CHAPTER I
INTRODUCTION

This chapter covered the background of the study, problem of the study, objective of the study, assumption of the study, significance of the study, variable of the study, hypothesis of the study, the limitation of the study, definition of key terms, and framework of discussion.

A. Background of the Study

According to Joszef (2001, p. 5), writing is among the most complex human activities. It involved the development of a design idea, the capture of mental representations of knowledge, and of experience with subjects. The ability of effective writing in English is becoming increasingly important in our global community as communication across language becomes ever more essential. Based on the explanation above that writing is important part of language learning. It is essentially a reflective activity that requires enough time to think about the specific topic and to analyze and classify any background knowledge.

Alderson stated that writing is an important part in curriculum at school that should be taught from the earliest year in the school from the basic level. Many elements that must exist in teaching writing skill are for the development, learning style and most importantly, writing as skill in its own right. Writing as a skill, the most important reason for teaching writing, of course that it is a basic of language skill, as important as speaking, listening,

and reading (Harmer, 2001, p. 7). Based on the statement above that teaching writing is important in teaching language skill at school in every grade because it helps students in delivering some messages and also integrating with other skill.

This study used the students' media in composed writing recount text because the writer felt when taught micro teaching subject especially in the writing recount text. Based on the writer's experience when teaching practice, students would be enthusiastic when they were asked to tell about their experience or story, especially about amusing story. Students remembered their story and wanted to share their story to other people. It seems that they want others to feel what they feel. They told clearly about what experience or event was. There were some problems when they were asked to write their experience mentioned in a recount text. Many students got some difficulties to write a sentence and explore it to be a text or a paragraph. In this case, the students had difficulties in composing the one of types of text, which is writing recount text. Some of the students got difficulties in composing writing recount text such as: in grammatical structure, and vocabulary problem the difficulties are different. This ability or skill is important in academic and professional writing, so that is the way in this study used the recount text than other text.

According to Knapp (2001, p. 13), Recount Text, basically it is written out to make a report about an experience of a series of related event. A recount is written out to inform an event or to entertain people. Recount

text is text function as for telling an incident in the past. Based on the explanation above that, recount text is a text that tells about past experience or events.

SMA Negeri 4 Palangka Raya is a senior high school that would be the place of this study which has same characteristics with the other senior high school in Palangka Raya, that is included the subjects of general knowledge without expect English subject. English subject as one of the general subject that is taught in SMA Negeri 4 Palangka Raya made students to study about it passionately. So it is needed a good cooperation between teacher and learners to achieve it. This study related with visual aids as a media in the classroom, and almost of the students at the SMA Negeri 4 Palangka Raya can get the visual aids of Personal Photograph Series through their gadget or photos album in or out of the class. For example, most of families have photograph album to remind themselves of happy time in the past.

This study has observed SMA Negeri 4 Palangka Raya. Based on the observation in SMA Negeri 4 Palangka Raya, in fact, there were some problems related the writing subject when interviewed of the teacher who teaches the writing subject of tenth graders. First, number of hours to communicate the students' progress in writing face to face was limited. Second, most of students were not interest in writing. Third, they faced a problem of vocabulary mastery. Fourth, students had problem in difficulty

with sentence structure. Last, the students did not know the language on writing assessment.

Since a media plays the important role for learner in understanding English to receive the materials, teacher as a guide in the classroom should use it in delivering the materials. There are several media and teaching material that can use in teaching and learning English. One of them is personal photograph series. Using personal photograph series as a media language teaching can be an effective way for students to enjoy and easy to write. According to Tachibina (2010, p. 67), photograph is a new and exciting way as prompts, which can encourage creative and thoughtful writing from writers of all ages. The significant place of photographs in language teaching has inspired many researchers to conduct studies concerning with it. Personal photograph series is one of the visual media. By using personal photograph series, it can help learners in mastering the materials.

The term of learning English was recount text. Students at the tenth grade had a course of recount text. This study gave the new thing at tenth graders of SMA Negeri 4 Palangka Raya. It can be implement of the students' discussion understanding of how to reconstruct past experiences by retelling events and incidents.

Based on the explanation above, this study was conducted a study entitled: **The Effect of Personal Photograph Series on Writing Recount Text at SMA Negeri 4 Palangka Raya.**

B. Problem of the Study

The primary purposed of this study was to answer the followed questions: Is there any significant effect of using personal photograph series on writing recount text at SMA Negeri 4 Palangka Raya?

C. Objective of the Study

Based on the background of the study above, the objective of the study was to measure the significant effect of personal photograph series toward students' writing recount text at SMA Negeri 4 Palangka Raya.

D. Assumption of the Study

This study defined some assumptions related to the study. Those were:

1. Personal Photograph Series is one of the interesting media for student which can help student's skill in writing recount text.
2. Personal Photograph Series will be given an effect toward students' score in writing recount text.

E. Significance of the Study

This study had two significance, those were:

1. Theoretically:

   After study, it was expected that the result of the study gave contribution of knowledge to develop in teaching learning process, especially for teaching writing skill.

2. Practically :

   a. Teachers

      The result of the study would be useful for English teacher. It was meant that they can use personal photograph series in teaching writing recount text to improve their teaching, especially using visual media as teaching writing. This study gave the teacher an alternative way in teaching English as foreign language.

   b. Students

      The students can learn how to make a good text in writing recount text lesson.

F. Variable of the Study

Variable is the object of the study which indicates variations. There were two variables in the study, as follows:

1) The first variable of the study is using personal photograph series on writing recount text. It is independent variable (X).
2) The second variable of the study is the students' writing score. It is dependent variable (Y).

G. Hypothesis of the Study

The hypotheses of the study were alternative hypothesis and null hypothesis.

1. Alternative hypothesis (Ha): There was significance effect of personal photograph series on writing recount text at tenth graders of SMA Negeri 4 Palangka Raya.

2. Null hypothesis (H_0): There was no significant effect of personal photograph series on writing recount text at tenth graders of SMA Negeri 4 Palangka Raya.

H. The Limitation of the Study

The limitation of the study belonged to quantitative quasi-experimental research. The subject of the study was tenth graders of SMA Negeri 4 Palangka Raya in academic year of 2016/2017 with the sample were X-2 IPA consisted of 40 students and X-5 IPA consisted of 40 students. This study focused on the effect of using personal photograph series in writing recount text. Here, this study used Project-Based Learning (PBL) as methods of learning.

I. Definition of Key Terms

There were some terms would be used in this study that needed clarification to avoid misconception.

1. The Effect is a change caused by something (Patzelt, 1995, p. 3). That also means a change of something because treatment.
2. Personal photograph series are the series of own photograph of person in the form of print recorded or taken by camera. Photographs are not different from pictures, as both of them are visual media which are visible to students in the teaching and learning process. Specifically related to personal photograph, this kind of media has another extra value, in which the learners' feeling is involved. Since the scenes behind the photographs have something to do with personal experience, the students are able to

talk or express many things about their photos (Ratminingsih, 2015, p. 107).

3. Writing is making letters or other symbols (e.g. ideographs) on a surface, esp. with a pen or pencil on paper. According to Mayers (2005, p. 2), Writing is an action, it is a process of discovering and organizing our ideas, putting them on a paper, reshaping and revising them.
4. Recount text basically it is written out to make a report about an experience of a series of related event. A recount is written out to inform an event or to entertain people. Recount Text is text function as for telling an incident in the past (Knaap, 2005, p. 34).
5. Experimental research is type of research that directly attempts to influence a particular variable, and when properly applied, it is the best type of testing hypothesis about cause and effect relationship (Fraenkel, 2006, p. 267).

J. Framework of Discussion

The study divided into five chapters that can be presented as follows.

1. Chapter I included the introduction which discussed the background of the study, problem of the study, objective of the study, assumption of the study, significance of the study, variable of the study, hypothesis of the study, the limitation of the study, definition of key terms, and framework of discussion.
2. Chapter II included the review of related literature which discussed related studies, the nature of writing, the process of writing, technique in writing,

teaching media, personal photograph series, recount text, the procedure of using personal photograph in writing, Project-Based Learning (PBL), the implementation of using personal photograph series through Project Based Learning (PBL) in writing recount text, experimental study, and T-test.

3. Chapter III included the research method which discussed the research design of the study, research type of the study, population and sample of the study, instrument of the study, instrument validity, instrument reliability, data collection procedure, and data analysis procedure.
4. Chapter IV included the data presentation, data analysis, interpretation and discussion.
5. Chapter V included the conclusion and suggestion.

CHAPTER II
REVIEW OF RELATED LITERATURE

This chapter covered the review of related literature which discussed the previous the study, writing skill, technique in writing, teaching media, personal photograph series, recount text, the procedure of using personal photographs in writing, Project-Based Learning (PBL), the implementation of using personal photograph series through Project Based Learning (PBL) in writing recount text, experimental study, and T-test.

A. Related Studies

This part presented the previous study which was relevant to this study. The first previous study was conducted by Ratminingsih (2015). She found that personal photographs could help the students to develop ideas, organize their sentences into good order, improve their vocabulary, accuracy in grammar use, and convection. Thus, it made their writing better.

The second previous study was conducted by Indah (2010). She found that using photographs in teaching writing recount text to the eleventh year students of SMA N 1 Batangan Pati in the academic year 2009/2010 is effective.

The third previous study was conducted by Yunita and Kusumarasdyati (2012). They found that the use of personal photographs as media is effective to help the students' in writing ability, especially in writing descriptive text for seventh graders students of SMP Negeri 2 Madiun.

The fourth previous study was conducted by Wahyuni (2015). She found that the implementation of personal photograph improving students' ability in writing recount text in each cycle at first grade students of SMA Muhammadiyah (Plus) Salatiga in academic years 2014/2015.

The last, the study made by Putra (2014). He found an improvement on the students' writing score through picture series on recount text at 8th graders SMP Muhammadiyah 3 Depok in the 2013/2014 academic year.

The study differs from those studies above. First of all, Ratminingsih. This study was a qualitative research in the form of a case study in which the writer described the finding in the form of narration. The narration in this study was focused on the description of the perception of the use of personal photographs in writing recount text among six students in one group.

Second, Indah used quantitative experimental research about writing ability in recount text by using random sampling and took a class as a sample of the research. The subject of the study was students at the eleventh grade students of SMA Negeri Batangan Pati in the academic year 2009/2010.

Third, Yunita and Kusumarasdyati were investigated the effectiveness of personal photographs in teaching descriptive text to enhance the seventh graders ability in writing descriptive text.

Fourth, Wahyuni was investigated personal photograph in improving students' writing ability in recount text. The methodology of this research was classroom action research which consists of two cycles.

The last, the study made by Putra. The study used action research. The steps in each cycle consisted of planning, action, observation, and reflection. The research was done in two cycles with two meetings for each cycle. The data of this research were qualitative and quantitative. The qualitative data are obtained by conducting interviews and observations to students and the collaborator.

Therefore, this study used personal photograph series as media for students. This study has a different method that used quantitative quasi experimental research, and also the subject was the tenth graders of SMA Negeri 4 Palangka Raya.

B. Writing Skills

Present sub chapter would discuss several major areas about writing such as; the nature of writing, the process of writing and technique in writing.

1. The Nature of Writing

Naturally, language learners acquire a language starting from the listening activity. Afterward, they come to the speaking activity. Gradually, they move to the reading activity, and finally to the writing activity. When language learners write, they are engaged in an activity, which is usually at the same time both private and public.

It is private because the act of composition is by its nature solitary. However, it is also public in that most writing is intended for an audience. When language learners write, they usually have someone in mind that will read what they wrote. They write notes, diary, memos, reports, and letters to others. Here, they also have a purpose to write.

In addition, when language learners to start to write, they use graphic symbols to express ideas. Graphic symbols can be letter or combination of letters. They also go through a process of creating and recreating a piece of writing until they are able to express idea clearly. In this sense, writing is a process of arranging the graphic symbols according to certain convention or requirement to form words and then words will be produced into a sentence. To prepare to write, some writers make draft, sketch, and cluster related ideas or outlines.

As student write, they put ideas into draft form. They also take breaks to read the draft. They reflect on whether or not their writing reveals their intended meaning. They should also consider the purpose and audience. As they read over the draft, they may cross out paragraphs, sentences, and words. They also rearrange the way they present ideas, and jot down notes about how to revise writing. They continue to write and read and change the draft until they are satisfied with the piece writing. Dealing with the teaching of writing, Gebhard (2002, p. 221) stated: “The usual things associated with writing are word choice, use of appropriate grammar (such as subject-verb agreement, tense, and article use), syntax (word order), mechanics (e.g., punctuation, spelling, and handwriting), and organization of ideas into a coherence and cohesive form.

Based on the explanation above that writing is the complex process to express ideas in written form involving several indicators, such as: election word, grammar, syntax, mechanic and organization as the integral part of

writing. Furthermore, writing activity involves the encoding of a message that needs to be transferred into written language. Ghaith (2002, p. 23) stated that writing is a complex process that allows writers to explore thoughts and ideas, and make them visible and concrete. When thought is written down, ideas can be examined, reconsidered, added to, rearranged and changed.

Furthermore, Ghaith, (2002, p. 25) also stated that writing is most likely to encourage thinking and learning when students view writing as a process. By recognizing that writing is a recursive process, and that every writer uses the process in a different way, student experience less pressure to get it right the first time and are more willing to experiment, explore, revise, and edit.

In the case of writing, should reveals the idea using writing types to give evident information to the readers. Pardiyono (2008, p. 4) stated that every form for written text should have clear objective that all information, messages or ideas must be packaged in one particular type of text. The types intend are narrative, description exposition recount, procedure, anecdote, news item and discussion and report. The explanation of the text types above are:

a. Narrative

   Narrative is a text that tells a story. The purpose is to amuse the reader and give a moral message to the reader. It consists of orientation, complication and resolution.

b. Description

It is type of writing in which the objective is to describe a certain object, especially about person, place or thing. It's consisting of identification and description.

c. Exposition

Exposition is text to advance or justify an argument or put forward a particular point of view. The point of view must be supported by facts and relevant information on that topic.

d. Recount

Recount is a text that tells about past experience or events. It can be based on the author's personal experience or historical events. Recount consists of orientation, series of event and reorientation.

e. Procedure

A procedure explains how to make or do something in series of sequenced steps. The purpose of this text is to tell the reader how to do or make something. The generic structures of procedure text are goals, materials and steps.

f. Anecdote

Anecdote is a story about funny or story events that have occurred in order to invite the readers to share emotion with the readers. Its purpose is to entertain the readers. The generic structures of thus text are abstract, orientation, crisis and incidents.

g. News Item

News item is a type of writing that has the main function or communicative purpose is to inform the readers about events of the day that are considered news worthy.

h. Discussion

Discussion is text that written to present argument and information from differing viewpoint. It presents pro and contra opinion on certain issue. The purpose of a discussion text is to present arguments and information from differing viewpoints. Discussion texts are usually written in the present tense.

i. Report

Report is a text that consists of an organized factual record or events or a classification and description of many things. It can be related to the present day or based around something from the past.

2. The Process of Writing

Writing is never a one-step action; it is an ongoing creative act. The process of writing has roughly four steps. In the first step, it is creating idea. In the second step is organizing the ideas. The third, writing a rough paragraph. And the final step, polishing rough draft by editing it and making revisions (Hogue, 2007, p. 15).

a. Creating Idea

The first step is called prewriting. Prewriting is a way to get ideas. In this step, choosing a topic and collecting ideas to explain the

topic. There are several techniques that can use to get ideas. One of them is listing. Listing is a prewriting technique which writes the topic at the top of a piece of paper and then quickly makes a list of words or phrases that to come in mind.

b. Organizing

The next step in the writing process is to organize the ideas into a simple outline. The model wrote a sentence that name the topic and told the man idea.

c. Writing a rough paragraph

The next step is to write a rough draft, using the outline as a guide. Write the rough draft as quickly as we can without stopping to think about grammar, spelling or pronunciation, and getting the ideas down on paper. Notice that the writer added some ideas that were not the outline and added a concluding sentence at the end.

d. Polishing: Revising and Editing

In this step, we have to polish what we have written. This step also called revising and editing. Polishing is most successful if we do it in two steps. First, attack the big issues of content and organization (revising). Then work on the smaller issue of grammar, punctuation, and mechanics (editing).

C. Technique in Writing

There are several strategy require the teacher to do the particular technique in each stage of writing including prewriting, whilst writing, and post writing (Sabarun, 2011, p. 24).

1. Prewriting Stage

Prewriting activities involved selecting and developing the topic, making an outline and writing the first draft. Before coming to the topic discussed, the teacher asked the students questions related to the topic. The teacher assigned students to list the interesting topics. Here, each student made an outline. Then, they were assigned to discuss and share the topic selected with their group members. Each member of a group gave comments and suggestions to his or her member's topic.

2. Whilst Writing Stage

There are two writing activities in whilst writing: drafting and revising: drafting and revising. In this case, students drafted composition after consulting group members about their ideas and organizational plan, and worked with group members to revise the content of their composition. In this case, before coming to the topic discussed, the teacher explained the steps of doing the assignment. Each student had to write the draft by using the collected information from the groups. Then, each student had to revise and edit his or her friend's work within a group.

3. Post Writing Stage

Post writing stage includes editing, writing, and reporting the final draft. Editing an essay was the last stage in the process of writing. Editing referred in correcting grammatical errors, rewriting misspelled words, and changing punctuation. The teacher assigned each student to edit his or her member's draft. Then, he assigned each student to write the final draft based on member's comments, suggestions, and revisions.

D. Teaching Media

Nowadays, thanks to the new technologies such as computers, cameras and interactive whiteboards, teachers have new possibilities in order to integrate visual materials inside the classroom. Even though these possibilities increase every year, they are not fully exploited in the language classroom.

Teaching aids were valuable instructional tools that can help make learning more effective and interesting. There are print media and electronic media in teaching aids (media). Popular *print* media offer good opportunities for improving learners‟ reading and writing skills in particular. Popular *electronic* media provide teachers with excellent resource for improving language skills, such as listening and speaking (Bertram, 2010, p. 91).

For all these reasons, it was decided to integrate visual aids as part of the daily lessons, in order to see if it produced any positive impact on students. Nowadays, one thing that cannot be denied is that our students live in a media world, in which most of the information is provided by visual

input, through different technological devices. Media belong to the fundamental components on the teaching and learning process. However, many teachers still use conventional media, for example blackboard, board marker, and module for teaching. It is commonly believed that the use of conventional media seemingly does not explore the students' potential properly in a learning process, including writing. Media are important components in the teaching and learning process.

According to Azhar (2010, p. 29), media can classify into three categories. They are:

1. Visual Media

   They are media that can be seen. Arsyad states that, "Visual media would captivate visual sense eyes mostly. It can be formed of picture, photograph, moving picture or animation and flashcard, and many more".

2. Audio Media

   They are media that can be listened to. It means that audio media has sound which is listened by us. The contents of audiotape can stimulate thought feeling and idea of students that happen on teaching and learning process.

3. Audio Visual Media

   They are media that have both sound and picture. Video is an example from audio visual media in teaching and it has a sound because it

is produced to get to appear the reality picture in the original form it describes science theory and animated.

E. Personal Photograph Series

Personal photograph series is the series of own photograph of person in the form of print recorded or taken by camera. Personal photograph series consist of many pictures and sequence of images giving the illusion of continuous movement. Series is group of related things, events, etc. It also can be define as a chronological illustration of photo which the photos were taken in the past. Personal photograph series consist of series of personal photograph that are suitable for recount text which consist of series of events. According to Ni Made Ratminingsih (2015, p. 107), basically photographs are not different from pictures, as both of them are visual media which are visible to students in the teaching and learning process. Both photographs and pictures have high artistic value which is colorful and importantly they are rich with information. For that reason, these two media are very potential to help learners to understand the lesson. Specifically related to personal photograph, this kind of media has another extra value, in which the learners' feeling is involved. Since the scenes behind the photographs have something to do with personal experience, the students are able to talk or express many things about their photos.

Based on the explanation above that photograph or real picture is one of visual aids that can be used in teaching and learning English. It creates the situation for learning classes and interesting. Photo can help teacher to describe or explain something difficult to describe it by speech. This study chooses personal photograph series to be his media. Personal photograph

series is a kind of series photograph that is taken by the teacher or the students themselves which are taken by a camera and printed on a photo paper.

According to Youra (1998, p. 25), students' writing significantly improved and less advanced students made surprising strides, as they became creatively engaged by the connections between writing and photography. Meanwhile, personal photograph, according to Tachibina (2010, p. 12), is a new and exciting way as prompts, which can encourage creative and thoughtful writing from writers of all ages. The significant place of photographs in language teaching has inspired many researchers to conduct studies concerning with it. Personal photograph is one of the visual media. By using personal photograph, it can help learners in mastering the materials.

Personal photographs get at essence of things. They have the power to evoke, inform and inspiring. Many families have (personal) photograph album to remind themselves of happy time in the past. Photograph or real picture is one of visual aids that can be used in teaching and learning English. It creates the situation for learning classes and interesting. The ultimate of writing is to give the students the opportunity to express their own ideas clearly, using pattern they have learned.

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 someone to remember details about people, places and events (Ogott, 2012, p. 14). 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.

a. Characteristics of good photograph

According to Nana and Rivai (2009, p. 19), characteristics of good photograph for teaching and learning process are as follows:

- 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.
- Simplicity, especially in determining the color will create a certain impression, have purely aesthetic value and contains practical value.
- 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.

According to Asnawir and Usman (2002, p. 8), there are the advantages of using personal photograph series for language teaching. They are as follows:

a. Concrete, photograph is more realistic in showing the main idea.
b. Photograph is not restricted on space and time.
c. To clarify any issues or problem.

d. Can be used for all people regardless of age.

a. Some Roles the Picture or Photo in Writing

According to Wright (1989, p. 17), there are some roles the photograph in writing. The roles are as follows:

1. Photograph can motivate the student and make him or her want to pay attention and want to take a part in the learning process.
2. Photograph contributes to the context in which the language is being used. They bring the world into the classroom like a street scene or a particular object. For example, attain a motorcycle and a building.
3. Photograph can be describes in an objective way (this is train) or interpreted (it's probably a local a train) or responded to subjectively (I like traveling by train).
4. Photograph can cue responses to question or cue substitutions through controlled practice.
5. Photograph can stimulate and provide information to be referred to in conversation, discussion and storytelling.

F. Recount Text

1. Definition of Recount text

There are some definitions of a recount text that are expressed in different ways by different experts. Bruce (2008, p. 86) states that a recount is the unfolding of a sequence of events over time. Its purpose is to tell what happened. According to Knapp (2005, p. 11), Recount text basically it is written out to

make a report about an experience of a series of related event. Recount text is one type of text in English as function for telling an incident in the past to entertain people. According to Hyland (2009, p. 3), recount is a text that tells about past experiences of event. It can be based on the author's personal experience or historical events.

From the definition above, it can be concluded that a recount text is one type of text in English that retells past events, or to reconstruct past experiences by retelling events and incidents in the order in which they have occurred. The social function of recount text is to tell past events for the purpose of informing or entertaining the reader.

2. **Types of Recount Text**

The types of recount text are as follows:

a. Personal recount

Retelling an activity that the writer has been personally involved in and may be used to build the relationship between the writer and the reader e.g. anecdote, diary journal, personal letter

b. Factual recount

Reporting the particulars of an incident by reconstructing factual information e.g. police reconstruction of an accident, historical recount, biographical and autobiographical recounts

c. Imaginative recount

Applying factual knowledge to an imaginary role in order to interpret and recount events e.g. A Day in the Life of a Roman Slave, How I Discovered Radium

d. Procedural recount

Recording the steps in an investigation or experiment and thereby providing the basis for reported results or findings

e. Literary recount

Retell a series of events for the purpose of entertaining.

4. **Generic Structure of Recount Text**

According to Hyland (2009, p. 3), a recount text usually has three main sections. They are as follows:

a. Orientation

The orientation form is the first paragraph of the writing recount. This paragraph give the information background about time setting, who or what the participating. It is consisting of who was involved, when the events occurred, what happened and where the activity or event took place. It is called on orientation.

b. Series of event

At this paragraph the students need to focus on supplying details of who, what, when and where. Generally recount is sequenced in time order. A record of events usually recounted in chronological order, named; event 1, event 2, event 3.

c. Reorientation

This is an optional step and it's often used to finish writing by rounding the series of events. It refers back some information in the paragraph orientation. A reorientation which "rounds off" the sequences of events or retell about what happened in the end.

5. **Language Feature of Recount Text**

The language features of recount text are as follows:

a. Noun and pronoun are use to identify the people, animal or thing. e.g. Mr. Derrent, the milkman, our cat, he.
b. Action verb are use when discussing events. e.g. he jumped, he walked, they slept.
c. Written in past tense to locate events in the writer's time.
d. Use of conjunction and time connectives to sequence the events.
e. Use of adverbs and adverbial phrases to to indicate place and time. e.g. yesterday, after lunch, to the beach, at my house.
f. Evaluative language is used in factual and personal recounts. e.g. this trip was a wonderful experience.

➢ Example of Recount Text

The following shows an example of recount text and its generic structure analysis.

- Orientation

  This morning my friend and I went to EOS studio. It's not far from our school, so we just rode our bicycles.

- Events

  First, we met Shanti and Riko outside the studio. Then, they took us into the studio and showed us around. After that, we had lunch at EOS canteen. The food was delicious. Before we went home, we took some photographs with Shanti and Riko.

- Reorientation

It was tiring but we were very happy.

Furthermore, the example of personal photograph series in language learning of recount text as shown below:

1.

2.

3.

4.

Wonderful Trip

Who

When

Where

Orientation

On Friday, I went to East Java. I stayed at David's house in Probolinggo, East Java. The house has a big garden with colorful flowers and a small pool.

Event 1

On Saturday, David and I saw Mount Bromo. The scenery was very beautiful.

Action verb

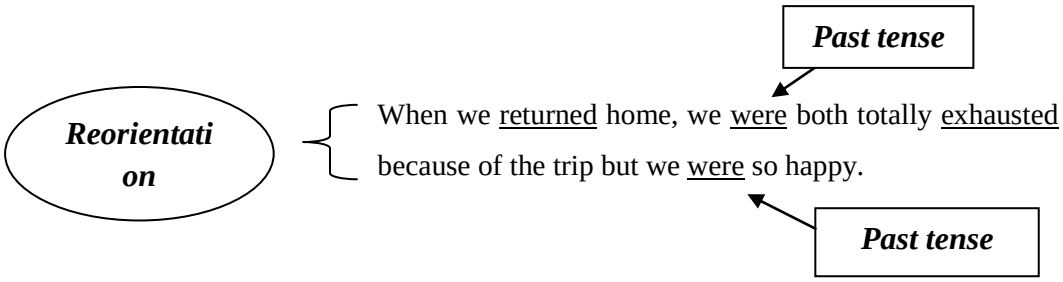
We rode on horseback. It was scary, but it was fun. Then, we went to get a closer look at the mountain. We took pictures of the beautiful scenery there. After that, we took a rest and had lunch under a big tree.

Action verb/ past tense

Event 2

On Sunday, I went shopping with David. We went to some antique shops and we bought some old bags.

Action verb/ past tense



G. The Procedure of Using Personal Photographs in Writing

The procedure of using personal photograph in writing will consist of the following:

1. Preparation

Before the actual introduction of the photograph writing activity, the students should be instructed to bring in personal photographs that have some special meaning to them. Typically, students come to class with photographs of themselves at important events (unforgetable moment, funny moment, or sad moment). On the day of the photograph writing lesson, the students will be prepared by having the photographs in front of them.

1. Step 1

It might be helpful to begin the lesson by allowing the students to write a journal entry for 10 minutes about their photographs. While they are writing, you can ask several questions: Who is in the photographs? When were the photographs taken? What was happening in the photographs?

2. **Step 2**

   After the journal writing is completed, ask several volunteers to briefly describe their photographs. Then, introduce the photograph writing activity. The students should write a one to two page paper (including a short introduction and conclusion) about one of their photographs. In the paper, they are to describe the photograph fully and to explain the photograph's importance on their lives so that other readers will understand what prompted the reflective response.

3. **Step 3**

   Provide the students with some sample photograph papers written by former students and read them aloud in class. Scott (1996) presents her view of using student samples: "Since students vary a great deal in their writing ability, it can be helpful for teachers to collect examples of good student writing. Showing students what constitutes 'good' writing at each level of language study can be very useful". However, since it will be the first time for you to do the activity, you should write a sample based on your own personal photograph.

4. **Step 4**

   Do a prewriting activity. This activity involves making a timeline for the student's photographs. On a piece of paper, the students make a list of all the events for the day when the photographs was taken. Allow the students to prewrite for 10-15 minutes.

5. Step 5

Give the students time to draft their papers. Before the students begin drafting, it might be important to highlight the paper's requirements and expectations once more. Further, it is a perfect time to circulate around the room and provide assistance to the students. Finally, give students a week to draft and complete their papers before turning them in for evaluation (Steven, 2004, p. 13).

2. Conclusion

This activity can be a good start to any new class. It allows the students to reflect on some personal event in their lives. They also learn about narrative and descriptive writing. Finally, since the students have so much background information about their photograph, they usually are able to write without any problems and it came from a personal experience and so the writing came from their heart.

H. Project-Based Learning (PBL)

a. The definition of Project-Based Learning (PBL)

According to Poonpon (2011, p. 8), Project-Based Learning (PBL) is suitable with the English teaching and learning need as project based learning is an instructional approach that contextualizes learning by presenting learners with problems to solve or product to develop. Stoller (2002, p. 110) adds that project work is a part of cooperative learning. It allows students to work on their own, in a small group, or as a

whole-class. Throughout the process, the students share their ideas, resources, and expertise.

Based on the theories defined by the experts above, it can be concludes that project-based learning is a teaching method in which students are given a problem or challenge as means of gaining new knowledge or skills. Project based learning helps students to inquire. Students drive their own learning through inquiry, as well as work collaboratively to create projects that reflect their knowledge. Moreover, project-based learning fosters students to critical thinking. It causes students to get engaged in critical thinking in order to construct their own meaning by applying what they learn. PBL is an instructional model which involves the students into activities culminating in an end product. It puts students in an active role.

b. Significances of Project-Based Learning

Project-based learning has several advantages, particularly when it is conducted in the context of learning English as a foreign language. Here are some benefits of implementing project-based learning in the English teaching and learning process:

1) Project-based learning increases autonomous learning.
2) Project-based learning develops higher order thinking skills.
3) Project-based learning increases motivation.
4) Project-based learning is suitable for mixed-ability classes

c. The Steps of Conducting Project-Based Learning in a Language Classroom

Project-based learning has a procedure to follow in order to help the teacher to develop the project as well as to guide students with the project that they take. The procedure consists of the phases on how to implement project based learning and functions as the foundation to carry out the project-based learning process in the classroom. The procedures are explained as follows:

1) Start with the essential question

At this phase, the teacher starts the teaching and learning process by giving students essential questions. The questions need to be the ones which engage the students and relevant to the goals that the students must achieve during the project development. The questions must be in relation to the knowledge that the students must construct and the topic must fit to their proficiency level. It ought to be related with students' daily life.

2) Design a plan for the project

The design of a plan for the project involves not only the teacher but also the students. In designing the plan for the project, the teacher gives students chance to participate by sharing their ideas on the projects which they are about to work on in order to make the project meet with the students' interest, capability, and expectation. The design of plan for the project includes the explanation about the rules

of the project development, the selection of the materials, the activities leading to the project accomplishment, and the tools needed for the project.

3) Create a schedule

At this stage, the teacher and students discuss about the time allocation of working on the project. The teacher and students make an agreement /about the deadline of the project development in which the students must submit their end product.

4) Monitor the students and the progress of the project

Monitoring students' progress on the project is the most crucial stage of project development. It is very prominent since the success of project accomplishment is determined by how good the students do their project. Moreover, it is at this stage in which the teacher is required to play the role as a monitor. The teacher is responsible to facilitate the learning process, to guide the students during the project development, to help students when they find difficulties, and to ensure that the student is involved in the project.

5) Assess the outcome

After the students turn in their end product, the teacher conducts assessment to measure the students' achievement. It can be product oriented or process-oriented. The teacher also provides students with feedback at this phase. Assessing the outcome helps teacher in designing instruction to teach more effectively.

6) Evaluate the experience

This is the last stage of project development where the teacher and students reflect on the project they have done. At this stage, the teacher needs to make sure that the students are able to find answers of essential question. The teacher and students share their experience of conducting the project and discuss about the projects, what needs change and improvement for the following project, as well as share ideas on the new projects (Lucas, 2005, p. 35).

I. The Implementation of Using Personal Photograph Series through Project Based Learning (PBL) in Writing Recount Text

Using personal photograph series through project based learning in writing a recount text can be implemented by following steps:

1. Starting with The Essential Question

In this step the teacher told the definition, structure and language features in recount text. The teacher also asked several questions to students about recount text. The teacher trigger students by gave a brief information that they have to make a project to make their story interesting.

2. Design a Plan for The Project

The teacher explained to students about the project. The teacher gave instruction that they have to do and there were also questions-answers session. In this step, the teacher gave a problem to the students in the form of a group project-based writing focused on a recount text.

3. Creating a Schedule

The teacher divided students into several groups because they were went to make the product in groups. The teacher instructs students to prepare the material for making the project and gave time to students to make the project until the end of the class. In this project, the students in each group are required to take personal photograph series of the series of events in the place of interest they decided to go. The decision on where and when to went was freely determined by each group. The teacher guided students to make the project exactly like the instruction. In this step, the teacher gave grounding to the students to ease them in their writing by showed a model text. While showed the text, the teacher guided the students to understand the structure of a recount text, which consisted of generic structure, sentence connector, and language features. After the explanation of the structure of recount text, the teacher divided students into eight groups consisted of 5 to 6 students each. He also reminds the due date for the project (one week). Project based learning has a final product as a result. In this study the product was recount text in written form.

4. Monitoring the Students and The Progress of The Project

The students collected their personal photograph series taken from their own cameras or mobile phones. They discussed which photos used in their project-based writing. After determined the personal photograph series to be used, the group members divided their tasks as who to write

each paragraph covered the generic structure of a recount text within one week.

The teacher monitors students' progress in making the project during the teaching learning process. After that, members of the group then work collaboratively to discuss the result of the first draft of the project. The dimensions seen were the organization, the idea, language use, and vocabulary. By assigning them different paragraph to be observed and analyzed, each member should be responsible to revise and edit the draft. The students were gave opportunity to show the edited version of their project and asked him for the problem that they still face and the teacher gave his comments. Then the students in group did revision based on the teacher's comments and the students ready for the project submission on the required time.

5. Assessing the Outcome

The teacher asked students to submit their project. The teacher collected and checked students' project. The teacher also related students' progress with the teacher instruction.

6. Evaluating The Experience

The teacher asked students opinion toward the project that they made and gave feedback to students.

J. Experimental Study

Experimental study is the event planned and carried out by the researcher to gather evidence relevance to the hypothesis. It is research

studies design for establishing causal relationship. The goal of experimental research is to determine whether a causal relationship exists between two or more variables. Because the experiment involves control and careful observation and measurement, this research method provides the most convincing evidence of the effect that one variable has on another (Ary, 2010, p. 265). Unlike a descriptive study, an experiment is a study in which a treatment, procedure, or program is intentionally introduced and a result or outcome is observed. The American Heritage Dictionary of the English Language defines an experiment as "A test under controlled conditions that is made to demonstrate a known truth, to examine the validity of a hypothesis, or to determine the efficacy of something previously untried.

K. T-test

The T-test is statistical test that is used to deternine if there is a significant difference between the mean and average scores of two groups. The t-test essentially does two things: a). First, it determines if the means are sufficiently different from each other to say that they belong to two distinct groups. b). Second, the t-test also takes into account the variability in scores of the two groups (Ary, 2010:171). The t-test is uses for comparing the result of data calculation with t-table, its will tell us if the null hypothesis is plausible or if the alternative hypothesis is true.

CHAPTER III
RESEARCH METHOD

This chapter covered the research design, population and sample, research instrument, instrument validity, instrument reliability, data collection procedure, and data analysis procedure.

A. Research Design

This study used quasi experimental design. Quasi experimental design is similar to randomized experimental design in that involves independent variable but differ in that subjects are not randomly assigned to treatments groups (Ary, 2010, p. 316).

This study used Nonrandomized control group pre-test and post-test design with a kind of treatment. There were two groups in this model, control group and experiment group. Both of group gave pre-test to measure the early score of the students before gives the treatment.

The experimental group gave treatment (teaching recount text through personal photograph series) and the control group not gave the treatment (teaching recount text without personal photograph series). After having treatment, both of groups gave post-test. Finally, the result of post-test compared using T-test.

Table 3.1

The Scheme of the Quasi Experimental Design

Subject	Pre-test	Treatment	Post-test
E	Y1	X	Y2
C	Y1	-	Y2

Where;
E : Experiment group
C : Control group
Y1 : Pre-test
Y2 : Post-test
X : Treatment

This study used a quantitative research. It is because the aim of the study was to measure the usage of personal photograph series in teaching recount text at tenth grade students of SMA Negeri 4 Palangka Raya needed statistical calculation which using quantitative research.

B. Population and Sample

1. Population

Population is defined as all members of any well-defined class of people, events or objects (Ary, 2010, p. 148). It means population is the whole subjects of the study. The population of this study was the tenth grade students of SMA Negeri 4 Palangka Raya. The tenth grade students of SMA Negeri 4 Palangka Raya were divided into twelve classes. There were 20-42 students each class. The total numbers of the population were 455 students (Data SMAN 4 Palangka Raya).

Table 3.2

The Number of the Students in SMA Negeri 4 Palangka Raya

No	Class	Male	Female	Total
1	X-1 IPA	17	23	40
2	X-2 IPA	18	22	40
3	X-3 IPA	17	25	42
4	X-4 IPA	18	24	42
5	X-5 IPA	14	26	40
6	X-6 IPA	15	25	40
7	X-7 IPS	24	16	40
8	X-8 IPS	22	17	39
9	X-9 IPS	21	18	39
10	X-10 IPS	26	14	40
11	X-11 IPS	20	13	33
12	X-12 BAHASA	8	12	20
TOTAL				**455**

2. Sample

Sample is a portion of a population (Ary, 2010, p. 148). Sample is a subset of individuals or case from within a population (Nunan, 1992, p. 232). Getting sample is very important scientific research because the total number of population is usually too many. To determine the sample form population, this study used cluster sampling take based on established class.

This study took X-2 IPA and X-5 IPA grades. The number of the sample of this study was 40 students of X-2 IPA and 40 students of X-5 IPA grades as the sample of the study. In this case, group samples

already organized into classes or group. So, the writer took two class without randomized.

Table 3.3

The Number of Sample

No	Grades	Group	Number of Students
1	X-2 IPA	Control	40
2	X-5 IPA	Experimental	40
The Total Number of the Students			**80**

C. Research Instrument

This part explains the test as a research instrument used to collect the data. It covers instrument of the research, instrument validity and instrument reliability.

1. Instrument of the research

This subchapter discusses about research instrument. Instruments are very needed in research. It is because the instruments are tools to get the data of the study, in which the data are the important things to help this study in answering the problem of the study and also to prove the hypothesis. The data also needs to find the aim of the study.

a. Observation

The writer did observation to know how the students' attitude while teaching learning process is going on. The observation is purposed to get specific data, they were:

a. The general description of the location of the study

b. The syllabus and lesson plan of the school

c. The number of class

d. The number of students

b. Test

Test which sets out to measure students' performance as fairly as possible without any way setting traps for them can be effectively used to motivate the student (Heaton, 1987, p. 11). To know how well the students do the writing recount text and how well implement personal photograph series as media in recount text. The test consisted of the instructions in their writing. The students assigned to write a recount text based on their personal photograph series. The students asked to develop the personal photograph series into a recount text containing about 100-150 words. The allocated time to do each writing test is 90 minutes. The students have to pay attention to the four aspects of writing which used in the assessment. These four aspects were as follow; The Idea, Organization (structure text and content), Language Use, and Vocabulary. The test item was showed in appendix and adapted from book of Pathway to English Senior High School Grade X by M Sudarwati and Eudia Grace, Erlangga Publisher 2013.

There were two tests in this study, namely the pre-test and post-test. The test, which conducted before the treatments, called the pre-test. It is used to find out the initial condition of students before

treatment. The test, which conducted after all treatments, called the posttest.

1. Pre-test

Pre-test is a preliminary test that purpose to measure the students' scores in writing skill before having treatment (Sudjono, 2007, p. 69). Students gave the writing test with the instruction to choose one of the following topics about Unforgettable moment, Funny moment, or Sad moment that consist of orientation, events, and reorientation.

2. Post-test

Post test is a test given after a lesson period of instruction to determine what the students' has learned (Sudjono, 2007, p. 70). In this study, the purpose of post-test was to measure the students' scores in writing skill after the treatment done. Post-test gave to the students after their learning about recount text with personal photograph series and Non personal photographs series. The writer asked the students to produce the recount text in traditionally for the control group, and asked the students in the experiment group to formulate the recount text on their personal photograph series.

c. Documentation

Documentation here was the collecting data by using written documents that is get and or relate to the data that is needed. The data is needed are:

a. Photo of teaching learning process in the class.
b. The students' English score.
c. The students' assignment based on the students' writing on personal photograph series.
d. Lesson plan.
e. Syllabus.

2. Instrument Validity

The validity of test is the extent to which it measures what it is supposed to measure and nothing else. Related to the study, the test was aims to measure the students' writing skill. There are two types of validation: content validity and face validity (Brown, 2000, p. 388).

a. Content validity

A test had content validity if the test requires the test-taker to perform the behavior that is being measured (Brown, 2000, p. 388). In the study, the test was aims to measure the students' writing skill. Therefore, the test consists of writing test. In this study, the validation of the instrument was mainly directed to the content validity. Related to the writing test, the content validity is checks by examining and the test will be used to measure the objectives.

The writer used inter-rater method (test of validity). Inter-rater is two raters who score the students' writing to get the score compositions as possible. The writer used product moment correlation

as the formula to calculate the validity from the test result (Sudijono, 2007, p. 193).

$$\mathbf{r_{xy}} = \frac{\mathbf{N}\sum\mathbf{XY} - (\sum\mathbf{X})\,(\sum\mathbf{Y})}{\sqrt{\{\mathbf{N}\Sigma\mathbf{X}^2 - (\mathbf{\Sigma X})^2\}\{\mathbf{N}\Sigma\mathbf{Y}^2 - (\mathbf{\Sigma Y})^2\}}}$$

Where:

r_{xy} : Index Correlation Number "r" Product Moment

N : Number of Class

$\sum X$: Total values of score X

$\sum Y$: Total values of score Y

$\sum XY$: Multiplication result between score X and Y

Interpretation:

$r_{xy} > t\text{-}_{table}$ = Valid

$r_{xy} < t\text{-}_{table}$ = Not Valid

Ridwan stated that the criteria of interpretation of validity (Riduwan, 2008, p. 110):

0.800-1.000 = Very High Validity

0.600-0.799 = High Validity

0.400-0.599 = Fair Validity

0.200-0.399 = Poor Validity

b. Face Validity

Face Validity is almost always perceive in terms of content: if the test samples the actual content of what the learner has receive or expects to achieve, then face validity will be perceived. Ary (2010, p. 228) stated that face validity is term sometimes use in connection with

a test's content. Face validity refers to the extent to which examinees believe the instrument is measuring what it is supposed to measure.

For face validity of the test items as follow:

1. The test used written test in writing test instruction.
2. The evaluation by written test based on scoring system.
3. Kind of the written test was writing recount text.
4. The Language of items uses English.
5. The written test was suitable with syllabus of English writing for tenth graders at SMA Negeri 4 Palangka Raya.

3. Instrument Reliability

Reliability is a necessary characteristic of any good test: for it to be valid at all, a test must first be reliable as a measuring instrument (Ary, 2010, p. 155). A test is reliable to extent that the scores made by an individual remain nearly the same in repeated measurements. To measure the reliability of test with the criteria;

$\mathbf{r} > \mathbf{r}_{table}$ = Reliable

$\mathbf{r} < \mathbf{r}_{table}$ = Not Reliable

To know the reliability of the instrument, the value of ***r*** is interpreted based on the qualification of reliability as follows (Riduwan, 2008, p. 113):

0.800-1.000 = Very High Reliability

0.600-0.799 = High Reliability

0.400-0.599 = Fair Reliability

0.200-0.399 = Poor Reliability

0.00-0.199 = Very Poor Reliability

D. Data Collection Procedure

This study collected the data by implementing some procedures. There were some steps in the procedures as follows:

1. Collecting

a. The writer observed at SMA Negeri 4 Palangka Raya.

b. The writer determined the class into the experiment group and control group.

c. The writer gave the pre-test to the experiment group and control group.

d. The writer gave scores to the students' worksheet.

e. The writer gave material by using personal photograph series in teaching recount text to the experiment group.

f. The writer gave material without using personal photograph series in teaching recount text to the control group.

g. The writer gave the post-test for both of group.

h. The writer gave analyze to the validity and the reliability of pre test and post test.

i. The writer gave result of score to the data from experiment and control group.

2. Editing

After collecting all the needed data, this study checks the data, whether or not the data is complete, understandable, consistent and appropriate respond.

3. Coding

Coding was an activity to classify the data by giving identify so that having a certain meaning in analyzing. C and E were the codes for control and experimental class.

4. Scoring

After giving codes to each result of the test, this study gave the score for the students' writing with marking system: it can be seen in the following table (Buku Guru Bahasa Inggris SMA/MA/SMK, 2014, p. xix):

Table 3.4

The Scoring Rubric of Writing Assessment

NO	ASPECT	SCORE			
		1	2	3	4
1	The Idea	It does not have the originality of the idea, it is not appropriat e with the genre, it does not expand clearly and not focus on the idea	The originality of the idea, it is appropriate with the genre, it does not expand clearly and not focus on the idea	The originality of the idea, it is appropriate with the genre, it expands clearly and it is not focus on the idea	The originality of the idea, it is appropriate with the genre, it expands clearly and be focus on the idea
2	Organization (structure text and	Text is not appropriat e with the	Text appropriates with the	Text appropriates with the	Text appropriates with the

	content)	genre, not relevant, and it is not easily to understand	genre, not relevant, and it is not easily to understand	genre, relevant, and it is not easily to understand	genre, relevant, and it is easily to understand
3	Language Use	Finding many errors on the language feature so that the text difficult to understand	It often find some errors on the language feature, but the text can be understood	Finding some errors on the language feature, but it does not influence on the meaning and the content of the text can be understood	The language feature is significant, the meaning and the content of the text can be understood.
4	Vocabulary	It does not use the effective sentence; lexical variation is not correctly, using the form of word and idiom not effectively	Using the effective sentence, lexical variation is not correctly, using the form of word and idiom not effectively.	Using the effective sentence, lexical variation is correctly, using the form of word and idiom not effectively.	Using the effective sentence, lexical variation correctly, using the form of word and idiom not effectively.

E. Data Analysis Procedure

According to Sugiyono (1987, p. 90), stated that "Data analysis is the process of systematically searching and arranging the interview transcript, field notes, and other materials that is accumulated to increase our own understanding and enable you to present what you have discover to others".

To get the answer the problem the study of the effect of Personal Photograph Series in learning recount text at the students' writing skill at tenth graders students of SMA Negeri 4 Palangka Raya. This study used statistical t_{test} to answer the problem of the study. In order to analyze the data, this study does some procedures:

1. The writer gave tests (pre-test and post-test) to the students of the tenth graders of SMA Negeri 4 Palangka Raya.
2. The writer collected the score of the students work sheet result.
3. The writer gave tabulated the data into the distribution of frequency of score table, then find out the mean of students' score, standard deviation, and standard error of variable X1 (Experiment group) and X2 (Control group).
4. The writer analyzed the normality test.

   It used to know the normality of the data that is going to be analyzed whether both groups has normal distribution or not.

   Calculation result of $X^2_{observed}$ is compared with X^2_{table} by 5% degree of significance using the criteria (Ridwan, 2008, p. 182):

   If $X^2_{\mathbf{observed}} \geq X^2_{table,}$so the distribution list is not normal.

   If $X^2_{observed} \leq X^2_{table,}$so the distribution list is normal.
5. The writer analyzed the homogeneity test

   It used to know whether experimental group and control group that are decide, come from population that have relatively same variant or not.

   Notice:

$X^2_{observed} \leq X^2_{table}$ is not homogeneity.

$X^2_{observed} \geq X^2_{table}$ is homogeneity.

If calculation result of $\mathbf{X^2_{observed}}$ is higher than $\mathbf{X^2_{table}}$ by 5% degree of significance, it means both group has same variant.

6. The writer calculated the data by using t_{test} to test the hypothesis of the study using manual calculation and SPSS 21.Program, whether the using of Personal Photograph Series gave effect to the students' writing recount text scores or not. To examine the hypothesis, this study used t_{test} formula. T-test is used to measure whether Personal Photograph Series gave effect to the students writing recount text score by using formula. The formula as follows :

$$\mathbf{t_o} = \frac{\boldsymbol{M1-M2}}{\boldsymbol{SEm1-SEm2}}$$

Note:

M1- M2 : The difference of two means

SEm1 –SEm2 : The standard error of the difference between two means

To know the hypothesis accepts or rejects using the criteria;

If $\alpha = 0.05 <$ Sig, Ho accepted and Ha rejected

If $\alpha = 0.05 >$ Sig, Ha accepted and Ho rejected

Interpreted the result of $t_{test.}$, this study accounted the degrees of freedom (df) with the formula (Sudijono, 2012, p. 285):

$$\mathbf{df} = (\boldsymbol{N1 + N2 - 2})$$

Where:

Df : Degrees of freedom

N1 : Number of subject group 1

N2 : Number of subject group 2

2 : Number of variable

After that, the value of t_{test} consulted on the t_{table} at the level of significance 1% and 5%. This study used the level of significance at 5%. If the result or t_{test} is higher than $t_{table,}$ it means H_a is accepted. But if the result of t_{test} is lower than $t_{table,}$ it meant H_o is accepted.

7. The writer interpreted data analysis.
8. The writer made discussion to clarify the research finding.
9. The writer gave conclusion.

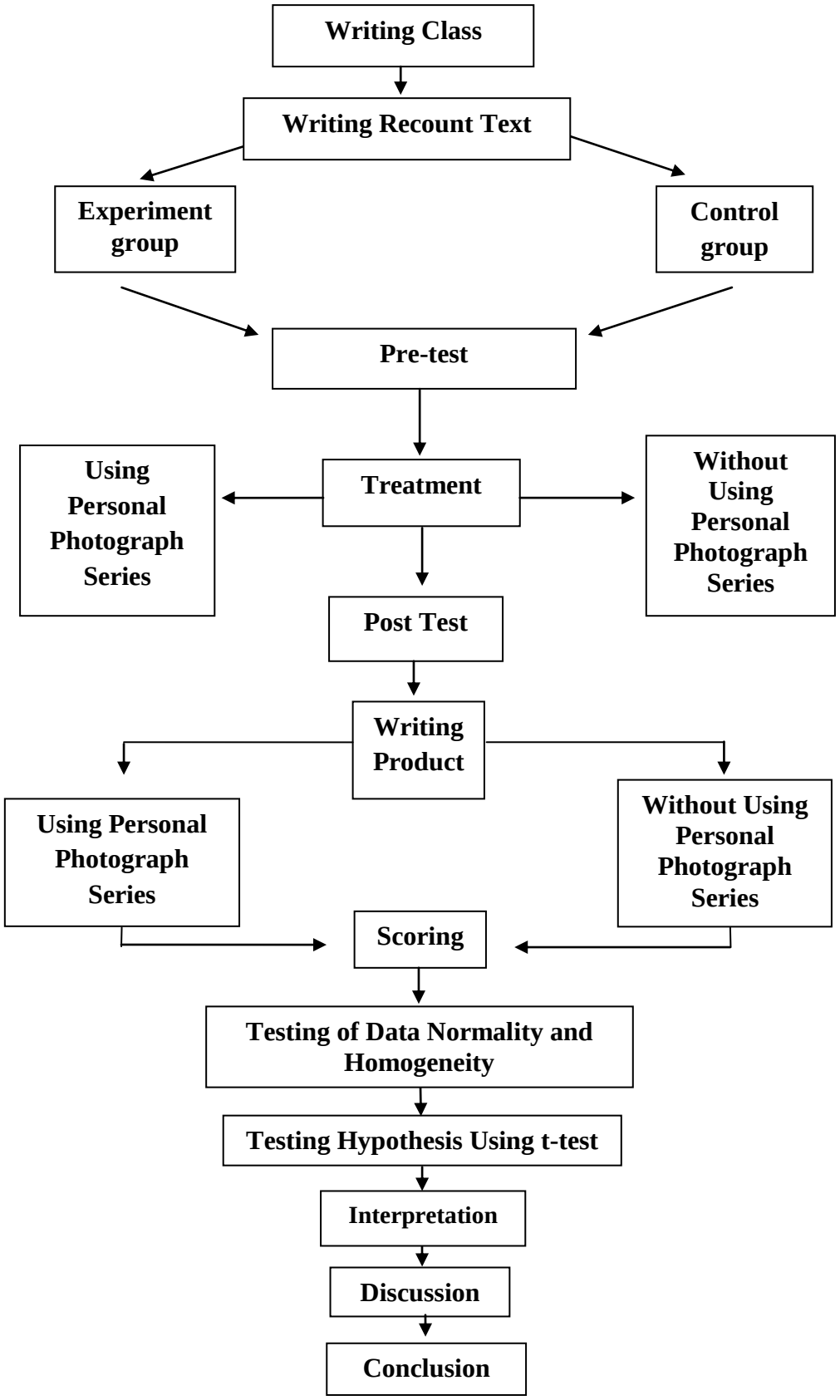


Figure 3.1 Steps in Collecting, Analyzing data, and Testing Hypothesis

CHAPTER IV
RESEARCH FINDINGS AND DISCUSSION

In this chapter, the writer presented the data which had been collected from the research in the field of study. The data were data presentation, research findings, and discussion.

A. Data Presentation

The pre-test at the experiment class had been conducted in X-5 IPA room with the number of student was 40 students on Friday, 09th September 2016 (at time 07.15-08.45). Then the post test at the experiment class had been conducted in X-5 IPA room with the number of student was 40 students on Friday, 07th October 2016 (at time 07.15-08.45).

The pre-test at the control class had been given in X-2 IPA room with the number of student was 40 students on Friday, 09th September 2016 (at time 09.15-10.45). Then the post test at the control class had been given in X-2 IPA room with the number of student was 40 students on Friday, 07th October 2016 (at time 09.15-10.45).

In this chapter, the writer presents the obtained data of the students' writing score, experiment class who was taught with personal photograph series and control class who was taught without personal photograph series.

1. The Result of Pretest Score Experimental Group and Control Group

Table 4.1 Pre-Test Score of Experimental and Control Group

NO	Experimental Group		Control Group	
	Code	Score	Code	Score
01	E01	47	C01	72
02	E02	69	C02	72
03	E03	59	C03	63
04	E04	47	C04	66
05	E05	47	C05	50
06	E06	59	C06	66
07	E07	47	C07	69
08	E08	53	C08	59
09	E09	59	C09	63
10	E10	53	C10	69
11	E11	59	C11	63
12	E12	47	C12	59
13	E13	66	C13	72
14	E14	63	C14	66
15	E15	53	C15	59
16	E16	59	C16	63
17	E17	53	C17	59
18	E18	53	C18	66
19	E19	53	C19	63
20	E20	47	C20	66
21	E21	53	C21	59
22	E22	66	C22	63
23	E23	59	C23	66
24	E24	47	C24	50
25	E25	59	C25	66
26	E26	63	C26	66
27	E27	66	C27	69
28	E28	59	C28	63
29	E29	44	C29	59
30	E30	66	C30	69
31	E31	47	C31	53
32	E32	47	C32	53

33	E33	53	C33	59
34	E34	69	C34	72
35	E35	53	C35	59
36	E36	44	C36	59
37	E37	63	C37	66
38	E38	66	C38	69
39	E39	47	C39	53
40	E40	59	C40	66
	Total	**2223**	**Total**	**2524**
	Highest	**69**	**Highest**	**72**
	Lowest	**44**	**Lowest**	**50**
	Mean	**55.58**	**Mean**	**63.10**
	Std. Deviation	**7.575**	**Std. Deviation**	**5.939**
	Std. Error of Mean	**1.198**	**Std. Error of Mean**	**0.939**

a. The Result of Pretest Score of Experimental Group

The pre test was conducted on Friday 09 September 2016 in the X-5 IPA room (at time 07.15-08.45). The students' pre-test score of experiment group were distributed in the following table (see appendix) in order analyzing the students' background knowledge of recount text before the treatment.

The distribution of students' score in pretest of experimental group can be seen in the following figure.

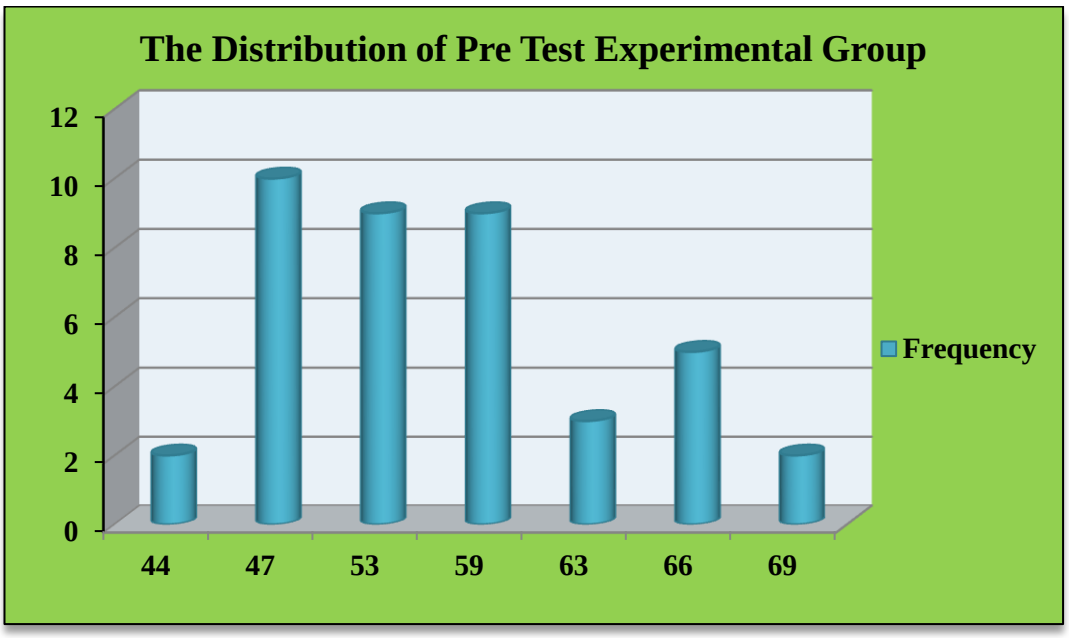


Figure 4.1 The Distribution Frequency of students' Pretest of Experimental Group

Based on the figure above, it can be seen that the students pretest score of experiment group. There were two students who got score 44. There were ten students who got score 47. There were nine students who got score 53. There were nine students who got score 59**.** There were three students who got score 63. There were five students who got score 66. And, there were two students who got score 69.

The next step, the writer calculated the scores of mean, standard deviation, and standard error using SPSS 21 program as follows.

Table 4.2 The Calculation of Mean, Median, Mode, Standard Error of Mean and Standard Deviation

Statistics

Experiment

N	Valid	40
	Missing	0
Mean		55,58
Std. Error of Mean		1,198
Median		53,00
Mode		47
Std. Deviation		7,575
Minimum		44
Maximum		69
Sum		2223

Based on the calculation above, the higher score pre test of experimental group was 69 and the lowest score was 44. And the result of mean was 55.58, median was 53.00, mode was 47, the standard error of mean was 1.198 and the standard deviation was 7.575.

b. The Result of Pre test Score of Control Group

The pre test was conducted on Friday 09 September 2016 in the X-2 IPA room (at time 09.15-10.45). The students' pre-test score of control group were distributed in the following table (see in appendix) in order analyzing the students' background knowledge of recount text before the treatment.

The distribution of students' score in pretest of control group can also be seen in the following figure.

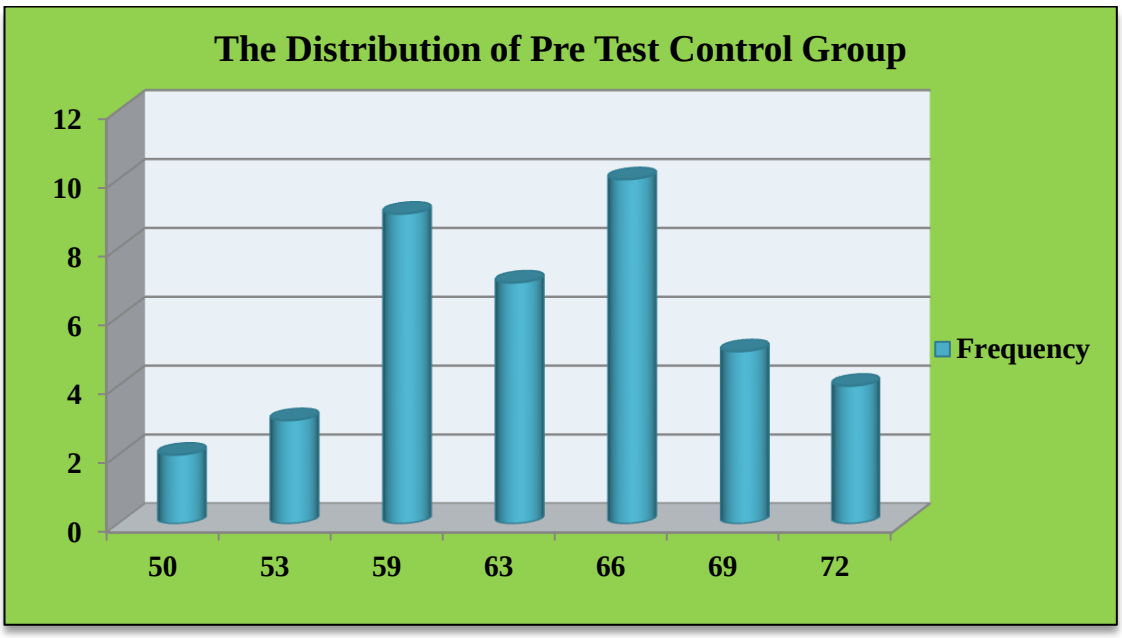


Figure 4.2 The Distribution Frequency of students' Pretest of Control Group

Based on the figure above, it can be seen that the students pretest score of control group. There were two students who got score 50. There were three students who got score 53. There were nine students who got score 59. There were seven students who got score 63. There were ten students who got score 66. There were five students who got score 69. And, there were four students who got score 72.

The next step, the writer calculated the scores of mean, standard deviation, and standard error using SPSS 21 program as follows:

Table 4.3 The Calculation of Mean, Median, Mode, Standard Error of Mean, and Standard Deviation

Statistics

Control

N	Valid	40
	Missing	0
Mean		63,10
Std. Error of Mean		,939
Median		63,00
Mode		66
Std. Deviation		5,939
Minimum		50
Maximum		72
Sum		2524

Based on the calculation above, the higher score pre test of control group was 72 and the lowest score was 50. And the result of mean was 63.10, median was 63.00, mode was 66, the standard error of mean was 0.939 and the standard deviation was 5.939.

2. The Result of Post Test Score Experimental Group and Control Group

Table 4.4 Post Test Score of Experimental and Control Group

NO	Control Group		Experimental Group	
	Code	Score	Code	Score
01	C01	72	E01	75
02	C02	72	E02	75
03	C03	63	E03	69
04	C04	66	E04	72
05	C05	50	E05	66
06	C06	66	E06	69
07	C07	69	E07	72
08	C08	59	E08	69
09	C09	63	E09	66

10	C10	69	E10	75
11	C11	63	E11	69
12	C12	59	E12	66
13	C13	72	E13	75
14	C14	66	E14	69
15	C15	59	E15	69
16	C16	63	E16	72
17	C17	59	E17	63
18	C18	66	E18	69
19	C19	63	E19	72
20	C20	66	E20	69
21	C21	59	E21	66
22	C22	63	E22	66
23	C23	66	E23	69
24	C24	50	E24	66
25	C25	69	E25	72
26	C26	66	E26	69
27	C27	69	E27	75
28	C28	66	E28	69
29	C29	59	E29	69
30	C30	69	E30	72
31	C31	53	E31	69
32	C32	53	E32	59
33	C33	59	E33	63
34	C34	72	E34	75
35	C35	59	E35	63
36	C36	59	E36	66
37	C37	66	E37	72
38	C38	69	E38	75
39	C39	53	E39	59
40	C40	66	E40	69
	Total	**2530**	**Total**	**2764**
	Highest	**72**	**Highest**	**75**
	Lowest	**50**	**Lowest**	**59**
	Mean	**63.25**	**Mean**	**69.10**
	Std. Deviation	**6.012**	**Std. Deviation**	**4.193**
	Std. Error of Mean	**0.951**	**Std. Error of Mean**	**0.663**

a. The Result of Post test Score of Experimental Group

The post test was conducted on Friday 07 October 2016 in the X-5 IPA room (at time 07.15-08.45). The students' post test score of experiment class were distributed in the following table (see in appendix) in order analyzing the students' writing recount text after the treatment.

The distribution of students' score in post test of Experimental group can also be seen in the following figure.

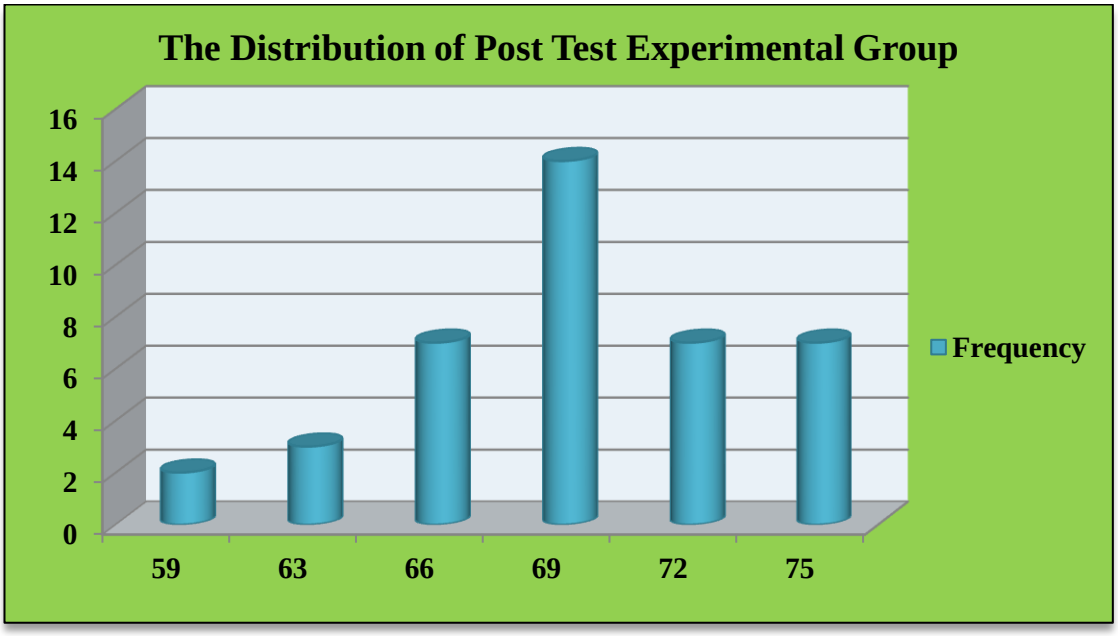


Figure 4.3 The Distribution Frequency of Post test of Experimental Group

Based on the figure above, it can be seen that the students post test experimental group. There were two students who got score 59. There were three students who got score 63. There were seven students who got score 66. There were fourteen students who got score 69. There

were seven students who got score 72. And there were seven students who got score 75.

The next step, the writer calculated the scores of mean, standard deviation, and standard error using SPSS 21 program as follow.

Table 4.5 The Calculation of Mean, Median, Mode, Standard Error of Mean, and Standard Deviation

Statistics

Experiment

N	Valid	40
	Missing	0
Mean		69,10
Std. Error of Mean		,663
Median		69,00
Mode		69
Std. Deviation		4,193
Minimum		59
Maximum		75
Sum		2764

Based on the calculation above, the higher score post test of experimental group was 75 and the lowest score was 59. And the result of mean was 69.10, median was 69.00, mode was 69, the standard error of mean was 0.663 and the standard deviation was 4.193.

b. The Result of Post test Score of Control Group

The post test was conducted on Friday 07 October 2016 in the X-2 IPA room (at time 09.15-10.45). The students' post test score of

control group were distributed in the following table (see in appendix) in order analyzing the knowledge of recount text.

The distribution of students' score in post test of control group could also be seen in the following figure.

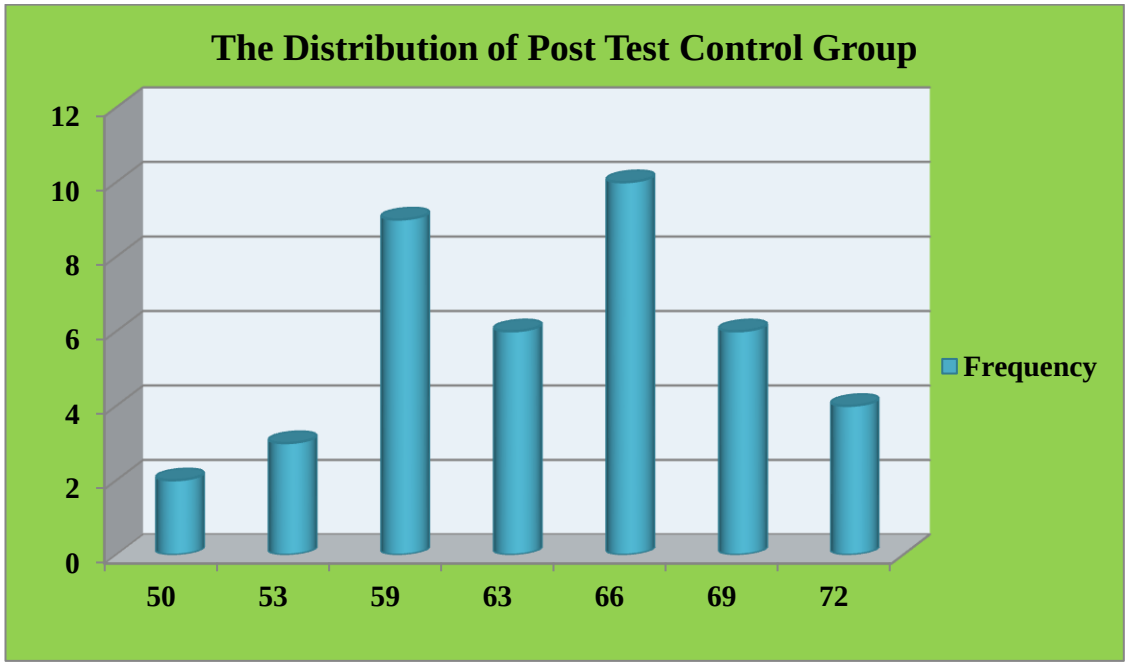


Figure 4.4 The Distribution Frequency of students' Post test of Control Group

Based on the figure above, it can be seen that the students post test control group. There were two students who got score 50. There were three students who got score 53. There were nine students who got score 59. There were six students who got score 63. There were ten students who got score 66. There were six students who got score 69. And there were four students who got score 72.

The next step, the writer calculated the scores of mean, standard deviation and standard error using SPSS 21 program as follows:

Table 4.6 The Calculation of Mean, Standard Error of Mean, Standard Deviation

Statistics

Control

N	Valid	40
	Missing	0
Mean		63,25
Std. Error of Mean		,951
Median		64,50
Mode		66
Std. Deviation		6,012
Minimum		50
Maximum		72
Sum		2530

Based on the calculation above, the higher score pre test of control group was 72 and the lowest score was 50. And the result of mean was 63.25, median was 64.50, mode was 66, the standard error of mean was 0.951 and the standard deviation was 6.012.

3. The Comparison Result of Post-test of Control and Experimental Group

Table 4.7 The Comparison Result of Post-test of Control and Experimental Group

NO	Control		Experimental		Improvement
	Code	Post Test	Code	Post Test	
1	C01	72	E01	75	3
2	C02	72	E02	75	3
3	C03	63	E03	69	6
4	C04	66	E04	72	6
5	C05	50	E05	66	16
6	C06	66	E06	69	3
7	C07	69	E07	72	3
8	C08	59	E08	69	10
9	C09	63	E09	66	3
10	C10	69	E10	75	6
11	C11	63	E11	69	6
12	C12	59	E12	66	7
13	C13	72	E13	75	3
14	C14	66	E14	69	3
15	C15	59	E15	69	10
16	C16	63	E16	72	9
17	C17	59	E17	63	4
18	C18	66	E18	69	3
19	C19	63	E19	72	9
20	C20	66	E20	69	3
21	C21	59	E21	66	7
22	C22	63	E22	66	3
23	C23	66	E23	69	3
24	C24	50	E24	66	16
25	C25	69	E25	72	3
26	C26	66	E26	69	3
27	C27	69	E27	75	6
28	C28	66	E28	69	3
29	C29	59	E29	69	10
30	C30	69	E30	72	3
31	C31	53	E31	69	16
32	C32	53	E32	59	6
33	C33	59	E33	63	4

34	C34	72	E34	75	3
35	C35	59	E35	63	4
36	C36	59	E36	66	7
37	C37	66	E37	72	6
38	C38	69	E38	75	6
39	C39	53	E39	59	6
40	C40	66	E40	69	3
	Total	**2530**	**Total**	**2764**	**234**

B. Research Findings

1. Testing Normality and Homogeneity

a. Normality Test

The writer used SPSS 21 to measure the normality of the data.

- **Testing Normality of Post Test Experimental and Control Group**

Table 4.8 Testing Normality of Post Test Experimental and Control Group

Tests of Normality

	Group	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Score	Control	,124	40	,122	,968	40	,317
	Experiment	,114	40	,200*	,961	40	,177

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

The criteria of the normality test of post test if the value of (probability value/critical value) was higher than or equal to the level of significance alpha defined, it meant that the distribution was normal. Based on the calculation used SPSS 21.00 program, asymptotic significance normality of control group was 0.317 and experiment group 0.177. Then the

normality both of class was consulted with table of Shapiro-Wilk with the level of significance 5% (α=0.05). Because asymptotic significance of control 0.317>0.05, and asymptotic significance of experiment 0.177>0.05. it could be concluded that the data was normal distribution. It meant that the students' post test score of experimental and control group had normal distribution.

b. Homogeneity Test

- **Testing Homogeneity of Post Test Experimental and Control Group**

Table 4.9 Testing Homogeneity of Post-Test Experimental and Control Group

Test of Homogeneity of Variances

Levene Statistic	df1	df2	Sig.
3,128	5	34	,217

The criteria of the homogeneity test post test was if the value of (probability value/critical value) was higher than or equal to the level of significance alpha defined (r = a), it means that, the distribution was homogeneity. Based on the calculation using SPSS 21.0 above, the value of (probably value/critical value) from post test of the experimental and control group on Homogeneity of Variances in sig. column is known that p-value was 0,217. The data in this study fulfilled homogeneity since the p value is higher 0,217> 0.05.

2. Testing Hypothesis

a. Testing Hypothesis Using Manual Calculation

To test the hypothesis of the study, the writer used t-test statistical calculation. Firstly, the writer calculated the standard deviation and the error of X_1 and X_2 at the previous data presentation. In could be seen on this following table:

Table 4.10

The Standard Deviation and Standard Error of X_1 and X_2

Variable	The Standard Deviation	The Standard Error of Mean
X_1	4.193	0.663
X_2	6.012	0.951

X_1 = Experimental Group

X_2 = Control Group

The table showed the result of the standard deviation calculation of X_1 was 4.193 and the result of the standard error mean calculation was 0.663. The result of the standard deviation calculation of X_2 was 6.012 and the result of the standard error mean calculation was 0.951.

The next step, the writer calculated the standard error of the difference mean between X_1 and X_2 as follows:

Standard error of mean of score difference between Variable I and Variable II

$SE_{M1} - SE_{M2} = SE_{M1}^2 + SE_{M2}^2$

$SE_{M1} - SE_{M2} = \sqrt{(0.663)^2 + (0.951)^2}$

$SE_{M1} - SE_{M2} = \sqrt{0.439569 + 0.904401}$

$SE_{M1} - SE_{M2} = \sqrt{1.34397}$

$SE_{M1} - SE_{M2} = 1.159297$

$SE_{M1} - SE_{M2} = \mathbf{1.159}$

The calculation above showed the standard error of the differences mean between X_1 and X_2 was 1.159. Then, it was inserted to the t_{test} formula to get the value of t test as follows:

$$t_o = \frac{M1 - M2}{SEm1 - SEm2}$$

$$t_o = \frac{69.10 - 63.25}{1.159}$$

$$t_o = \frac{5.85}{1.159}$$

$t_o = 5.047454$

$t_o = \mathbf{5.047}$

Which the criteria:

If t-test ≥ t-table, Ha is accepted and Ho is rejected

If t-test < t-table, Ha is rejected and Ho is accepted

Then, the writer interpreted the result of t-test; previously, the writer accounted the degree of freedom (df) with the formula:

Df = (N_1+N_2) -2

= 40+40 – 2 = **78**

The writer chose the significant levels at 5%, it means the significant level of refusal of null hypothesis at 5%. The writer decided the significance level at 5% due to the hypothesis typed stated on non-directional (two-tailed test). It meant that the hypothesis can't direct the prediction of alternative hypothesis. Alternative hypothesis symbolized by "1". This symbol could direct the answer of hypothesis, "1" can be (>) or (<). The answer of hypothesis could not be predicted whether on more than or less than.

The calculation above showed the result of t-test calculation as in the table follows:

Table 4.11

The Result of T-Test Using Manual Calculation

Variable	**T test**	**T table**		**Df/db**
		5 %	**1 %**	
X_1-X_2	5.047	1.994	2.648	78/70

Where:

X_1 = Experimental Group

X_2 = Control Group

T test = The Calculated Value

T table = The Distribution of t Value

Df/db = Degree of Freedom

Based on the result of hypothesis test calculation, it was found that the value of $t_{observed}$ was greater than the value of t_{able} at 1% and 5% significance level or 1.994< 5.047 >2.648. It means H_a was accepted and H_o was rejected. It meant H_a was accepted and H_o was rejected. It could be interpreted based on the result of calculation that H_a stating that Personal Photograph Series was effective for Teaching Writing Recount Text of the tenth grade students at SMAN 4 Palangka Raya was accepted and H_o stating that Personal Photograph Series was not effective for Teaching Writing Recount Text of the tenth grade students at SMAN 4 Palangka Raya was rejected. It meant that teaching writing with Personal Photograph Series was effective for Teaching Writing Recount Text of the tenth graders of SMAN 4 Palangka Raya gave significant effect at 5% and 1% significance level.

b. Testing Hypothesis Using SPSS 21.0 Program

The writer also applied SPSS 21.0 program to calculate t-test in testing hypothesis of the study. The result of the t test using SPSS 21.0 was used to support the manual calculation of the t test. The result of the test using SPSS 21.0 program could be seen as follows:

Table 4.12

Mean, Standard Deviation and Standard Error of Experiment Group and Control Group using SPSS 21.0 Program

Group Statistics

	Group	N	Mean	Std. Deviation	Std. Error Mean
Score	Experiment	40	69,10	4,193	,663
	Control	40	63,25	6,012	,951

The table showed the result of mean calculation of experimental group was 69.10, standard deviation calculation was 4.193, and standard error of mean calculation was 0.663. The result of mean calculation of control group was 63.25, standard deviation calculation was 6.012, and standard error of mean was 0.951.

Table 4.13 The Calculation of T– Test Using SPSS 21.0 Program

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Score	Equal variances assumed	6,308	,014	5,047	78	,000	5,850	1,159	3,543	8,157
	Equal variances not assumed			5,047	69,681	,000	5,850	1,159	3,538	8,162

The table showed the result of t–test calculation using SPSS 21.0 program. To know the variances score of data, the formula could be seen as follows:

If $\alpha = 0.05 <$ Sig, Ho accepted and Ha rejected

If $\alpha = 0.05 >$ Sig, Ha accepted and Ho rejected

Since the result of post test between experimental and control group had difference score of variance, it found that $\alpha = 0.05$ was higher than Sig. (2-tailed) or (0.05>0.000), so that Ha was accepted and Ho was rejected. The result of t_{test} was 5.047, mean difference between experimental and control group was 5.850 and the standard error difference between experimental and control group was 1.159.

3. Interpretation of the results

The interpretation of the result of t-test using SPSS 21.0 program, it was found the t-observe was greater than the t table at 1% and 5% significance level or 1.994< 5.047 >2.648. It means that H_a was accepted and $H_o$was rejected. It could be interpreted based on the result of calculation that H_a stating that Personal Photograph Series was effective for Teaching Writing Recount Text of the tenth grade students at SMAN 4 Palangka Raya was accepted and H_o stating that Personal Photograph Series was not effective for Teaching Writing Recount Text of the tenth grade students at SMAN 4 Palangka Raya was rejected. It meant that teaching writing with Personal Photograph Series was effective for Teaching Writing Recount Text of the tenth graders at SMAN 4 Palangka Raya gave significant effect at 5% and 1% significance level.

C. Discussion

The result of analysis showed that there was significant effect of Personal Photograph Series in writing recount text at tenth graders of SMA Negeri 4 Palangka Raya. It can be seen from the means score between pre-test and post test. The mean score of post test reached higher score than the mean score of Pre-test. It indicated that the students' score increased after conducting treatment. In other words, the students writing recount text taught by Personal Photograph Series have better than those taught by non- Personal Photograph Series at the tenth graders of SMA Negeri 4 Palangka Raya.

This finding indicated that Personal Photograph Series was effective and supported the previous research done by Ni Made Ratminingsih, Dwi Nur Indah, Lifatur Rohmah Yunita and Kusumarasdyati Ph. D., Sri Wahyuni, and Andika Rahmadi Putra that also stated teaching writing by using Personal Photograph Series was effective.

In teaching learning process, taught writing recount text by using Personal Photograph Series was a tool used by the writer to teach the students. It could be seen from the score of students how the used of Personal Photograph Series gave positive effects for students writing recount text. It meant that it has important role in teaching learning process. It was answered the problem of the study which "Is there any significant effect of using personal photograph series on writing recount text at SMA Negeri 4 Palangka Raya?

Personal photograph series as means for language learning effectively enhanced the writing recount text at tenth graders of SMA Negeri 4 Palangka Raya. The students writing recount text was enhanced after the treatment when they were given opportunities to use personal photograph series in the learning process. They wrote better recount text using more meaningful contents within a well-organized text in the post test.

According to Asnawir and Usman (2002, p. 28), there are the advantages of using personal photograph series for language teaching. They are as follows:

e. Concrete, photograph is more realistic in showing the main idea.
f. Photograph is not restricted on space and time.
g. To clarify any issues or problem.
h. Can be used for all people regardless of age.

In addition, Kinder (1998, p. 101) stated that there are the advantages of personal photograph series. They are:

1. Motivating interest and learning,
2. Providing source material for study and investigation,
3. Providing artistic and esthetic development,
4. Providing cues which lead to creative effort.
5. Providing an effective media which can be used to be applied in a classroom that can stimulate and explore their ideas.

Based on the explanation above it can be said that personal photographs series are useful for the students, since it can break their boredom

in the classroom. By using personal photograph series, it can help the students to write, because personal photograph series have a powerful teaching aids which can stimulate and inspire all of students at all levels to make a creative compositions in their writing. It is supported by Kinder (1998, p. 326) that photography is worthwhile and fascinating recreational pursuit as well as an instructional medium. When they have been motivated by applying personal photographs series which are taken by themselves, they will be stimulated to find out what they want to write exactly, because as we know that personal photograph series present all of the details of object, so that they will be easier to find out everything about them and they will be easier to explore their ideas in the form of words to be a good recount text which is understandable for all of the readers.

CHAPTER V
CONCLUSION AND SUGGESTION

In this section, the writer gave conclusion and suggestion about the result of study. The conclusion of the study was the resumes of chapter I till chapter III and the answer of the problem of the study which the finding was based on the result of data analysis. The suggestion was expected to make better improvement and motivation for students, teacher and researcher related with the teaching learning of writing recount text by personal photograph series.

A. Conclusion

The study concluded that the result of hypothesis was using calculation of T-test with manual calculation and SPSS 21.0. The result of t-test with SPSS 21.0 and manual calculation found the calculated value ($t_{obseved}$) was greater than t_{table}) at 1% and 5% significance level or 1.994< 5.047>2.648.

The study interpreted that alternative hypothesis (h_a) stated that there is significance effect of personal photograph series in writing recount text at tenth graders of SMA Negeri 4 Palangka Raya was accepted and the null hypothesis (h_0) there is no effect of personal photograph series in writing recount text at tenth graders of SMA Negeri 4 Palangka Raya was rejected. It meant that there is significance effect of personal photograph series in writing recount text at tenth graders of SMA Negeri 4 Palangka Raya.

B. Suggestion

In line with the conclusion, the writer would like to propose some suggestions for the students, English teachers and the next researchers as follow:

1. For the Students

   It is clear that personal photograph series as a visual media has potential to be used as very useful for education. It could help students to comprehend English as a foreign language. Therefore, the writer recommended to the students to practice their English as much as possible in or out the class. And also, the writer recommended to students could use the visual media or other visual aid (especially in our gadget) in language learning.

2. For English Teachers

   As the use photograph has grown in popularity as a social habits especially Selfie, teacher has been considering how it could be used in an educational context to improve the learning experience of their students. By using personal photograph series, teacher can stimulate the students to write their experience based on their personal photos. The students can remember their experiences by looking their photos and arranging in the simple paragraph of recount text. And also English teachers are recommended to use PBL (Project Based Learning) strategy and personal photograph series as another alternative to improve students' ability to write. Besides, working

cooperatively in completing the project, it also gave them opportunities to share and solve their problems in writing by interacting and discussing.

3. For the Next Researchers

This study was focused on the tenth graders at SMA Negeri 4 Palangka Raya. There were weaknesses in applying personal photograph series, such as:

1. The photograph is usually served in a very small size, so very limited in size to large size.
2. The photographs emphasize only the eye senses.
3. Overly complex photo images are less effective for learning activities. It is because photograph must be authentic, simple, and must carry a message.
4. If they are using a mobile phone, it means utilizing electronic. Electronics are great for learning, but they’re also great for distracting students. Now, mobile phones can take pictures and videos, creating a trend called "cyber-bullying." Students used their phones to embarrass their peers or teachers. For example, students may record school fights and post them online.

The writer expecting that other researchers can consider it. The writer recommended to other researchers who want to conduct the study related to the writing skill to combine personal photograph series with other interesting media and other text types.

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