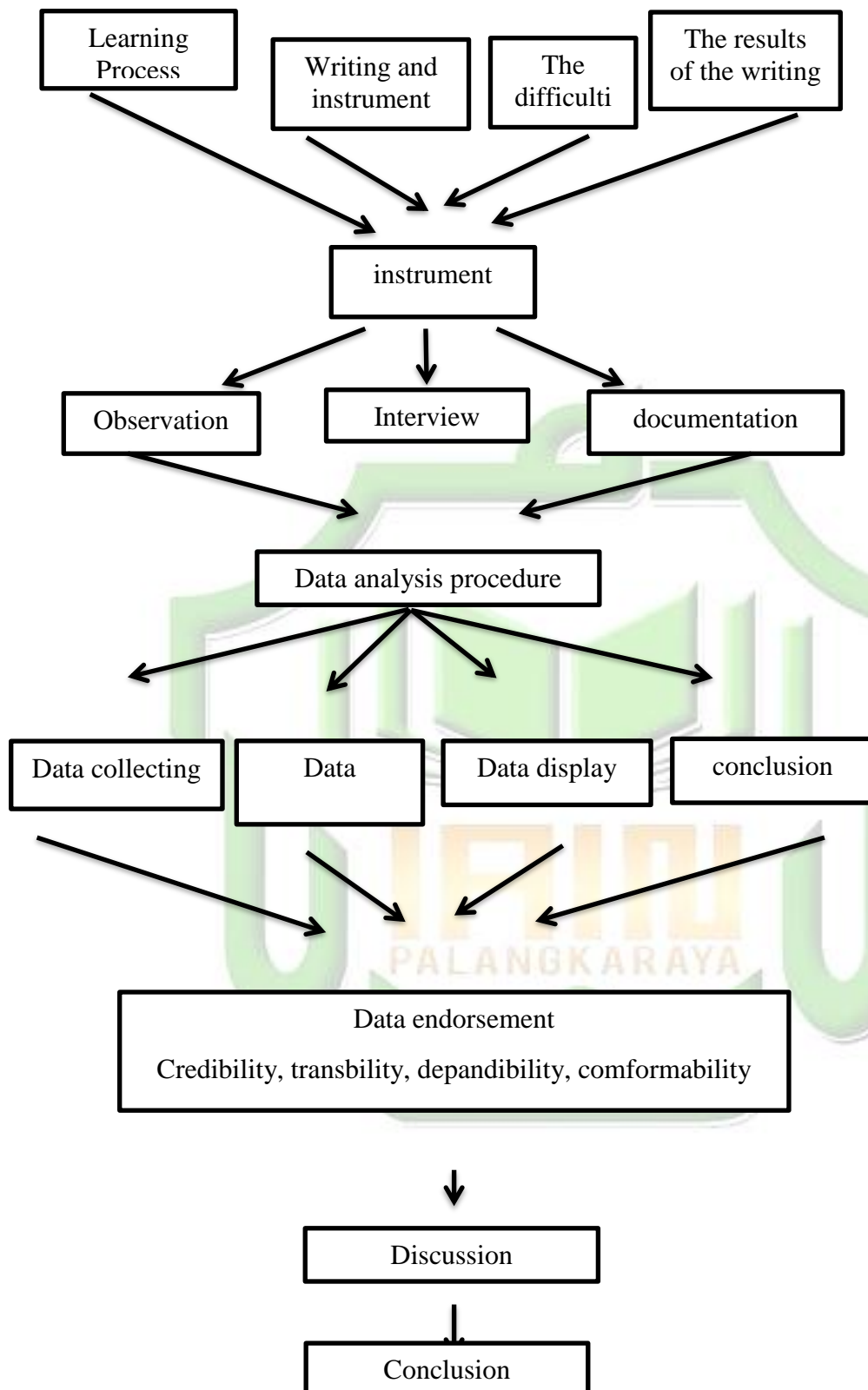


Figure 3.3 the steps in collecting data and analyzing data

BAB IV

RESEARCH FINDINGS AND DISCUSSION

In this chapter, the researcher presented the data which had been collected from the research. The data were obtained from the implementation writing recount text by using photograph and students' response toward the implementation by using photograph in writing recount text.

A. Data Presentation

The study attended to the questions (1). How does the teacher plan the use of photograph in teaching learning activity of writing. (2). How does the teacher and students implements photograph in teaching learning activity of writing. (3). How is the students' perception of using photograph in teaching learning activity of writing. To answer research question has three instrumen documentation, observation, and interview.

The resarcher has three times for observation and documentation meeting on October 17, 24, and 31 2018. And interview researcher has one time on November 07, 2018.

B. Research Finding

1. Teacher's plan of using photograph in teaching learning activity of writing

In this case, the researcher presented how the SMA Negeri 4 Palangka Raya students and their teacher implemented the using photograph in recount text. The use someways done by the teacher. (photo, present list, and lesson plan).

1. Designing lesson plan (RPP)

The purpose of the lesson plan for school is a paln that illustrates procedures and organization of learning to a 51 basic competency set out in the content standard and described in the syllabus.

a. Core competence

Core competence is to bind all subjects required by the same competence that students must have.

b. Competence base and indicator

Base competence is the knowledge, skill and minimum attitudes that must be achieved by students to show that students have mastered the competence standard that has been set, therefore the base competence are a translation of competence standard.

Indicator is markers of achievement of KD which are characteristic by measurable behavioral changes that include attitudes, knowledge, and skill.

c. Learning material

Learning material is information, tools and text needed for planning and reviewing the implementation of learning and to assist in teaching and learning activities in the classroom. Learning material the using implement photograph in classroom.

d. Media, Tool, and Source Learning

Media, tool and source of learning are very important for students as teaching and learning aids. And also very much needed by teacher to stimulate students thoughts and feelings in learning.

e. Learning Method

Learning method is the principle so that learning can be carried out in a pleasant atmosphere, encouraging full of encouragement and motivation so that the learning material becomes easier to be accepted by students.

f. Steps learning

Steps learning is learning as an activity process consists of three phases of the learning process in questions include: planning, implemtation, and evaluation stages.

2. Designing Media

According to Rudi & Breatz (In Trianto 2010: p. 201) he media includes all learning resources needed by students to increase student activity in the learning process. Learning media have many types that can be used according to the needs of the teacher and are needed when learning activities take place

a. Present list

The purpose of taking present list at class is so that researcher can find out how many students there are in the class under study.

b. Photos

Photos were used by researcher for documentaion and also used by students in learning to write.

3. Designing assesment

After the teacher has done the teaching or explained about the implementation of using photograph. Then the teacher wants to know whether students understand what is explained by her. Therefore the teacher takes an assesment of students doing writing assigments with recount text on the photograph. Well after doing their assigment that students understand in applying using a photograph in writing ability.

Based on the data above, it can be concluded that teacher's plan in using photograph in teaching learning activity of writing as follow:

1. Designing lesson plan (RPP) there are: Core competence, competence base and indicator, learning material, media, tool, and source learning, learning method, steps learning.

2. Designing Media there are: present list, and photo.

3. designing Assesment.

2. The teacher and students implement photograph in teaching learning activity of writing

The teacher and students make a observation for implement photograph in teaching learning activity for the first data, observations were made to investigate the strategies used by English Teacher. The researcher used the observation checklist , and documentation to obtain data. The observation checklist was intended for instruments completed by observing the teaching and learning process in the classroom during implementation using photograph documentation. The implementation of using photograph in L2 writing class was described.

Table 4.1 The implementation of using photograph

No	Aspect	Activities of Class
1	Pre Teaching	<ol style="list-style-type: none"> 1. Teacher opened by greeting the students as said "<i>Assalamualaikum Wr.Wb. or Good Morning</i>". 2. The asked students for to reading a pray before playing the activities in classroom. 3. 4. The teacher checked the presence list by mentioning the students name one by one. 5. <p>The teacher mentioned. The goal of lesson then introduce the topic. The teacher always prepared the media and medium to before teaching learning processes</p> <ol style="list-style-type: none"> 1. The teacher explained the using of photograph was writing a recount text. Students prepare their own photograph

- in according with their own experienced. After a photograph has been taken by students. Than students write with recount text.
- 2.
 3. The teacher questions to students have to get it or not get it.
- The teacher asked one of students for repeated the meaning of recount text and step.
- 4.
 5. The teacher given the manner of writing recount text in form paragraph.
 6. The teacher opened questions-answers sessions.
- The students gave a questions for teacher about how use implement photograph form recount text.
7. The teacher gave assigment and explained to the students for wrote form recount text in paragraph using photograph was students experienced after they have understand of teacher explained recount text.
- The teacher gave a task wrote about recount text using photograph.
- The students respons doing wrote task about recount text using photograph.
1. The teacher explained again the material of recount text.
 2. The teacher gave conclusion of the material.
 3. The teacher asked students learn again and remember the material.
 4. The teacher gave students for explained again about material of understanding.
 - 5.
- The teacher provided motivation and advice to students always keep to learn and asked the students to try read recount text by using photograph.
- 6.

2 Whilst Teaching

3. Post Teaching

7. The teacher asked one of the students of guided to reading a praying in front of and all students following it before closed the meeting.
The teacher closed lesson with say “*Hamdallah*” and see you next time. Wassalamualaikum Wr.Wb.

1. Pre-Teaching

Based on the observation, the teacher activities were divided into three activities: pre-writing teaching, whilst teaching writing, and post teaching activities. The class activities inpreted as implemented in the dialog:

Dialog 1 (T: Teacher, S:Students)

T: Assalamualaikum Wr.Wb. Good Morning students How are you today?

S: Walaikumsalam miss, Alhamdulillah I'm and you?

T: Alhamdulillah I'm fine.

T: Before start our activity this morning lets pray together

S:Yess miss.

T: Miss checked the presence list raised your hand.

S: Yess miss

T:Do you ever study at MTsN or SMP learn recount text using photograph?

S: Never miss, but at SMA ever.

T: Okey

All The students prepared their condition then also they prepared their books, dictionary, and their attention. Then, the teachers' prepared the media and medium before teaching learning processes. And students' helped the teachers' prepared the media. The next activity in teaching was the implementation of using photograph in writing ability.

Implementation of using photograph in writing ability was in whilst teaching writing. For the first, the teacher explained different about picture and photograph and than the model and form of recount text such as; meaning, generic concept of recount text, language features of recount text and type of recount text before she showed using photograph in writing recount text. The students looked and listened and also play attention to teacher explanations in material. After explained the material, the teacher gave questions to students have get it or not get it, before she continue the material. The students responding and answer teachers questions.

Then teacher asked one of the students to repeat the meaning of recount text also type and steps. And then some of the students responded also explained the meaning of recount and also steps. After all students has understood, teachers showed how to write recount text in paragraph. The students looked and listened and also paid attention to teacher explanation. After that the teacher continued her explanation, teacher gave example and form paragraph of recount text. All students looked and listened also paid attention to teacher explanation example. After explaining in detail about recount text, the teacher opened question-answer sessions. Some students asked questions related to the topic and the teacher responded the students' questions. As described below:

Dialog 2: (T:Teacher , S:Students)

T: "Based on my explanation, do you have any questions?

Before we did the next step."

S: "I had a question that what is the other example about recount text?" it was according to an experience, so what else?"

T: "some examples of recount text types are: conversations and letters. They had similar with an experience. In thus, they used past tense to explained"

S: "What is different about picture and photograph?" because any confused different between the two.

T: "picture and photograph same, but the different technique. if the picture teacher give a media but, not accordance experience students' and if photograph, students' take a media accordance experience students'.

After have done question-answer session, the teacher gave a task about write recount text and the teacher ask the students' for concluding of material today. And teacher instructs students' to take photos for next week according to their experience. The teachers closed lesson with say "good morning" and good or see you next time".

2. Whilst Teaching

In whilst activity first thing did by the teacher the teacher showed the material form of recount text form students looked and listened and also paid attention to

teachers' explanations in material. After that, the teachers' asked some of students for brainstorming then explained the material recount text last week.

Then, Students responses and brainstorming then explain it. After have done brainstorming then explained the material, the teacher showed a photograph to students. And, all the students attention when teacher spoken. After that, the teacher showed photograph then explained the photograph before using photograph in writing recount text. And also, the students looked and listened also paid attention to the teacher. And after that, the teacher explained a photograph can used in form text, such as; narrative text or recount text. The students looked and listened and also play attention to teachers' explanations. Before teacher showed the example of recount text by photograph and steps it, the teacher gave procedure in writing sentence or paragraph in photograph.

All of the students' listened and also play attention to teachers' explanations. After teacher gave procedure in writing sentence or paragraph in using photograph, the teacher showed example of using photograph in writing recount text. Then, explained steps of writing recount text using photograph. The students still looked and listened and also play attention to teacher explanations.

After that, the teacher gave time for students if they do not understand and get difficulties. Then the students responding teachers said. Then teacher gave a task wrote in recount text based on photograph according to their experience students'. All of students work their task in wrote form of recount text using picture series. After all the tasks has to worked and have done, the teacher asked the students to collect work they have done and check task of the students. And students gather their task has been answered. And teacher instruct students to take photos for next week according to

their experience. The teacher closed lesson by saying "*good morning*" and see you next time"

3. Post - Teaching

And the last the activity teaching ordered the students to submit their task after that the teacher reviewed the material with gave questions that would concluded their teaching learning last that day.

The students looked and listened and also play attention to teachers' explanations. Then the teacher gave example of writing recount text by using photograph. And the students looked and listened and also play attention to teacher explanations example.

Dialog 3: (T: Teacher, S:Students)

T: Students any question so far about using photograph?

S:Nothing Miss

T:Are you sure?

S:Yess Miss

There of the students asked questions related to the topic and the teacher responded the students questions. The next the teacher asked students based on each students writing recount text by using photograph based on their each topic and idea. The student response teacher speaks.

And then the students doing task until done.

Dialog 4: (T:Teacher, S:Students)

*T: Okey before closed our activity this morning lets saying
hamdallah together and see you next time. Wassalamualaikum
Wr.Wb.*

S: Alhamdulillah, see you too miss. Wassalamualaikum Wr.Wb.

Based on the data above, it was found that the teacher and students implements photograph in teaching learning activity of writing. The teacher and students make a observation for implement photograph in teaching learning activity the first pre-teaching, second whilst – teaching and the third post teaching.

3. The students' perception of using photograph in teaching learning activity of writing

The researcher uses interview to know how the perception of students SMA 4 Palangka Raya when learning to using photograph in writing therefore the researcher conducted interview with students. The researcher conducted an interview on November, 2018 and started at 06.30 a.m. to 08.30 a.m. researcher interviewed 6 students just one day to get all data. And can answer the problem in this study based on interviews, students revealed. For the second data, the researcher conducted interview with class XI-8 students' at SMA 4 Palangka Raya, about how students' perception when writing recount text by applying using photograph.

Dealing with the questions: No 1. *Does your teacher use photograph in learning recount text?* the students responded.

“Ever miss. The beginning of entering eleventh class been introduced using this photograph method, so that it is different from the previous method. / Do you think bored or fun? and I really like to this method. From class It’s really fun because right here you can directly use the example like a photograph”. ”(S, students’ interview)”.

Response of other students

“yes ever miss, but sometime the teacher using method photograph. Because they only use book or power point. / Do you think bored or fun? I feel it’s very fun to miss, because by using this method my friend’s and I become active when learning English”. “ (R, Student interview)”

“ever miss, and I likes learning using method photograph make me spirit when English learning not sleepy./ Do you think bored or fun? I think fun miss, because previously our teacher often used books in explaining. But after trying to use this photograph method, I feel my writing has improved better”. “ (A,Student Interview)”.

Dealing with the questions: No 2. What do you think with using photograph interest attention in English learning? The Students responded.

“Yes I like miss more interesting because the text is accordance with our own experience and certainly easy to understand because I use photograph too. “(S, Students’ interview)”

Response of other students

“ I think it’s easier miss, and attract our attention. Why do i think it’s easy because i see the picture and can imagine and also the photograph method of the students who took the photo according to the experience that has happened so it’s easy for me to write the recount text. And why is it interesting for me because there is a photograph so it’s not boring for me. Usually just sticking to the writing so it’s sometimes boring”. “(R, Student interview)”.

*“I think easier miss and interesting because any photograph, usually not using method photograph just using LCD or book sometimes i feel bored”.
“(A, Student interview)”*

Dealing with the questions: No 3. What do you think with using method photograph can help you easy writing English? The Students responded.

“ Yes can improve miss than before and also easy to write because I was helped by the method photograph and because due to view the photograph can be issued words i will write a later”. “(S, Students’ interview)”.

Response of other students

“Hehehe, kind of improve miss. Than before using this photograph method. Because sometimes it can be confused about what to write and really difficult according to me miss. Moreover sometimes the teacher just explains without giving photo so it gets bored quickly”. “(R, Student interview)”.

“wkwkwkwk, just little miss, the first my vocabulary improved and im also easier for write in recount text not confused again and not difficult like a previous”. (A, Student Interview)”.

Dealing with the questions: No 4. What do you think before and after using method photograph do you have change in writing English? The students’ responded.

“ There are a few changes especially in writing easier and understand not confused any more what i want to write. Because before i was confused what i wanted to write because i did not see what i was going to write just heard from the teacher explain so i was confused. But after using this photograph method, i was not too confused anymore because i saw the picture directly and also the text in accordance with our experience that we had experienced before”. “(S, Students’ interview)”

Response of other students

“hahahaha, there are a few first changes in my vocabulary, so the second is not too confused or hard to write because using this photograph, i feel it is easier to write a text recount”. “(R, Student interview)”.

“yes i have changes, the first is broader my thoughts about what i want to write. So it's easier to determine the topic i will write. previous i like confused, dizzy and difficult for determine the topic i want to write, but after applying the photograph method it is easier for me to write recount text”. “(A, Student interview)”.

Based on the data above, it was said the students enjoyed learning english using photograph and also fun, and make it easier for students to improve writing, and students also quickly understand the material when the teacher using the photograph method. Because according to students when the teacher explains the material using the photograph method and accordance to their experiences is not boring and make be happy.

C. Discussion

From based on the findings, it was found that (1).Teacher's plan in using photograph in teaching learning activity of writing. Based on the data above, it can be concluded that teacher's plan in using photograph in teaching learning activity of writing as follow: 1.Designing lesson plan (RPP) there are: Core competence, competence base and indicator, learning material, media, tool, and source learning, learning method, steps learning. Designing Media there are: present list, and photo. 3. designing Assesment. (2).Teacher and students implement photograph in teaching learning activity of writing. Based on the data above, it was found that the teacher and students implements photograph in teaching learning activity of writing. In pre-teaching activity the teacher of opened by greeting the students and teacher checked the presence

list by mention students name one by one and than the teacher introduce goal of lesson the topic, and the teacher prepared of media before teaching learning process (3). In whilst teaching activity the teacher explained implement using photograph of recount text. Based on the data above, it was said the students enjoyed learning english using photograph and also fun, and make it easier for students to improve writing, and students also quickly understand the material when the teacher using the photograph method. Because according to students when the teacher explains the material using the photograph method and accordance to their experiences is not boring and make be happy.

This findings was supported Sri Ningsih (2015) using photograph in teaching writing recount text can help improve the writing of students. And students feel happy to learn using photograph and can be easily understood by using photograph, and also easier in getting idea and compose the word by using photograph.

The finding was also in line with Ken Rockwell (2007; p.1) Photography “is vision, imagination, or seeing; it all comes down to the same thing: the ability to envision a final result in your mind's eye, and then to make it so with your tools at hand. It's never been about the gear. It's always been about seeing something, knowing how you want it to look, and making it so. Making it so is the easy part; seeing it in the first place is what makes a photographer. Powers of observation are everything. It was also in accordance with Harmer (2007; p. 134) pictures can be flash cards, large wall pictures, photograph, or illustration. Photograph is used as media to teach the lesson material.

BAB V

CONCLUSION AND SUGGESTION

This chapter contained the conclusion of the findings and suggestions. The conclusion was to summarize the finding, and suggestion was aimed to the students'. Specifically for the English Teacher SMA 4 Palangka Raya and those who are interested further in researching about the implementation using photograph on students' writing ability.

A. Conclusion

Based on the research finding it can be concluded :

it can be concluded that the implementation of using photograph on students' writing ability is believed to be an effective way to improve the students writing ability. Kinds of data presented in this research, namely qualitative data. In terms of qualitative data, the researcher found some results as follows.

- 1) The students got better understanding on the purpose of a recount text and the process of how to write a recount text.
- 2) The students could minimize their writing problems especially that is the content, the organization, the vocabulary, and the language use.
- 3) Through the given feedback and regular writing, the students did not make the same mistakes in their future writing so that they could be better writing from time to time.

Based on the data above interview , it was said the students enjoyed learning english using photograph and also fun, and make it easier for students to improve writing, and students also quickly understand the material when the teacher using the photograph method. Because according to students when the teacher explains the material using

the photograph method and accordance to their experiences is not boring and make be happy.

B. Suggestion

In order to improve the teaching learning process, it is hoped that there should be good interaction between teacher and students'. The researcher wants to give suggestion to further improve students' learning as follows:

1. For the Teacher

The need for teacher to develop students' interest in order to achieve maximum learning outcomes, although through various forms of media one of them is like applying the use of photographs to make students' more active, and not bored in learning. So teacher can use this photograph media in increasing ability writing students'.

2. For the Students'

With the applying of this photograph the researcher hopes to encourage students' to be active and enthusiastic to ask the teacher and can improve students' writing skill in English.

3. For the Researcher

This design is case study research; it is recommended for the other researcher to do research by using the other design.

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