

**The Effectiveness of Scrapbook as A Media to Improve Students' Ability in Writing Recount Text "a Case of The Eighth Grade Students of SMP N 2 Gubug in the 2015 / 2016 Academic Year"**

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**ABSTRACT**

The aims of this study are: 1) To find out the students' ability in writing recount text who were taught using scrapbook. 2) to find out the students' ability in writing recount text who were taught without using scrapbook. 3) to know whether there is any significant difference of the students' ability who were taught using Scrapbook and the students who were taught without using Scrapbook. This study used true experimental design and its kind is pre-test post-test control and experimental group design. The population in this research is the eighth grade students of SMP N 2 Gubug in the 2015/2016 academic year. The writer took 2 classes, each class consist of 21 students, VIII A as Control class and VIII B as Experimental class. Pre-test and post-test were used as instruments. There were some categories in assessing writing, those are: content, organization, vocabulary, syntax and mechanic. Based on the research findings, the writer concluded that the mean of students' score in writing recount text taught without using Scrapbook is 65,6 and it was categorized as "adequate" in achievement level. So it was concluded that writing ability of the students who were taught without Scrapbook is fair. The mean of students' score in writing recount text taught using Scrapbook is 74,57 and it was categorized as "good" in achievement level. So it was concluded that the use of Scrapbook can improve the students' ability in writing recount text. There was significant improvement of students' ability in writing recount text after being taught by using Scrapbook. It can be known from  $t_{test}$  result is 3,58 and  $t_{table}$  for df 40 and significance 5% is 2,021. From data above, because t-test is higher than t-table, so the null hypothesis ( $H_0$ ) was rejected, and  $H_a$  was accepted. So there is significant difference between the students' ability in writing recount text taught using scrapbook and those were taught without using Scrapbook. Based on the result above, it can be concluded that the use of Scrapbook is effective in improving students' ability in writing recount text. Students felt happy and enthusiast in learning recount text. Scrapbook helped the students to learn the material easily. Scrapbook can be one of visual media that is interesting especially for teaching writing recount text.

**Key words :** *Writing, Recount Text, Scrapbook*

## Introduction

When talking about English, it also talks about many elements of it. There are some abilities in English such as listening, speaking, reading and writing. Baker (2001:4) states “there are four basic language abilities: listening, speaking, reading and writing. These four abilities fit into two dimensions: receptive and productive abilities; oracy and literacy.” Writing, as one of the ability in English has important roles in human communication. People can share their information, stories, emotions and opinions through writing. In Indonesia, English is foreign language for most of Indonesian. Writing, as one of element in English may becomes difficult for most of Indonesian. Blanchard (2003) states that writing can be more difficult in a new language but the good news is that writing involve ability that can learn, practice, and master.

In this research focuses on teaching writing by using scrapbook as media in teaching recount text. From the description above, the writer want to conduct the research entitled “The effectiveness of Scrapbook as a media to improve students’ ability in writing recount text : A case study of eighth

grade students of SMP N 2 Gubug in the 2015 / 2016 academic year.”

Choosing a research topic is very important to develop a research. There are some reasons why the writer chooses the topic as the title of research. The reasons for choosing the topic are as follows: Most of the material in English subject in eighth grader is genre. There the are three genres: narrative, descriptive and recount. In producing the text, the students have to have many vocabularies, getting information about grammar and understanding the structure of the text; Writing is used by school for many things, such as making written test, writing many kinds of letter, school regulation and information and so on; Scrapbook is one of visual media which is make the students easier in getting the material. By using Scrapbook, students can tell their story in a beautiful and interesting look. Using scrapbook, the students can share their experience in the past through collecting their photos, then adding those with story about those photos. There are some problems of the research that will be focused; they are as follows:

1. To what extent is the students` ability in writing recount text taught using scrapbook?
2. To what extent is the students` ability in writing recount text taught without using scrapbook?
3. There any significant difference of the students` ability in writing recount text between the students who were taught using Scrapbook and those who were taught without using Scrapbook

## Review Of Related Theories

### General Concept of Writing

Writing is one of four language ability resembles the categories defined for the in English. There are several kinds of other three abilities, but these categories writing such as personal writing, academic reflect the uniqueness of the ability area, writing and job-related writing. Oshimathey are Imitative, Intensive, Responsive (2006) states “writing is a process of and Extensive. The writing process is an creating, organizing, writing, and approach to writing that consists of polishing.” Kane (2000:17) explains prewriting, drafting, revising, editing, and “writing is distinct from simply putting publishing. Harmer (2004:12) states words on paper.” Writing has three steps, “writing process is a way of looking at thinking about it, doing it and doing it what people do when they compose written again (and again and again, as often a text.” There are four elements in writing time will allow and patience will endure). process to make the readers understand.

In addition, Knapp (2005:7) explains “speech and writing are both forms of communication that use the medium of language, but they do so quite differently.” It is usual to think that they are simply different aspects of the same thing; however, writing is far more than speech transcribed. Based on Brown (2004:220) there are four categories of written performance that capture the range of written production. Each category

- a. Planning when planning, writers have to think three main issues. Harmer (2004:4-5) states: In the first place they have to consider the purpose of their writing...secondly, experienced writers think of the audience they are writing for...thirdly, writers have to consider the content structure...

- b. Drafting we can refer to the first version of a piece of writing as a draft. This first go at a text is often done on the assumption that it will be amended later. As the writing process proceeds into editing, a number of drafts may be produced on the way to the final version (Harmer 2004:5)
- c. Editing (reflecting and revising) Once writers have produced a draft they then, usually, read through what they have written to see where it works and where it does not...reflecting and revising are often helped by other readers...who comment and make suggestions (Harmer 2004:5)
- d. Final version Once writers have edited their draft, making the changes they consider to be necessary, they produce their final version...because things have changed in the editing process...writer is now ready to send the written text to its intended audience (Harmer 2004:5)

### **Media in Teaching English**

In teaching and learning activity, media are the tool for language teaching and learning. Examples of media include diagrams, printed material, graphics, photography, audio, television, simulations, games and computers. Tileston (2004:1) states:

We can bring the media into the classroom through visuals, sounds, smells, and tastes. Because our brains rely heavily on stimulus from the outside for learning, this is just one of the reasons that teaching with media is brain friendly

### **Using Scrapbook in Teaching Writing Recount Text**

This part consists of General Concept of Scrapbook and Scrapbook as a Media in Teaching Writing Recount Text as follows:

#### **General Concept of Scrapbook**

Scrapbook is a media to preserve our memories about unforgettable experiences. It can use several themes such as holiday, wedding, graduation, some important occasions. Solomon (2008) states “Scrapbook is a special photo albums whose page are filled not just with writing, memorabilia and decorations such as stickers, die-cuts, rubber-stamping and drawing.”

## 1. Scrapbook as a Media in Teaching

### Writing recount text

Using scrapbook, the students can share their experience in the past through collecting their photos, then adding those with story about those photos. In addition, journaling in Scrapbook is a vital way to recount memories and emotions and to pass along important details that you do not want to be forgotten over time (“An Easy Guide to Scrapbooking,”2008). Steps of teaching recount text using scrapbook can be illustrated by these description. Teacher explains the material about recount text in scrapbook form. Then teacher distributes recount plan to the students. In the end of meeting, teacher asks students to make scrapbook about their own story.

## 2. Advantages of Scrapbook

Scrapbook can be one of hobby for some people. It is not only give a freedom for the scrappers to share their feeling, ideas and stories but also gives other advantages. According to

### d.Chronicle childhood

Childhood is the period during which person is a child, from birth until adolescence. There are so many

## 3. Disadvantages of Scrapbook

Smedley (2010) there are some advantages of Scrapbook:

### a. Recording family holidays

People can get in touch with forgotten memories, people, events, and so on. For the example, some people who ever went to some tourism object, they can retell their stories into Scrapbook form.

### b. Showcase photographs

If the people have many photographs from some of their activities, they can show them by using scrapbook. They can edit their photographs into some shapes, some colors, some effects to make their photographs more interesting to look at.

### c. Celebrating occasions

Scrapbook can be used to celebrate occasions such as wedding, birthday, graduation. Scrapbook can be used to celebrate occasions such as wedding, birthday, graduation, newborn baby and so on. For the example if they want to celebrate their birthday so they can use coloring paper by adding some embellishment such as stickers, ribbon, mini candles and so on.

memories in childhood, by using scrapbook the people can remember everything that happened in their life.

Although there are some advantages of scrapbook but it is

also has some disadvantages from Scrapbook:

a. Scrapbook budget

Some of scrapbook supplies use high quality material to make the scrapbook durable. Therefore, it will spend much money to buy that. Some of that must be bought in special stores that provide scrapbook needs.

b. Longer time activity

Scrapbook is a longer time activity that cannot be completed in a session. money to buy that. Some of that must be bought in special stores that provide scrapbook needs.

c. Visual only Scrapbook is one of visual media because it is similar with the other photo albums. There are no audio effects or motion pictures as like in video.

**Recount Text**

Recount text is a text which retells events or experiences in the past. According to Writing Resource Book (2013:117), “texts that recount involve the writer retelling or recounting past experiences or events. Recount text is almost similar with narrative text, but in narrative, there is a complication or problem which must be resolved, and that differentiates from recount text.

Generic structure of this text consists of orientation, events and re-orientation.

1. Orientation: includes background information to assist the reader establish the context of the text.
2. Events : important events are usually arranged in chronological order and elaborated upon
3. Re-orientation depends on the purpose and audience of the text, it could include an evaluative comment.

**Research Methodology**

There are varieties of research methods and designs employed by social scientists. Cohen (2007:274) states:

There are several different kinds of experimental design: the controlled

experiment in laboratory conditions or true experiment, the field or quasi-experiment in the natural setting rather than the laboratory, but where variables are isolated, controlled and manipulated and the natural experiment in which it is not possible to isolate and control variables.

In this research, the writer use true experimental design and its kind is pretest-post-test control and experimental group design. Pretest-post-test control and experimental group design can be represented as:

**Table 3.1**

**Pretest post-test control and experimental group design**

(Co	Experimental	R	0 <sub>1</sub>	X	0 <sub>2</sub>
In	Control	R	0 <sub>3</sub>		0 <sub>4</sub>

experimental class taught using Scrapbook and the students in the control class taught without using Scrapbook. In the first meeting, the pre-test is given for both of them. Pre-test used by the writer to know the students’ ability before given a treatment. In the next meeting, the writer gave a treatment for experimental class that is the teaching writing recount text by using Scrapbook. In other hand, the control class is taught using slide presentation. Then, in the last meeting, the post-test is given for both classes. In this case,

The population of the research was all of eighth grade students of SMP N 2 Gubug. There are nine classes, class VIII A, VIII B, VIII C, VIII D, VIII E, VIII F, VIII G, VIII H and VIII I, and the total number of the population are 247 students. There are many sampling techniques to determine sample size in a research, but there are two main methods of sampling, probability sampling and non-probability sampling.

In “probability sampling” use unsystematic method so every target has same opportunity being a sample. In “non-probability sampling” there are some subjective judgments from the writer for getting the sample (Cohen 2007:110).

There are several types of probability sampling: simple random sampling, systematic sampling, stratified sampling, cluster sampling, stage sampling, and multi-phase sampling. In this research, the writer uses random sampling.

Random sampling gives same opportunity for the members to be a sample without influencing another member’s probability (Cohen 2007:110).

The writer used simple random sampling because the writer wanted to give an equal chance for each class in the population of being selected as sample. In this study, the writer used a test as instrument. Brown

(2004:3) states “test is a method of measuring a person’s ability, knowledge, or performance in a given domain.” The instrument for collecting data in this study is a test that consists of pretest and post-test that will given to the experimental class and control class.

The aim of the study was to find out the difference between the students’ writing ability of the eighth grade students of SMP N 2 Gubug who were taught by using Scrapbook and taught without using Scrapbook. The subject of this research is the eighth grade students of SMP N 2 Gubug in the 2015/2016 academic year. In this research, the writer took two classes as sample, class VIII A consist of 21 students as control class and VIII B consist of 21 students as experimental class. The data were collected from students’ score in pre-test and post-test. The writer gave pre-test for both of Experimental and Control class, but treatment is only given for Experimental class. The writer gave a treatment by teaching writing recount text using Scrapbook as the media.

## **Findings and Discussions**

### **1. Result of Student Taught Using Scrapbook**

The Experimental is class VIII B which consists of 21 students. The writer gave pre-test, treatment and post-test to this class. The



writer gave pre-test to experimental class on Monday, March 21<sup>th</sup> 2016 and giving post-test on Monday, March 28<sup>th</sup> 2016. Based on the data, it can be seen that the average score of pre-test was 66,15. The highest score was 78 and the lowest score was 58. After getting the treatment using Scrapbook as media, the result of post-test was different from the result of pre-test. The average score of post-test was 74,57, the highest score was 85 and the lowest score was 64. From the result, the mean of Experimental class is 74,57. In the table of achievement, it is on the range 66-79, and it is in Good category. It means that the writing ability of the students taught by using Scrapbook is good.

## **2. Result of Student Taught Without Scrapbook**

The Control class is class VIII B which consists of 21 students. The writer gave pre-test and post-test to this class. The writer gave pre-test to experimental class on Monday, March 22<sup>th</sup> 2016 and giving post-test on Monday, March 26<sup>th</sup> 2016. Based on the data, it can be seen that the average score of pre-test was 59,9. The highest score was 67 and the lowest score was 49. The writer taught the students in Control class by using slide presentation and movie entitled "My Birthday party". Then the writer gave post-test to the students. The average score of post-test was

65,6, the highest score was 75 and the lowest score was 54. From the result, the mean of Experimental class is 65,6. In the table of achievement, it is on the range 56-65, and it is in Adequate category. It means that the writing ability of the students taught without using Scrapbook is fair. From the calculation above, the writer found that the value t test was 3,58. So there was any significance improvement of students' ability in writing recount text after being taught using Scrapbook. The writer conducted the research on Monday, March 21<sup>st</sup> 2016 until Monday, March 28<sup>th</sup> 2016. The writer conducted the research in SMP N 2 Gubug, Grobogan. SMP N 2 Gubug still uses KTSP or School Based Curriculum. In KTSP syllabus for English Subject of eighth grader, recount text taught in second semester. The second semester begins on January until June, so the writer conducted the research on March 2016.

The writer took eighth grade students as population. There are 9 classes and the writer used random sampling for getting the sample. Two classes has been selected as sample, VIII A as control class and VIII B as experimental class. Each group consists of 21 students. The writer uses test as the instrument. The test is consists of pre-test and post-test. The first meeting, the writer gave a pre-test for both of control and experimental class. The purpose

of pre-test is to measure the students' ability in writing recount text before the writer gives a treatment while post-test is to measure students' ability after getting the treatment. In control class, that is VIII A, the writer gave a pretest and posttest. The writer taught recount text using slide presentation and movie entitled "My Birthday Party". The test is essay about recount text. The writer asked the students to make their own recount text based on their experience at least 10 sentences. As the result, the mean of control class's pre-test was 59,9. After that, the writer taught them by using slide presentation and movie. Then the writer gave a post-test to the control class's students. From the research finding The mean of students' score in writing recount text taught without using Scrapbook; that was use slide presentation and movie; is 65,6 and it was categorized as "adequate" in achievement level. So it was concluded that writing ability of the students who were taught without Scrapbook is fair.

In experimental class, that is VIII B, the writer also gave a pretest and posttest. For the pre-test, the writer also asked the students to make their own recount text based on their experience with two choices title. As the result, the mean of experimental class's pre-test was 66,15. After that, the writer taught them by using Scrapbook. Then the writer

gave a post-test to the experimental class students. The mean of students' score in writing recount text taught using Scrapbook is 74,57 and it was categorized as "good" in achievement level. Based the computation of t-test, the result shows that t-test is 3,58 so the students' ability in writing recount text is significantly improved.

In this research, the writer discussed the use of Scrapbook to improve students' ability in writing recount text. The writer did the research in SMP N 2 Gubug. The teacher took control and experimental group. Firstly, the writer took a control group. This group is taught without any treatment. The teacher uses slide presentation and video "My Birthday Party". So, they were not enthusiast during learning the material. It was shown by the mean of pre-test 59,9 and the mean of post-test 65,6. It means that there was no significant improvement result of pre-test and post-test in control group.

After doing the research in control group, the writer did a research in experimental group. There are 21 students in this class. This group was taught by using Scrapbook. Firstly, the students were introduced with the media and explained how to use it. The writer began the treatment by dividing the students into seven groups, each group consist of three students. Then the

writer distributed the Scrapbook for each group. The writer asked the students to learn what recount text is and some elements in recount text. It is shown by the mean of post-test 74,57 where the pre-test score 66,15.

Based on the data, students in experimental group have better ability in making recount text than students in control group. After the result of research findings, it was found that there was any significant difference of the students' ability in writing recount text between the students who were taught by using Scrapbook and those who were taught without using Scrapbook. It could be seen that the alternative hypothesis ( $H_a$ ) is accepted proven by the t-test score which is higher than t-table ( $3,58 > 2,021$ ).

## Conclusion

After analyzing the data, there are three main conclusions, they are:

1. The mean of students' score in writing recount text taught without using Scrapbook is 65,6 and it was categorized as "adequate" in achievement level. So it was concluded that writing ability of the students who were taught without Scrapbook is fair.
2. The mean of students' score in writing recount text taught using Scrapbook is 74,57 and it was categorized as "good" in
3. There was significant improvement of students' ability in writing recount text after being taught by using Scrapbook. It can be known from t-test result is 3,58 and t table 2,021. From data above, because t-test is higher than t-table, so the null hypothesis ( $H_0$ ) was rejected, and  $H_a$  was accepted. So there is significant difference between the students' ability in writing recount text taught using scrapbook and those were taught without using Scrapbook.

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