IMPROVING THE EIGHTH GRADE STUDENTS' WRITING COMPETENCY THROUGH PERSONAL PHOTOGRAPH TECHNIQUE AT SMPN 3 SINGARAJA ACADEMIC YEAR 2014/2015

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Abstract

This for achievements in each indicator of writing competency of the eighth grade students in SMP N 3 Singaraja after applying the personal photograph technique in academic year 2014/2015. To know the achievements in each indicator of writing competencies of the eighth grade students in SMP N 3 Singaraja after applying the personal photograph technique in academic year 2014/2015. There are 30 students in 15 male and 15 female students in especially VIIIE in SMP N 3 Singaraja. The studies have had two cycles where each cycle consists of planning, action, observation and reflection. There are two types of data to analyze the data that was both qualitative and quantitative data. In preliminary observation based on general text: 22 (73.3%), in text type's descriptive text 26 (86.7%), recount text 24(80%) had problem. For this in indicator descriptive text such as: authenticity 22(73%), title suitability 12(40%), text structure 19 (63%), diction 13(43%), grammar 22(73%), neatness 18(60%), writing competency 21(70%).Recount text such as: authenticity: 17(57%),title suitability 18(60%),text structure 18(60%),diction 14(47%), grammar 18(60%), neatness 18(60%), writing competency 20(67%). In cycle I based on general text: 12 (40%), in text type such as: descriptive text 18(60%), recount text 13(43%) and in each indictor for descriptive text such as: authenticity 1(3%), title suitability 3(10%), text structure 2(7%), diction 6 (20%), grammar 5(17%), neatness 1(3%), writing competency 5(17%). Recount test such as: 9(3%), 9(3%), 10(3.3%), 9(3%), 10(3.3%), 4 (13%). For the cycle II based on general text: 9(30%), in text type such as: descriptive text 9(30%) and recount text 3(10%). In each indicator of writing skill such as: authenticity 2(7%), title suitability 3(10%), text structure 1(3%), diction 4(13%), grammar 2(7%), neatness 3(10%), writing competency 1(3%). Recount text such as: 2(7%), 3(10%), 1(3%), 3(10%), 1(3%), 4(13%), 5(17%).Learning from an impressive improvement of the technique in writing at SMPN 3 Singaraja, teachers are suggested to make use of contextual and real life media.

Key words: Personal Photograph Technique, writing competency

Abstrak

Itu adalah prestasi dalam setiap indikator penulisan kompetensi siswa kelas delapan di SMP N 3 Singaraja setelah menerapkan teknik foto pribadi di tahun akademik 2014/2015. Untuk mengetahui prestasi dalam setiap indikator penulisan kompetensi siswa kelas delapan di SMP N 3 Singaraja setelah menerapkan teknik foto pribadi di tahun akademik 2014/2015. Ada 30 siswa di 15 laki-laki dan 15 siswa perempuan di terutama VIIIE di SMP N 3 Singaraja. Penelitian telah memiliki dua siklus dimana setiap siklus terdiri dari perencanaan, tindakan, observasi dan refleksi. Ada dua jenis data untuk menganalisa data yang bersifat data kualitatif dan kuantitatif. Dalam pengamatan awal berdasarkan teks umum: 22 (73,3%), dalam jenis teks teks deskriptif 26 (86,7%), menceritakan teks 24 (80%) memiliki masalah, dalam indikator teks deskriptif seperti: keaslian 22 (73%), judul . kesesuaian 12 (40%), struktur teks 19

(63%), diksi 13 (43%), tata bahasa 22 (73%), kerapian 18 (60%), menulis kompetensi 21 (70%), ingatlah teks seperti: keaslian : 17 (57%), judul kesesuaian 18 (60%), struktur teks 18 (60%), diksi 14 (47%), tata bahasa 18 (60%), kerapian 18 (60%), menulis kompetensi 20 (67%). Dalam siklus I berdasarkan teks umum: 12 (40%), dalam jenis teks seperti: teks deskriptif 18 (60%), teks recount 13 (43%) dan di setiap indictor untuk teks deskriptif seperti: keaslian 1 (3%), judul kesesuaian 3 (10%), struktur teks 2 (7%), diksi 6 (20%), tata bahasa 5 (17%), kerapian 1 (3%), menulis kompetensi 5 (17%)., ingatlah teks seperti sebagai: 9 (3%), 9 (3%), 10 (3,3%), 10 (3,3%), 9 (3%), 10 (3,3%), 4 (13%). Dalam siklus II berdasarkan teks umum: 9 (30%), dalam jenis teks seperti: teks deskriptif 9 (30%) dan penghitungan ulang teks 3 (10%). Dalam setiap indikator keterampilan menulis seperti: keaslian 2 (7%), judul kesesuaian 3 (10%), struktur teks 1 (3%), diksi 4 (13%), tata bahasa 2 (7%), kerapian 3 (10 %), menulis kompetensi 1 (3%), ingatlah teks seperti:. 2 (7%), 3 (10%), 1 (3%), 3 (10%), 1 (3%), 4 (13%), 5 (17%). Belajar dari peningkatan mengesankan teknik secara tertulis di SMPN 3 Singaraja, guru disarankan untuk menggunakan kontekstual dan nyata Media kehidupan.

Kata kunci: teknik foto sendiri, kompetensi menulis

Background

Obviously good writing skills are important when your job involves writing, be it as a journalist, paralegal or public relations professional – that goes without saying. If you are employed for your writing skills, having "good" writing skills is a job requirement. However, more professions require good writing skills than those traditionally associated with writing. Any time a profession requires written communication, writing skills become important.

People with good writing skills are generally seen as more credible. Think to yourself how you would interpret an *e-mail* from a colleague that was filled with typos and grammatical errors. At best, he was negligent in that he didn't proofread his message or use spell check; at worst, he comes across as less intelligent and less capable. Better writers tend to get higher grades and be perceived as more competent and more intelligent than their less literary counterparts.

At the Junior Secondary Schools, writing is taught systematically. However, many students are not competent as yet in writing. The writing core competency is that "students' understanding of meanings of varying texts in written English'. In the preliminary observation, it was discovered many students were not competent as yet in writing. The following table displays data on the in-competency of students in writing.

Table 1.1
General Writing Competency

No	Performance Indicator Category	Students' Competency f	%
1	≥ 70	8	26.7
2	≤ 69	22	73.3
Total		30	100

Sources: Data analysis of November 2014

Generally speaking, there are 22 (73.3%) students who were not competent in writing. In other words, there were 22 (73.3%) students who were facing problems in writing, since their writing scores exist below the mean score of 69. For information only, the students' writing mean score = 65 and the standard

deviation = 1.8. This conclusion was based on the criteria set forth in the performance indicator for competency in writing.

Review of Related Literature

Celce-Murcia (2001: 219) states that teachers cannot adequately serve their students armed simply with a general understanding of methods and materials, but teachers need to familiarize themselves, at least to a certain extent with the field of composition studies and its interrelationship with ESL composition. Similarly, Richards and Renandya (2002:350) add that teacher's correction may lead to the students' improvement on writing work and may make writing interesting, challenging, and enjoyable. Responding and giving feedback to the students' writing can be both oral and written form.

Concept of a Text

Karim and Rachmadie (1996:1) define a text as a unit of information and unified by a central idea. Moreover a text is made up of three kinds of sentences that can help writer to develop main idea, opinion, or feeling about a topic (Karim and Rachmadie, 1996:3).

As a text in general, unity and coherent that the sentences have in a paragraph must be meaningfully related to one another and the relationship among the sentences must be clear. The three kinds of sentences that should build a paragraph are:

1. Topic sentences
   The topic sentences are the most general statement of a paragraph. It consists of an idea and a controlling idea. The topic sentences lets the readers know the focus of a paragraph in simple and direct terms (Axelrod and Cooper, 1999:354)
2. Supporting details
   The supporting details support the idea of the topic sentence. In making supporting details, the students can give examples reasons and facts. The sentences should serve to back up, clarify, illustrate, explain, or prove the points that are made on the topic sentences.
3. Concluding sentence
   The concluding sentence tells the readers that the paragraph is finished and it completes the picture of the story about the subject of a text.

Concept of Descriptive Text
Text type that is widely used in daily life in describing objects, places, people, animals and so forth. Descriptive Text is an English text for mengggmbarkan like what objects or living things that we describe , either in appearance , smell , sound , or the texture of the objects or living things .

1. Purpose   Communicative Descriptive Text Communicative of Descriptive Text is to describe and reveal the characteristics of objects , places , or certain things in general , Tenpa presence or pein depth research.

2. Generic Structure Descriptive Text Descriptive Text In each there are two parts that is characteristic of Descriptive Text itself . Both parts are:
   1. Identification
      Identification is part of Descriptive Text that contains the topic or "what" is to be depicted or described.
   2. Description
      Description is the last part of Descriptive Text that contains a discussion or description of the topic or the " what " in the Identification of physical appearance,quality,general behavior and properties .
   3. Characteristics Descriptive Text Descriptive Text using the

Present Tense , for example : go , eat , fly , etc.

Descriptive Text using adjectives (adjectives) which are describing (portrait) , Numbering and Classifying (classify) , for example : two strong legs , sharp white fangs , etc.

4. Descriptive Text using Verbs Relating to provide information about the subject , for example : my mum cool , it has very thick fur , etc.

5. Descriptive Text using Thinking Verbs (verb think , like belive , think , etc.) and Feeling Verbs (verb flavorings , such as feel) to express the author's personal views about the subject , for example : police believe the suspect is armed , I think it is a clever animal , etc.

6. Descriptive Text also use Adverbs (adverb) to provide additional information about the behavior or trait (Adjective) are described , for example : it is extremely high , it definitely runs past,etc.

The Concept of Recount text

Recount is the text telling the reader what happened. It retells a past event. It begins by telling the reader who was involved, what happened, where this event took place and when it happened (Pardiyono, 2007: 63). Generic structure of the Recount Text by Derewianka (2004: 35) such as:

1. Orientation: It gives the readers the background information needed to understand the text, such as who was involved, where it happened, and when it happened.

2. Events: A series of events, ordered in a chronological sequence.

3. Re-orientation: A personal comment about the event or what happened in the end.

The Concept of Personal Photograph

According to Ahola (2004:1), personal photograph can help students to remember little details about people, places and events. In short personal photograph can be powerful recount. There are several steps that should be applied in this technique namely:

- Step 1

The first step is making the journal entry. Journal entry is personal record of occurrences, experiences and reflections kept on a regular basis (White, 1993:1), by allowing the students to write for 10 minutes about their photograph. While they are writing the teacher can ask several questions such as: Who is in the photographs? When were the photographs taken? What was happening in the photographs?

- Step 2

After the journal writing is complete the teacher asks several volunteers to briefly describe their photographs. Then the teacher introduces 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 have to describe the photographs fully and explain the photographs importance on their lives so that other readers will understand what the reflective response.

- Step 3

The teacher provides for the students some samples of photograph papers

written by former students and read them aloud in class. However, Ahola (2004) also suggest that since it will be the first time to do activity, it would be useful to write a sample based on your own personal photographs.

▪ Step 4

In this step the teacher can do a prewriting activity. This activity involves of making a time line for the students photographs. Timeline is a list of all events for the day when the photographs taken. On a piece of paper the students make a list of all the events for the day when the photographs taken. Allow the students to do prewriting for 10-15 minutes.

▪ Step 5

Give the student's time to drafts their papers. Before the students begin drafting, it might be important to highlight the paper requirements and expectations once more. Further, it`s a perfect time to circulate around the room and assist the students. Finally give student's week to draft and competence their papers before turning them in for evaluation.

General Students' Writing Competency

After diagnosing the students' writing competency in general, in terms of text types and its writing indicators, an action had been implemented in teaching writing through a personal photograph technique. Implementation of the action had been conducted in two cycles. The results could be shown consecutively in a sequence of preliminary observation, cycle I and cycle II in the following table.

Table 4.1
Preliminary Observation:
General Writing Competency

No	Performance Indicator Category	Students' Competency f	%
1	≥ 70	8	26.7
2	≤ 69	22	73.3
Total		30	100

Sources: Data analysis of November 2014

Generally writing, there are 22 (73.3%) students who were not competent in writing in the preliminary observation. In other words, there were 22 (73.3%) students who were facing problems in writing. This conclusion was based on the criteria set forth in the performance indicator for competency in writing. The performance indicator below 69 indicated students as having problem in writing. Contrastively, those who scored above 70 indicated students as having no problem in writing.

In the first cycle, the general writing competency of the eighth grade could be shown in the following.

Table 4.2
Cycle I:
General Writing Competency

No	Performance Indicator Category	Students' Competency f	%
1	≥ 70	18	60
2	≤ 69	12	40
Total		30	100

Sources: Data analysis of November 2014

Generally writing, there are 12(40%) students who were not competent in writing in cycle I. In other words, there were 12 (40 %) students who were still facing problems in writing. The number of students who still found difficulty in writing was reduced from 22 (73%) in preliminary observation to 18 (60%) in Cycle I. Competencywise, the students' writing competency had been improved from a mean score of 54.22 in preliminary observation to a mean score of 62 in Cycle I. This conclusion was based on the criteria set forth in the performance

indicator for competency in writing. The performance indicator below 69 indicated students as having problem in writing. Contrastively, those who scored above 70 indicated students as having no problem in writing.

Table 4.3
Cycle II:
General Writing Competency

No	Performance Indicator Category	Students' Competenc	
		f	%
1	≥ 70	21	70
2	≤ 69	9	30
Total		30	100

Sources: Data analysis of November 2014

Generally writing, there are 9 (30%) students who were not competent in writing in Cycle II. In other words, there were 9. (30%) the students had problems in writing. The number of students who still found difficulty in writing was reduced from 22 (73%) in preliminary observation to 9 (30%) in Cycle II. Competency-wise, the students' writing competency had been improved from a mean score of 54.22 in preliminary observation to a mean score of 73 in Cycle II. This conclusion was based on the criteria set forth in the performance indicator for competency in writing. The performance indicator below 69 indicated students as having problem in writing. Contrastively, those who scored above 70 indicated students as having no problem in writing.

The continued improvements in the students' writing competency in the preliminary observation, Cycle I and Cycle II had been made possible since the students were very much assisted by the personal photograph technique in describing and reporting about a person, an object, an animal or an idea. Students were very enthusiastic involved in the teaching and learning processes.

Students' Writing Competency Based on Text Types

After diagnosing the students' writing competency in general, in terms of text types and its writing indicators, an action had been implemented in teaching writing through a personal photograph technique. Implementation of the action had been conducted in two cycles. The results could be shown consecutively in a sequence of preliminary observation, cycle I and cycle II in the following table.

Table 4.4
Preliminary Observation:
Students' Writing Competency Based on Text Types

No	Performance Indicator Category	Text Types	Students' Competency	
			f	%
1	≥ 70		4	13.3
2	≤ 69		26	86.7
			30	100
Total				
3	≥ 70		6	20
4	≤ 69		24	80
			30	100
Total				

Sources: Data analysis of November 2014

When the students' writing competencies were analyzed based on text types, there were 26 (86.7%) students having difficulty in writing descriptive text in the preliminary observation. While, there were 24 (80%) students still having difficulty in writing recount text in the preliminary observation. The students' writing competency in descriptive and recount texts had been below the performance indicator in the preliminary observation. In other words, the students were not competent in describing a person, an object, an animal or an idea. Similarly, they were also not competent in reporting past experience, past incidence or

current affairs. After a systematic action had been implemented in Cycle I, the following data were gathered.

Table 4.5
Cycle I:
Students' Writing Competency Based on Text Types

No	Performance Indicator Category	Text Types	Students' Competency f	%
1	≥ 70		18	60
2	≤ 69		12	40
Total			30	100
3	≥ 70		17	57
4	≤ 69		13	43
Total			30	100

Sources: Data analysis of November 2014

That the number of students who had problems in each of the writing indicators. Consecutively in descriptive text, there are 8(27%) students still have problems in the first indicator authenticity; 18(60%) students in the second indicator, i.e. title suitability; 11(37%) students in the third indicator, i.e. text structure; 17(57%) students in the fourth indicator, i.e. diction; 8(27%) students in the fifth indicator, i.e. grammar; 12(40 %) students in the sixth indicator, i.e. neatness; and 9(30 %) students in the seventh indicator, i.e. writing competency.

That the number of students who had problems in each of the writing indicators in Cycle I. Consecutively in descriptive text, there are 1(3 %) students still have problems in the first indicator, authenticity; 3(10 %) students in the second indicator, i.e. title suitability; 2(7%) students in the third indicator, i.e. text structure; 6(20 %) students in the fourth indicator, i.e. diction; 5(17%) students in the fifth indicator, i.e.

grammar; 1 (3 %) students in the sixth indicator, i.e. neatness; and5 (17%) students in the seventh indicator, i.e. writing competency.

The number of students who still had problems in each of the first descriptive text writing indicator was reduced from 8(27%) in the preliminary observation to1(3%) in Cycle I; in the second writing indicator was reduced from .18(60%) in the preliminary observation to 3(10%) in Cycle I; in the third writing indicator was reduced from 11 (37 %) in the preliminary observation to2(7 %) in Cycle I; in the fourth writing indicator was reduced from 17(57%) in the preliminary observation to 6(20 %) in Cycle I in the fifth writing indicator was reduced from 8 (27%) in the preliminary observation to5 (17%) in Cycle I; in the sixth writing indicator was reduced from 12 (40%) in the preliminary observation to1(3 %) in Cycle I; and in the seventh writing indicator was reduced from 9 (30 %) in the preliminary observation to5 (17 %) in Cycle I.

Similarly, the number of students who still had problems in each of the first recount text writing indicator was reduced from 13(43%) in the preliminary observation to 9(30%) in Cycle I; in the second writing indicator was reduced from 12(40%) in the preliminary observation to 9(30%) in Cycle I; in the third writing indicator was reduced from 12(40%) in the preliminary observation to 10(33 %) in Cycle I; in the fourth writing indicator was reduced from 16 (53 %) in the preliminary observation to 10(33 %) in Cycle I in the fifth writing indicator was reduced from 12(40%) in the preliminary observation to 9(30%) in Cycle I; in the sixth writing indicator was reduced from 12 (40 %) in the preliminary observation to 10(33%) in Cycle I; and in the seventh writing indicator was reduced from 10(33%) in the preliminary observation to 4(13%) in Cycle I. After the implementation of a personal photograph technique in Cycle II, the following data were gathered.

That the number of students who had problems in each of the writing indicators in Cycle II. Consecutively in descriptive text, there are2(7 %) students still have problems in the first indicator, authenticity; 3(10%) students in the second indicator, i.e. title suitability; 1(3%) students in the third indicator, i.e.text structure; 4(30 %) students in the fourth indicator, i.e. diction; 2(7%) students in the fifth indicator, i.e. grammar; 3(10 %) students in the sixth indicator, i.e. neatness; and 1(3 %) students in the seventh indicator, i.e. writing competency.

Conclusion

After the implementation of a personal photograph technique to the learning of writing at SMPN 3 Singaraja, the following conclusion could be drawn.

1. Generally writing, there are reduced number of students who were not competent in writing at SMPN 3 Singaraja. Competency-wise, the students' writing competency had been improved from a mean score of 54.22 in preliminary observation to a mean score of 62 in Cycle I and 73 in Cycle II.
2. The students' writing competency in descriptive and recount texts had been improved viewed from the performance indicator in the preliminary observation, Cycle I and Cycle II. In other words, the students were more competent in describing a person, an object, an animal or an idea. Similarly, they were also more competent in reporting past experience, past incidence or current affairs respectively.
3. The number of students who still had problems in each of the first descriptive and recount texts indicators was reduced continually in the preliminary observation, Cycle I and Cycle II.

4. The continued improvements of the students' writing competency in descriptive and recount texts in the preliminary observation, Cycle I and Cycle II had been made possible since the students were very much assisted by the personal photograph technique in describing and reporting about a person, an object, an animal or an idea. Students were also very enthusiatically involved in the teaching and learning processes.

Suggestion

1. Learning from an impressive improvement of the technique in writing at SMPN 3 Singaraja, teachers are suggested to make use of contextual and real life media in assisting students when they write descriptive and recount texts. Contexts are very useful schemata or framework for students when they want to describe or report systematically well in good English.
2. Students should find familiar scaffolding which make them easy to express their ideas, feelings, thoughts and the likes. Mistakes in writing could be avoided when they have simple and systematic guidance when writing a description or a report.

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