



Proceedings of the 1st English Education International Conference (EEIC) in conjunction with the 2nd Reciprocal Graduate Research Symposium (RGRS) of the Consortium of Asia-Pacific Education Universities (CAPEU) between Sultan Idris Education University and Syiah Kuala University

November 12-13, 2016, Banda Aceh, Indonesia



STUDENTS' PERCEPTIONS OF THE IMPLEMENTATION OF PHOTOGRAPH IN WRITING NARRATIVE TEXTS

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Abstract

This study focused on finding out about students' opinion of writing activity especially narrative text by using photograph. In conducting this study, the researcher distributed questionnaire in order to get the data. The population were students who took writing class at fourth and sixth semester, the number of them was 185. Meanwhile, the sample was taken from two units as experimental and control class. Both of the classes consists of 29 students. However, the questionnaire was only distributed in the experimental class. The result showed that photograph influenced well in students' writing. It was proven from the questionnaire result that 50% students felt very pleasure and the rest 50% said they were pleasure of the photograph implementation in narrative writing. Additionally, it was also confirmed by the students' respond on the questionnaire about how helpful does photo in their writing task, there were 46% of them felt very helpful and the others 54% students felt helpful. None of them selected negative options on the questions. All in all, the result showed that most of students felt this technique was succeeded helping them to understand the material as well as a good guide in their narrative writing activity.

Keywords: *Students' perceptions, photograph, narrative text.*

BACKGROUND OF STUDY

In studying English, there are four well-known skills to be studied, and these are divided into two parts; receptive skills (reading and listening) and productive skills (writing and speaking) (Cynthia, 2013). All of these are related to each other; people receive information from what they read (magazine, newspaper, books, Internet, article, journal, etc.) and from what they listen to (radio and television). After receiving the information, people transmit it through their writing or speaking. In comparison to speech, which is in the same kind of productive skill, the product of writing is usually more aptly worded and better organized, containing fewer errors, hesitations, and incomplete sentence that are found in speech (Jannedy, Poletto & Weldon, 1994). This view is reasonable considering that in writing one has a chance to revise it before it is published, differ to speech that it does not have more chances to revise the mistake that probably happened.

Some people find it difficult to compose a writing and believe that the ability of writing skill is a gift from God since they were born. The notion that good writers are born, not made, is widespread myth that may make us feel defeated before we start. But the simple truth is that good writers are made-simply because "effective writing is a skill that can be learned" (Wyrick, 1996, p. 3). It can be inferred that, people view that writing is a gift from God is not correct; everybody has the same

opportunity to master it. For both native speakers and new learners of English, it is important to note that writing is a process, not a "product" (Oshima & Hogue, 1999, p. 3).

At English department of UIN Ar-Raniry, students were taught to be able to write several kinds of text, such as expository, descriptive, procedure, narrative, etc. However, narrative seemed the hard one (UKEssays, 2015). As the teacher, the researcher met her responsibility to overcome this situation. Hence, she tried to look up information about how to teach narrative in some literatures. Then, after reading some references, the researcher found an interesting technique in writing narrative by using photograph proposed by an expert (Kellner, 2011).

The researcher felt enthusiast to conduct a study in writing I class at UIN Ar-Raniry Banda Aceh. Writing I was meant to the beginner student in writing. The class was focused on simply details of paragraph such as writing techniques (brainstorming, clustering, blueprint, etc.), kinds of texts, paragraph building, and writing paragraph.

A study of the implementation of photograph in writing narrative was conducted in two classes. Each class has different role in the study. One class was taken as an experimental class, while another as a control class. Experimental class was the class which the treatment was applied, in this case was that they were taught using photo in their writing. On the other hand, the control class was not given photo in their writing activity. The tests were given in three exercises, students were asked to write narrative in three meetings (one writing task for each meeting). The result showed that the class which given treatment did better writing. It was proven that students who writes by the help of photograph around start writing faster which means that the felt less difficulty in finding ideas. Furthermore, their scores were also increased from exercise to exercise. Therefore, the researcher wanted to continue her previous study in order to get to know what is students' perception of the implementation of photograph in their writing narrative activity?

RESEARCH METHODOLOGY

In conducting this research, the researcher distributed the questionnaire. "A questionnaire is a written or printed form used in gathering information on some subject or subjects consisting of a list of questions to be submitted to one or more persons" (Key, 1997, p. 1). The questionnaire used in this study consisted of 9 questions.

Population and Sample

The population of this research was all students who took writing on second and fourth semester students at UIN Ar-Raniry Banda Aceh. There was 185 students of them and they were divided into six units. 25% of the population was taken as the sample of this study. The researcher chose two units of writing-I classes, the sample divided into 2 classes; experimental and control class. Unit 1 was the experimental class and unit 2 was control class.

LITERATURE REVIEW

Narrative

"Narrative is storytelling; to narrate is to tell a story, to give an account of something that happened in time" (Harmer, 1991, p. 61). In writing narrative text, a writer should complete the text with some of its characteristics, i.e. orientation, complication, evaluation (optional), and resolution. Additionally, the purpose of this text is to entertain the readers. The generic structure of a narrative is orientation, complication, evaluation (optional) and resolution. They are explained below:

1. Orientation: On this step the writers introduce the figure, place and time of the story (who or what, when and where). In the first step of narrative paragraph, the writers introduce who involved in the story, what the story is about, and when and where it happened.
2. Complication: Complication is the climax of the story, it can be more than one. Because narrative mostly tells about a story such as a folktale, it must be a climax or problem that can be found of the story, here the writers will explain the problem of the story.
3. Evaluation: This step is an optional (it can be written or not), it usually makes the story more interesting.
4. Resolution: This is the last step of paragraph, solving problem. In narrative the resolution or solving problem can be written in happy or sad ending. After getting problem in complication

part, there must be a solution of it. This will be an ending of narrative paragraph; the story can be closed in happy or sad tone.

Difficulties in Writing

The difficulties of writing as stated by Bazerman (1985) in his book “many think filling the blank page is the main problem of writing” (p. 11). He also illustrated two kinds of situation of how do people see their writing activity. The first situation he illustrated that somebody who sees the problem as something has gone wrong, the people who stands on this statement considered writing is as the problem bothering them, so they want to finish it quickly so they can get back to the normal situation. Meanwhile, the second situation illustrated as the people saw writing as an engineering problem. They do not see writing as something wrong, but as something to do. People on this statement usually make a new finding on their writing product or bringing something new to the world.

The Implementation of Photograph in Writing

The implementation of photograph in writing to help writers to find an idea is supported by some writers. One of them is Kellner (2011). He is known as the creator of many photographs and articles that appeared in publications nationwide. One of his publication is: *Write What You See: 99 Photos To Inspire Writing*. Furthermore, Ahola (2004) in his journal stated that “photographs usually capture important moments in our lives. Additionally, photographs can help us remember little details about people, places, and events. In short, they can be powerful narratives” (p. 1). According to Ahola (2004), the detail found in photograph can help the students to come up their ideas to write a narrative, because they are directly involved to the experience showed in the photo. So, this benefitted writers to write a story behind the photo. Writing can be very interesting when the writers write something closely related to life or experience, photograph is one of media that save the experience through a picture.

RESULTS AND DISCUSSION

The questionnaires were only distributed to the experimental students. It was held in the classroom at their writing class period. The researcher asked permission to use their study time about 5 or 10 minutes to fill up the questionnaire. The class consisted of 29 students but only 27 of them who always attended the class, and when the study was conducted one of them was absent. Therefore, 26 students were involved as respondents for this study.

The questionnaire used in this study was open-ended questionnaire and the statistical formula used in calculating the questionnaire is based on the formula suggested by Sudijono (2005) written in his book as follows:

$$p = \frac{f}{N} \times 100\%$$

Where:

P = The percentage

F = The frequency that is being calculated the percentage

N = Number of Cases

Furthermore, for more explanation about the analysis of questionnaire is clarified on the following tables:

Table 1. Students' interest in learning writing.

Num.	Option	F	%
A	Very interested	3	12
B	Interested	19	73
C	Less interested	4	15
D	Not interested	0	0
Total		26	100

Based on the table above, it can be seen that 3 students were very interested, 19 students were interested and 4 students answered less interested in learning writing. Moreover, none of students answered not interested in. It can be inferred that most of them were interested in learning writing because 73% of them answered B.

Table 2. Students' opinion about the difficulties of learning writing.

Num.	Option	F	%
A	Very difficult	1	4
B	Difficult	11	42
C	Less difficult	14	54
D	Not difficult	0	0
Total		26	100

The table shows that no one of the students who did not face difficulties in writing. However, the level of difficulty was not really high, 54% students stated they only felt writing is less difficult, by doing more practice this problem will probably be solved.

Table 3. Students' opinion about the importance of learning writing.

Num.	Option	F	%
A	Very important	23	88
B	Important	2	8
C	Less important	1	4
D	Not important	0	0
Total		26	100

The result of the table above shows the majority of students agreed the importance of learning writing is in the very important level. It was more than a half of total students chose option A.

Table 4. Students' opinion about the application of photograph in learning narrative writing.

Num.	Option	F	%
A	Very easy	9	35
B	Easy	17	75
C	Less easy	0	0
D	Not easy	0	0
Total		26	100

Table 4 certified that majority students viewed the application of photograph in writing in the "easy" level.

Table 5. Students' opinion of pleasure about using photograph in writing activity.

Num.	Opinion	F	%
A	Very pleasure	18	50
B	Pleasure	18	50
C	Less pleasure	0	0
D	Not pleasure	0	0
Total		26	100

The table illustrates students' opinion about their pleasure in writing activity by using photograph. The result showed that the percentage was 50:50 in very pleasure and pleasure option. Therefore, it can be concluded that students agreed the application of photograph in writing was good for them.

Table 6. Students' opinion of using photograph in writing through developing their ideas.

Num.	Opinion	F	%
A	Very helpful	12	46
B	Helpful	14	54
C	Less helpful	0	0
D	Not helpful	0	0
Total		26	100

The data in Table 6 represents that students felt their ideas were proper develop when the photograph was applied in their writing activity. It was proven by the students' respond on the questionnaire, there were 46% of them felt very helpful and the others 54% students felt helpful.

Table 7. Students' difficulties in using photograph for their writing.

Num.	Option	F	%
A	Wasting time	1	4
B	Hard to visualize/imagine things in the photo	3	12
C	Hard to get the photo	8	31
D	Hard to guess the story behind the photo	2	7
E	(Others)	2	7

Table 7 above illustrates open-ended style of questionnaire about students' difficulties during writing by using photo. On this question the respondents were allowed to choose the answered more than one option. For those questions, the researcher found option A was selected 1 time (4%), option B was selected 3 times (12%), option C was selected 8 times (31%), option D was selected twice (7%) and option E was selected twice (7%). Those who selected option E gave various reasons as follows: one student answered about difficulty in printing the photo and another student answered that she did not find any difficulties. Rest of the respondents gave answered more than one options, B and D was selected 4 times (15%), C and D was selected 1 time (4%), A, B and D was selected 1 time (4%), B, D and E was selected 1 time (4%). At point E, the student stated that the difficulty he faced that it was hard to express the story of the photo.

Based on the above explanation, it can be seen that the C option was majority selected by the students among the others. So that, the researcher inferred that some of students felt hard to get the photo as their difficulties during writing by using photograph.

Table 8. Students' opinion whether they can or not apply photograph in their writing outside of the classroom.

Num.	Option	F	%
A	Yes	18	100
B	No	0	
Total		18	100

The table above shows about students' opinion about whether they can or not to apply the photo in their writing practice outside the classroom. The result clearly seen that 100% students felt optimistic to do it, they felt certain that they will be able to apply the photograph not only inside but also outside of the classroom.

CONCLUSION

The result of questionnaire pointed out that students were interested in learning writing, the subject also important to learn, but they agreed that writing is a difficult task. Additionally, when they did writing activity especially narrative paragraph by using photograph, they got some benefits on it. Students viewed that photograph can help them easier in developing ideas which they faced before. Furthermore, this activity also easy to apply and they believed it was applicable inside or outside the classroom.

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