


CHAPTER I

INTRODUCTION

This chapter is an introduction to this research and explains the reasons why it was conducted. In this chapter, the researcher describes the problem, and the research questions are presented with the purpose of this research. This chapter aims to provide a clear picture or explanation of the research and establish an apparent reason.

1.1 Background of the research



Indonesia is currently experiencing a crisis in the international assessment. The challenges mentioned above arise because learning in Indonesia is still based on rote repetition. Students appear expected to memorize content (including grammar), although English is more than just grammar. As Sudmantara (2021) states, education in Indonesia still uses traditional pedagogy in learning, with limited space to build creativity and agency. The teacher has complete control in the classroom, and the teaching-learning process focuses on using the linguists' grammatical lists or linguistic descriptions (pedagogical grammar). Textbooks are not always the best method to learn. Students may now study from a variety of sources. Students can study automatically and autonomously in the twenty-first century. In the context of writing skills, a weak foundation in reading often translates to challenges in constructing coherent and well-structured written pieces. Effective writing relies heavily on a robust vocabulary, comprehension of various writing styles, and understanding diverse ideas and perspectives honed through extensive reading (Mathers, 2019).

Furthermore, factors that may impact a student's writing ability come from internal and external aspects. The inner element comes from motivation, ability, attitudes, etc., while the external factor comes from the learning environment and media the teacher uses in writing class (Qomar, 2017). Therefore, those different factors, of course, affected the difference's ability of the student's writing as well. For teachers, understanding and knowing the ability of students is very crucial. It will help them consider what method,

approach, and strategy will be helpful in the classroom to help students enhance their writing abilities. Moreover, Writing is one of the most crucial skills that English language students should develop. To make their screenplay fascinating to read, students must communicate their ideas, feelings, and concepts imaginatively in writing. The writing was viewed as a product in which the process was unimportant, which made students feel less enthused and maybe caused them to have a negative perspective of the writing activity (Yavani, 2018). Writing, in particular, is essential to master for various reasons. To begin with, writing is a communication in which students may communicate their ideas, views, experiences, and emotions. Second, writing proficiency is one of the qualities evaluated in Indonesia's English curriculum. Writing is the most essential innovation in human history (Hudaya, 2018). The Brain is a manifestation of our history; how can we ever step beyond the past to live and create differently in the future (Lotto, 2016). It maintains a permanent record of information, opinions, beliefs, emotions, arguments, explanations, theories, etc.

However, most students report that writing has become a common challenge. As Alwasilah (2014) stated in the social science paradigm, the significance of analyses lies in understanding otherwise unresolved social problems, and their determination offers new interpretations and perspectives. Using perceptual neuroscience rather than neuroscience, we will investigate why humans do not perceive reality and how this might lead to creativity and innovation at work, in love, at home, or in play (Lotto, 2016). Students at every school and grade level frequently report that their thoughts go blank when they take their pencils (Mathers, 2019). Furthermore, pupils struggle to find ideas rapidly when writing. Students often begin writing five to ten minutes after being assigned. Students who eventually become authors do not give up even before they begin writing. As a result, students must learn to write to enhance their academic performance and achieve long-term success.

Writing plays a primary role in students' learning of English. It is an essential part of language learning and a reflective action that requires time to think about specific topics. Brown (2015) supports writing as a thinking process. It was an improvement to put meaningful symbols that have the

function of preserving a vocabulary to convey multiple meanings. The writing makes students creative in creating and organizing ideas. Writing is more than just crafting words and phrases; students' written language communication abilities are essential for accurately communicating their knowledge and comprehension (Brown, 2010). However, this skill requires many words to create a clause, and students must focus on producing thoughts and organizing them coherently. The most important thing is that students should make a text with appropriate grammar, apart from other composing standards, to be comprehensible. Writing is a challenging cognitive activity that requires the learner to have control over many factors. Therefore, the teacher should be creative to solve the problem of writing.

Recount text is a part of a writing text taught in junior high school second grade. Nevertheless, preliminary data indicates that many pupils struggle to write in English. This problem might come because they do not get accustomed to writing inside and outside the classroom since they do not have enough opportunities and unique chances to develop their skill. As a result, teachers must devote more attention to these issues so that pupils can improve their writing skills and competency, particularly in recounting texts. As stated by Qizi, B.M. (2010), The practice in writing is usually provided in some techniques. However, the teacher should ensure that the approach used to teach writing is appropriate for the student's objectives, requirements, and issues. When students want to grasp recalling text, group learning is the answer. When dealing with some of the challenges that students confront, the medium provides an option that has a significant impact on the students' writing skills.

As stated by Harmer (2008), media can successfully assist students in developing and improving their writing abilities. One of the media that can be used to improve the students' writing skills is photobook. In the 21st century, technology is used by people worldwide; it also affects the learning process, which should be adaptive to today's situation. As stated by Berger (1973) mentioned by Maharani (2019), a photograph is the outcome of the photographer's conclusion that a particular event or item is worth

documenting. A photograph already conveys a message about the event it captures. A photograph is also a picture produced using a camera. As Joel Sartore stated, photographs are not just pictures; they can capture memorization and emotion, tell a powerful story, and visually represent memories and experiences”. Consumers commonly use photobooks to organize photographs with text into pages for memory preservation, with a focus on imaging and layout technologies for photobook creation (Tretter, 2017).

Based on the above problems, an English teacher is expected to employ informative, innovative, and exciting techniques and media in the teaching and learning process. As a result, the kids will be eager to retell the text accurately. Several approaches or procedures for teaching and learning English to Recount Text can be applied. Photobook sequences are one of them. The researcher believes that learners require compelling media to enjoy English classes, particularly in terms of writing skills. It is envisaged that using photobook media would increase students' motivation to study English more extensively. To assist students with writing challenges, the researcher will employ photobook media to generate writing skill concepts. Students do not require extra time to begin writing. Students might acquire more creative ideas by glancing through their photobooks.

Despite the increasing integration of innovative teaching media in writing pedagogy, there remains a significant gap in the use of photobook specifically for teaching recount text in junior high school. As stated by Ekarista (2018), the picture book can enhance students' motivation, attention, and confidence in writing classes. Another relevant thesis study by Putra (2017) used picture series as media in teaching writing recount text for 8th graders in junior high school and found that using picture series effectively improves the writing skill of recount text. Most existing studies have focused on general multimedia tools or traditional methods, leaving a unique benefit of photobook underexplored. Furthermore, there is a scarcity of localized studies in Cirebon, which are crucial strategies that address the unique cultural and educational needs of the region. This gap highlights the necessity

for research that not only evaluates the effectiveness of photobook in enhancing writing skills but also considers the students' learning motivation in an educational environment.

The purpose of this study was to investigate the effectiveness of using photobook as a pedagogical tool for teaching recount text to junior high school students in Cirebon. By integrating photobook into the writing curriculum, this research aimed to assess their impact on student engagement, creativity, and writing proficiency compared to traditional teaching methods. This study sought to provide valuable insight into the potential benefits of photobook, offering practical recommendations for educators and contributing to the broader field of innovative writing pedagogy.

1.2 Identification of the Issue

Indonesia has a learning loss, and students are losing interest in studying. Based on the English Proficiency Index and Indonesian students' scores in the PISA (International Program for Student Testing), global assessments have dropped significantly in recent years. Students face issues with studying and practicing, as the learning material is focused only on grammar-based techniques. Students may also be experiencing difficulties because the learning content is not fun. Based on informal observations, the media that teaches recount text at schools only uses conventional ones.

During the teaching process, teachers faced problems, such as limited knowledge and inappropriate use of technologies. The students' problems are a lack of motivation, difficulties operating the applications and platforms used for online learning, and a lack of awareness of English. Photobooks can be the solution for students in the learning process, for instance, when writing recount text. From the background of the study, Here are some more concerns that are typical and have happened recently in the learning process, especially in discussions concerning the student's ability in writing below:

- a. The students could not find ideas quickly
- b. The students had a lack of vocabulary mastery
- c. The students lacked writing practice
- d. The learning process is teacher-centeredness

- e. The learning materials are monomodal learning material
- f. The instruction is grammar-based

Based on the issues above, the researcher developed digital learning resources based on photobooks for the students to get ideas more quickly with visual photographs and story-based. Learning materials that promote student-centeredness, as well as multimodal materials (story-based material and the usage of photobooks as a learning aid for writing practice).

1.3 Delimitation and Focus of The Research

To make the study more comprehensive, The focus of the research covered in this study is limited to designing a new paradigm in innovative writing pedagogy using the photobook for students' writing recount texts in junior high school in Cirebon.

This study has three objectives. The points are as follows:

- 1. Helping students to get ideas more quickly.
- 2. Helping students to practice writing easily.
- 3. Helping students to learn with an acceleration level.

1.4 Research Questions

- 1. How can the use of photobook be considered effective in educational settings in junior high school?
- 2. How did the students perceive the utility of the photobook?
- 3. How did the teacher perceive the utility of the photobook?

1.5 Aims of the research

As stated in the research questions the purpose of the research claimed to research question, the aims of this research are:

- 1. To determine if photobooks effectively teach writing recount text in junior high school.
- 2. To reveal how the students perceive and view the utility of the photobook.
- 3. To reveal the teacher's perceived views of the photobook's utility.

1.6 Significances of the research

In theoretical significance research, the study provides some helpful information about exploring the use of photobooks for writing recount text. Then, the study's findings may be relevant in various situations for practical significance. As a result, this study has the following implications for English language teacher and future researchers:

1) English Language Teacher

Teachers of English created an innovative learning media to enhance teaching and learning processes; this statement is based on the curriculum 2023. The Priority areas for fostering school innovation include improving teaching, learning, and evaluation. Teachers must use new learning media for transdisciplinary knowledge as the foundation for revolutionary education. All activities emphasize student-centred learning.

2) English Students'

The creation of a photobook for English junior high school students to write recount text may alter their desire to enhance their recount text writing skills.

3) Future Researcher

This study is intended to lead to more research on media for a new learning paradigm of brain-compatible digital literacy tools. However, instructors must begin to see that learning neuroscience is one of the components required in our transformational pedagogy.

1.7 Theoretical foundation

This study presented several subjects that are relevant to the research title. Researchers aimed to provide comprehensive explanations for many subjects. The study was characterized as a literature review of the research problems. The theories presented in this research are as follows:

1.7.1 New Paradigm of Learning

A new learning paradigm refers to a shift in the approach to learning that departs from traditional methods. A new learning paradigm focuses on using mobile devices and ubiquitous computing to support learning anytime and anywhere (Tahir et al., 2018). A new paradigm to navigate the digital age's tensions is required to reinforce transformative pedagogy (Sudimantara, 2023). Digital technology is a valuable tool, but it has limitations in creating emotional stories due to the absence of emotions and feelings in computers (Fletcher, 2022). Additional tools are required to engage learners emotionally. Students are not likely to acquire knowledge not only focused on grammar and vocabulary, but they also tend to actively contribute emotion and turn it into a text to engage the interlocutors (Helyanti et al., 2022).

It emphasizes integrating technology into the learning environment and creating seamless learning experiences across different contexts. As stated by Dyatlova (2021), Transfer of learning is a concept that refers to how previously acquired experience in solving problems affects the acquisition of expertise in solving new problems. It is a central problem in the learning study and is relevant to adaptive learning, which uses digital technologies to personalize the learning experience. It can be concluded that new learning paradigms are emerging in response to changing technological, social, and economic conditions. These paradigms emphasize flexibility, accessibility, and innovation in learning, and they will likely continue evolving.

Lian, A. (2018) stated that if the reform is to live up to its promise, Indonesian academics must exercise more agency in their destiny as leaders of innovation and change. New approaches to learning can take many forms and be applied to various fields, including education, machine learning, and linguistics. These approaches often challenge traditional views of learning and offer innovative ways to improve performance and achieve goals. Creating a learning society is a new approach to growth, development, and social progress that emphasizes

the importance of learning (Stiglitz et al., 2014). Engestrom's theory of expansive learning is a new approach that focuses on the importance of studying learning in the natural contexts where it takes place, even in workplaces where No one is formally allocated a teaching role. These new approaches to learning focus on different aspects of the learning process, from self-supervised image representation learning to creating a learning society. They all aim to improve learning outcomes and prepare learners for complex situations. This section will discuss the latest teaching and learning technologies that are now being used. Then, this learning tool promotes the way the human brain works. Here are some new educational resources:

1.7.1.1. Reading for Emotion

Reading for Emotion is a new learning tool Lian (2017) introduced. The goal of This learning tool is to use emotion in its approach. Reading for Emotion involves understanding and interpreting other people's feelings by reading their verbal and nonverbal cues. Emotions and feelings play a crucial role in learning and cognition. Emotions are not separate from cognition but somewhat intertwined, and the relationship between learning, emotions, and body state runs much deeper than many educators realize (Immordino, 2007). They believe that social processing and learning occur when we internalise our subjective interpretations of other people's views, intentions, feelings, and behaviours and experience them as if they were our own. Emotional intelligence is a crucial skill that can be developed through various exercises and activities, such as feeling out a feeling chart, drawing facial expressions, keeping a feeling diary, mapping where emotions are felt in the body, playing a feelings alphabet game, and discussing scenarios that evoke different emotions.

As cited by Lian (2017), paying attention to emotions enables students to connect with texts based on their own experiences, analyze texts by comparing and contrasting what they notice in the text and why, and engage with texts from their own perspectives. According to

Sudimantara (2021), A text with a model that follows grammatical rules might be accessible for the students because it replicates one structure into another. However, it cannot help students build their feelings of agency or creativity in their learning. Reading for emotion aims to assist students in analyzing characters' actions, ideas, motives, and viewpoints rather than merely detecting text structure. This tool comprises six stages (Focus, disturbance, Dialogue, development, Resolution, and Moral).

Figure 1.1 Reading for Emotion Adapted from Ania, A.B., 2017



1.7.2 Principles of the Multimodal Approach

The multimodal and multisensory approach is a teaching method that uses multiple senses and modes of learning to enhance the learning experience. This approach is used in various fields, including natural language processing, human activity recognition, and conversational feedback analysis. The principles of this approach include engagement, integration, repetition, personalization, and collaboration (Marambe, 2021). The multisensory approach refers to using multiple modes or channels of communication, such as visual, auditory, and kinesthetic, to convey meaning. The term can be applied to various fields, including linguistics, education, media studies, and therapy. According to Mills (2017), Multimodal meaning is a text conveyed through multiple modes, such as language, images, and sound. An approach that considers various aspects of a person's experience, including their thoughts, emotions, behaviours, and physical sensations, and tailors treatment to their specific needs and preferences. So, multimodal refers to using multiple modes or channels of communication to convey meaning, and the term can be applied to various fields and contexts.

1.7.3 Transformative English Language Teaching

Transformative learning for people and the planet is necessary for our survival and future generations. The time to learn and act for our planet is now (UNESCO, 2021). As related by Ellen (2023), by combining curriculum changes with transformative learning, Indonesia can create a more dynamic and effective educational system that prepares students for the challenges of the 21st century. Transformative pedagogy is an approach to teaching and learning that promotes personal and social change through critical reflection and action. It is based on the idea that education should transmit knowledge and skills and empower learners to challenge and transform the social, cultural, and political structures that shape their lives. Transformative pedagogy, according to the study by Carstens, (2013), is a framework that infuses narrative pedagogy and a particular version of transformative pedagogies into a new literacies

model. It aims to promote critical reflection and action through literacy narratives. The framework might serve as a foundation for designing and developing academic literacy curricula for pre-service teachers.

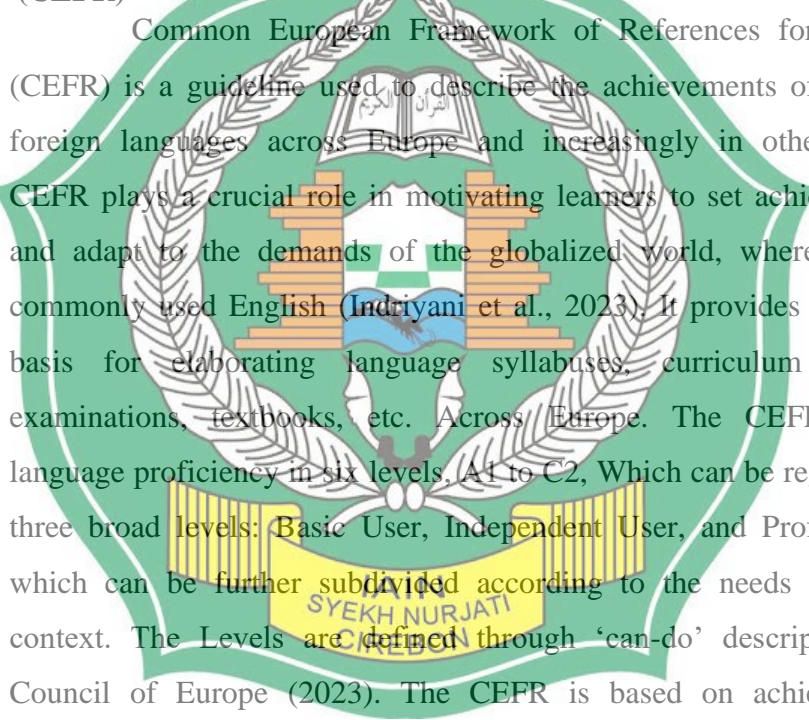
According to Holland (2018), Transformative pedagogy is a philosophy of weather that investigates, through weather metaphors in nature writing, how outdoor learning can be transformative. As cited by Lian, A. (2017), the pedagogy of academic writing implies that the frameworks (or the concerns) that inform teachers' points of view and those of their students will likely be different. It aims to reveal the philosophy of transformative learning that is immanent in our experiences. With an increased philosophical understanding of the aesthetically transformative dimensions of outdoor experiences, educators may take the next step of exploring what these experiences might do for students' holistic education. As stated by Isnarmi (2018), transformative pedagogy is a way to build the cultural competencies of Indonesians to live together in harmony. It is carried out based on three steps of critical pedagogy: to name, to reflect critically, and to act. Transformative multicultural education is a conceptual framework of transformative pedagogy that is developed based on the uniqueness of Indonesia's plural society. Thus, transformative pedagogy here is a change in providing knowledge to students, especially on literacy points, with the digitization of digital learning resources following 21st-century learning, namely independent students (Helyanti, 2022).

In summary, transformative pedagogy is an approach to teaching and learning that promotes personal and social change through critical reflection and action. It can be applied to various contexts and involves scaffolding structures to support the transformative development of learners. Transformative pedagogy is a critical emancipatory ideological orientation that explores the convergence of phenomena, a tool for transformative community learning and planning, a framework that infuses narrative pedagogy and transformative pedagogies, a philosophy of weather, and a way to build cultural competencies.

1.7.4 Indonesia Education Outlook: An Internasional Perspective

Indonesia's education system has been a high-volume, low-quality system for many years, and the underlying causes are political. The Indonesian government has committed to education and has taken steps toward education reforms and more significant investment in education in recent years. However, despite significant increases in government spending, Indonesia continues to underperform neighbouring countries regarding access to quality education services. Here are some critical points about Indonesia's education system:

1.7.4.1 (CEFR)



Common European Framework of References for Languages (CEFR) is a guideline used to describe the achievements of learners of foreign languages across Europe and increasingly in other countries. CEFR plays a crucial role in motivating learners to set achievable goals and adapt to the demands of the globalized world, where English is commonly used English (Indriyani et al., 2023). It provides an everyday basis for elaborating language syllabuses, curriculum guidelines, examinations, textbooks, etc. Across Europe. The CEFR organizes language proficiency in six levels, A1 to C2, Which can be regrouped into three broad levels: Basic User, Independent User, and Proficient User, which can be further subdivided according to the needs of the local context. The Levels are defined through 'can-do' descriptors by the Council of Europe (2023). The CEFR is based on achievements in language learning and is not tied to any specific language. The levels cover a variety of skills, including listening, reading abilities, speaking, writing, translating, and interpreting. The CEFR is an internationally recognized standard for describing language proficiency, and it describes language ability on a six-point scale, from A1 for beginners up to C2 for those who have mastered a language. The A levels are Basics User, which includes A1 for beginners and A2 for elementary learners. The B Level is Independent User, which provides B1 for intermediate learners and B2 for

Upper-intermediate learners. The C level is proficient User, which includes C1 for advanced learners and C2 for those who have achieved mastery of a language.

1.7.5 The Process of Writing

Writing serves as a means of communicating with others via written language. The tool will effectively facilitate the understanding and assessment of students' thinking styles by allowing them to articulate and express their ideas and thoughts rather than letting them stay undeveloped in their minds (Apsari, 2017). Writing is an intricate activity that encompasses several cognitive and emotional components. Several areas of the neurology of writing that have been examined include language processing, memory, and emotion. Research conducted by Saksono (2022) showed that using a genre-based method, namely Recount literature, to teach writing skills might effectively enhance students' writing abilities. Writing often involves a three-stage process. Oktaviani, D. R. (2019) states that the writing process consists of three stages: pre-writing, writing, and revising. These processes must be executed proficiently to get a favorable writing outcome. The writing process consists of four primary components. The process involves planning, writing, editing (including revising), and producing a final version, as Harmer (2010) mentioned. The processes that will be explained are as follows:

a) Planning

In the planning phase, authors must address three primary concerns. It signifies that the authors must choose the objective of their work. Pupils must possess knowledge regarding the aim of writing. Understanding the objective of writing enables authors to choose the most suitable language style. Consequently, the outcome will be efficacious in achieving the intended objective. Next, authors must consider the target audience. The reader will serve as the audience since the reader will primarily shape the language style, diction, and paragraph structure. Furthermore, authors must carefully contemplate the arrangement of information, such as facts,

thoughts, or arguments, to choose the most effective sequence to incorporate them (Harmer, 2010).

b) Drafting

Drafting is the first draft of a piece of writing. Much time should be focused to the the beginning draft, and students should be reminded that at this point, students need to focus on the creation of ideas and the organisation of those ideas rather than the production of faultless grammar, punctuation, or spelling (Harmer, 2010).

c) Editing

Editing means having pupils read what they wrote again as a draft. This allows authors to reduce errors and improve the effectiveness of their work. During editing, students discover something bad that can be modified to improve the work. For example, the content is confusing, the grammar is correct, the phrases have uncertain meanings, the diction is improper, and the writers write in the wrong order. If students see these situations, they should adjust or fix them (Harmer, 2010).

d) Final version

The last step is the final version. After all of the steps are completed, the authors will create the final edition. The final product will likely change significantly from the plan and that the draft was previously created. This occurs as a result of several modifications made throughout the editing process. Any unnecessary material in the draft can be removed, and incorrect diction can be altered (Harmer, 2010).

After completing these stages, our text can be transmitted to the reader. It must be quite different if pupils write spontaneously. As a result, if pupils adhere to these procedures, their writing performance will improve.

1.7.6 Recount Text


People often write texts. Text may be classified into two categories: fiction and nonfiction. Recount texts are one form of content that junior high school students study in class. Recount the text in an activity where participants tell others about something that has occurred in their lives. A recount text is a sort of writing that informs the reader about a specific narrative, action, or activity from the past. According to Anderson (1997), a recount, as cited in Nurohqomariyyah (2022), is a piece of prose that retells past events in the order in which they occurred. In addition, a recount text retells past events to provide insight and interest to the reader by providing a detailed account of the event or experiences.

Another definition that experts explain. Recount text by Cakrawati (2017), cited in Huda (2018), is a text written to retell for information or entertainment. This type of text is used at school and in other written and social media. It is used in many real social contexts. For example, it is used in diaries, blogs, letters, biographies, travel reports, police reports, sports reports, etc. The writer arranges past experiences in the recount, which is a development of a chain of occurrences. In other words, Recount text can be written in the first person using personal pronouns and can be a personal or factual recount. A personal recount retells an activity the writer or speaker has experienced, while a factual recount documents a series of events sequentially and evaluates their significance.

A recount text is also described as a text prepared to report on past experiences of a set of linked events in the order they happened. Typically, it concerns ordinary, familiar happenings. Recount text also explains and discloses the relevance of persons and events by expressing personal sentiments about them; it may include some unexpected occurrences or setbacks, but these events do not cause a crisis for those who are experiencing them. This definition complements the other definitions listed above by demonstrating that the recount text deals with previous events that must be repeated. It may be stated that recount literature portrays previous occurrences encountered in everyday life.

Recount text is a sort of text that describes prior events or experiences in chronological sequence. The purpose of recounting text is to inform or entertain the reader or to reflect on something that happened. There are five kinds of recount text, according to Derewianka (1990), as stated in Fisher (2016): **Personal Recount**: This is a recount of a personal experience, such as a diary entry, a letter, or a travelogue. **Factual Recount**: This is a recipient of a factual event, such as a news report, a biography, or a historical account. **Imaginative recount**: This is a recount of an imagined event, such as a story, a fantasy, or a fairy tale. **Procedural Recount**: This is a recount of a procedure or a process, such as a recipe, a manual, or an experiment. **Interpretive Recount**: This is a recount of an interpretation or an analysis, such as a review, a critique, or a commentary.

1.7.7 Junior High School

The logo of IAIN Syekhunjati Cirebon is a green shield-shaped emblem. At the top, it features an open book with Arabic text. Below the book is a blue and white checkered pattern. The shield is flanked by two white wings. At the bottom, a yellow banner contains the text 'IAIN SYEKHUNJATI CIREBON'.

Junior high school students, typically grades 7 to 9, represent a crucial stage in the educational journey, marking the transition between elementary and high school. This phase is characterized by adolescents' physical, emotional, and intellectual growth. According to the American Psychological Association, junior high students exhibit distinctive characteristics that reflect their developmental stage. Physically, they undergo rapid changes, experiencing puberty and its associated challenges. Emotionally, they grapple with identity formation, seeking autonomy while navigating peer relationships. Intellectually, they demonstrate an increased capacity for abstract thinking and a growing interest in exploring diverse academic subjects.

The social environment of junior high schools plays a pivotal role in shaping students' experiences. According to Pratama (2016), peer influence intensifies during this period, impacting social dynamics and behavior. Junior high students may also face academic pressures from a more complex curriculum. Additionally, effective communication and positive mentorship are crucial to support their overall well-being (Brown & White, 2020).

In conclusion, junior high school students are a unique demographic characterized by physical, emotional, and intellectual transformations. Recognizing these characteristics is essential for educators, parents, and policymakers to provide adequate support and foster a positive learning environment for the holistic development of junior high school students.

1.7.8 Photobook

A photobook presents a collection of photographs as the primary source of information and illustration, often accompanying text, in a narrative or thematic sequence. Photobook are media that share photographic products with high documentary value. A photobook can present or be a media for expressing the content of messages regarding information on the topic you want to raise. Photobooks can be used for various purposes, including documenting personal experiences, showcasing artistic work, or as educational tools. Photobook can be used as a tool for writing, particularly in the context of creative expression and storytelling. According to Asmara (2022), a photobook can be a valuable tool for writing recount text, particularly in the context of personal experiences. A Photobook can be a valuable tool for writing recount text, as it provides visual cues and helps guide the writing process. A photobook that tells the story of personal experience and enables you to write engaging and compelling recount text.

A photobook for writing is a photo album with space for written notes or captions alongside the photos. These notes can add context, tell a story, or label the photos. Many options for creating a photobook with writing space are available, including custom photo albums with writing space. Ultimately, a photobook with writing space is a great way to preserve and share your favorite memories while adding a personal touch. It is a great way to showcase your favorite memories while adding personalized text to your photos.

1.8 Previous Research

The first previous study is a thesis entitled “Developing A-CEFR Based Digital Writing Resources of Expository Text for Senior High School Students in Cirebon” by Maryanti (2022). This study aimed to recognize the urgent need for a new learning system, serve as a curriculum in a qualitative R&D study, and develop digital learning resources to assist senior high school students in Cirebon in writing expository texts more innovatively. The results indicate that this innovative approach required additional support and training to aid educators in transitioning from traditional to digital learning environments. Furthermore, the creative research process enabled the author to exercise a sense of agency as a teacher.

The second previous study is a thesis entitled “Developing A Common European Framework of Reference for Languages (CEFR) Based Storywriting Learning Platform Students for SMPN 1 Leuwimunding” By Khofifah (2023). This research aimed to develop a Common European Framework of Reference for Languages (CEFR) based storywriting learning platform for students at SMPN 1 Leuwimunding. The study found that the platform effectively enhanced students’ narrative writing skills through a holistic pedagogy that places students at the center of learning and promotes dynamic, flexible learning opportunities. Although the platform was attractive to teachers, the implementation faced challenges due to limited resources.

The third previous study is a thesis entitled “The Effectiveness of Using Photographs Towards Students’ Skill in Writing Recount Text” by Pratama, S. (2016). This study aimed to determine the effectiveness of using photographs in improving students’ skills in writing recount text among eight-year Nusantara Plus Junior High School students. The study found that utilizing photographs significantly enhanced students' abilities to write recount texts.

Another relevant previous study is “The Effectiveness of Using Photographs in Teaching Writing” by Megawati (2017) aimed to explore the use of photographs as visual aids in teaching writing recount texts, finding that photographs effectively enhance students' abilities to write recount texts

by providing visual stimuli that aided in idea generation and content organization. Similarly, Kurniati (2015) investigated whether pictures are effective and appropriate in teaching writing recount texts, concluding that pictures improved students' engagement and writing performance by making the learning process more interactive and visually stimulating. Both studies provide valuable insights into using visual aids in teaching writing recount texts, supporting the application of photobooks in enhancing students' writing skills.

The next previous study is a thesis entitled “Using Picture Series to Improve the Writing on Recount of 8 Grades SMP Muhammadiyah 3 Depok” By Putra (2017) aimed to investigate the effectiveness of using picture series as a media in teaching writing recount texts to 8th graders at SMP Muhammadiyah 3 Depok, finding that this method effectively improved students' writing skills. Similarly, Kusumaningtyas (2018) in the Eighth Grade of SMPN 11 Semarang found that teaching writing recount text using writing assignments could improve students' writing ability. The study used a before-and-after design and involved students from the eighth grade of SMPN 11 Semarang. The results show that students could write recount text well using assignments based on their diaries. These studies collectively suggest that using photobook media, such as picture series and photographs, can effectively teach writing recount text and improve students' writing abilities. The methods used in these studies, such as pre-test and post-test designs, quasi-experimental designs, and writing assignments, have proven valuable in assessing visual media's impact on students' writing skills.

The other previous study is a thesis entitled “ Improving The Students' Writing Recount Text Skill By Using Wordless Picture Book ” By Delfia (2020) The study aimed to improve students' writing skills in recount texts using a wordless picture book as a teaching medium. The research, designed as classroom action research, involved two planning cycles encompassing action, observation, and reflection. Data were collected using pre-tests, post-tests, observation sheets, and questionnaires. The results show

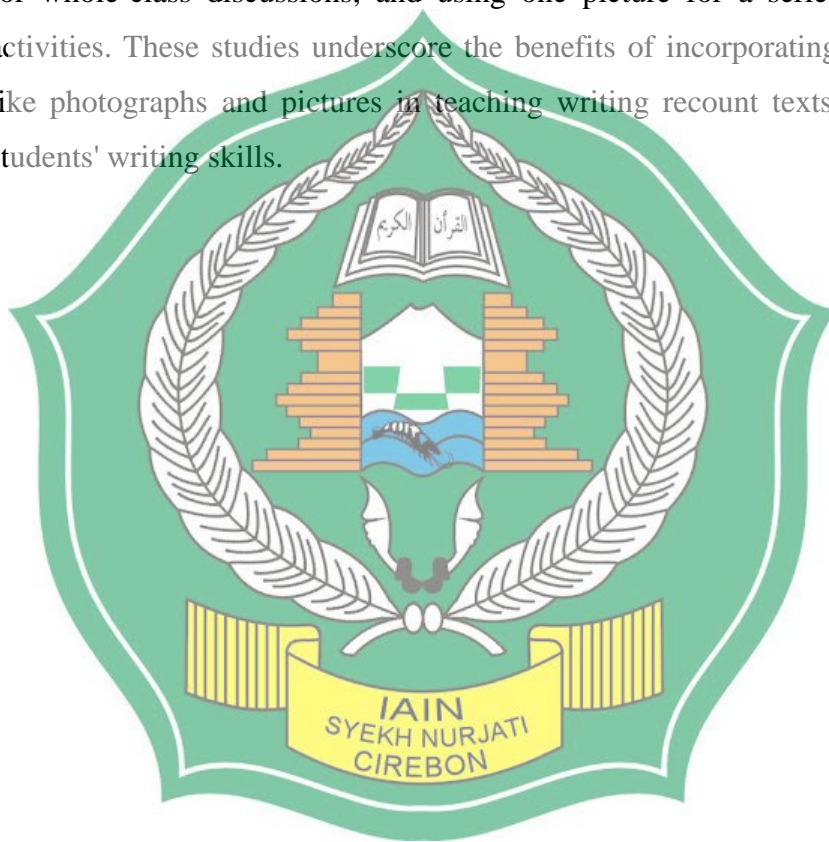
that using a wordless picture book not only enhanced students' writing skills in recount texts but also increased their learning activity and motivation.

The other previous study is entitled "Reading Pictures: Developing Visual Literacy for Greater Comprehension" By Ellen (2023). The study is about the picture book that tells stories in words and pictures. The technical components of illustration, such as colour, line, form, and composition, help to establish and enhance the tale. Illustrations in picture books may give important hints for comprehension by simply describing characters and places and questioning the text's truthfulness with humorous or extra information. Illustration elements, like any other semiotic system, have culturally specific meanings. As a result, rookie readers might benefit from specific education in interpreting graphical features. Rather than leaving the acquisition of knowledge of the culturally linked meanings to chance and time, providing young readers with specific training in this sign system can help them comprehend and, perhaps, expedite their learning of reading abilities. This article describes numerous exercises for promoting visual literacy using simple picture books to implement in elementary classrooms.

The other study is "Photobook Creation and Social Sharing on Facebook" by Wu, et al. (2017) aimed to describe a Facebook-based photobook creation and social sharing application, focusing on three key perspectives: imaging and layout technology for photobook development, cloud-based architectural design, and social photobook sharing. The results highlighted the effectiveness of the application in integrating advanced imaging and layout technology with a robust cloud-based architecture, which facilitated seamless photobook creation. Additionally, the study found that the social sharing aspect on Facebook enhanced user engagement, allowing users to easily share their photobooks with a wider audience, thereby fostering a more interactive and connected experience.

A study by Sofyan, et al. (2018) aimed to determine the effectiveness of using photographs to teach writing recount texts, involving 54 tenth-grade students and utilizing a pre-test and post-test design to measure improvements in student writing scores. The results show a significant difference in the

mean scores between the pre-test and post-test, indicating that using photographs positively impacted students' writing ability. Another study by Kurniati, (2018) focused on the effectiveness of using pictures in teaching writing recount texts, employing a quasi-experimental design with tenth-grade students of SMA Negeri 9 Kota Tangerang Selatan. The results indicate progress in students' writing of recount texts when using pictures as a learning medium. Additionally, Kurniati's study provided suggestions for teaching methods, such as employing picture sets for writing exercises, using photos for whole-class discussions, and using one picture for a series of writing activities. These studies underscore the benefits of incorporating visual aids like photographs and pictures in teaching writing recount texts to enhance students' writing skills.



1.9 Frame of Thought

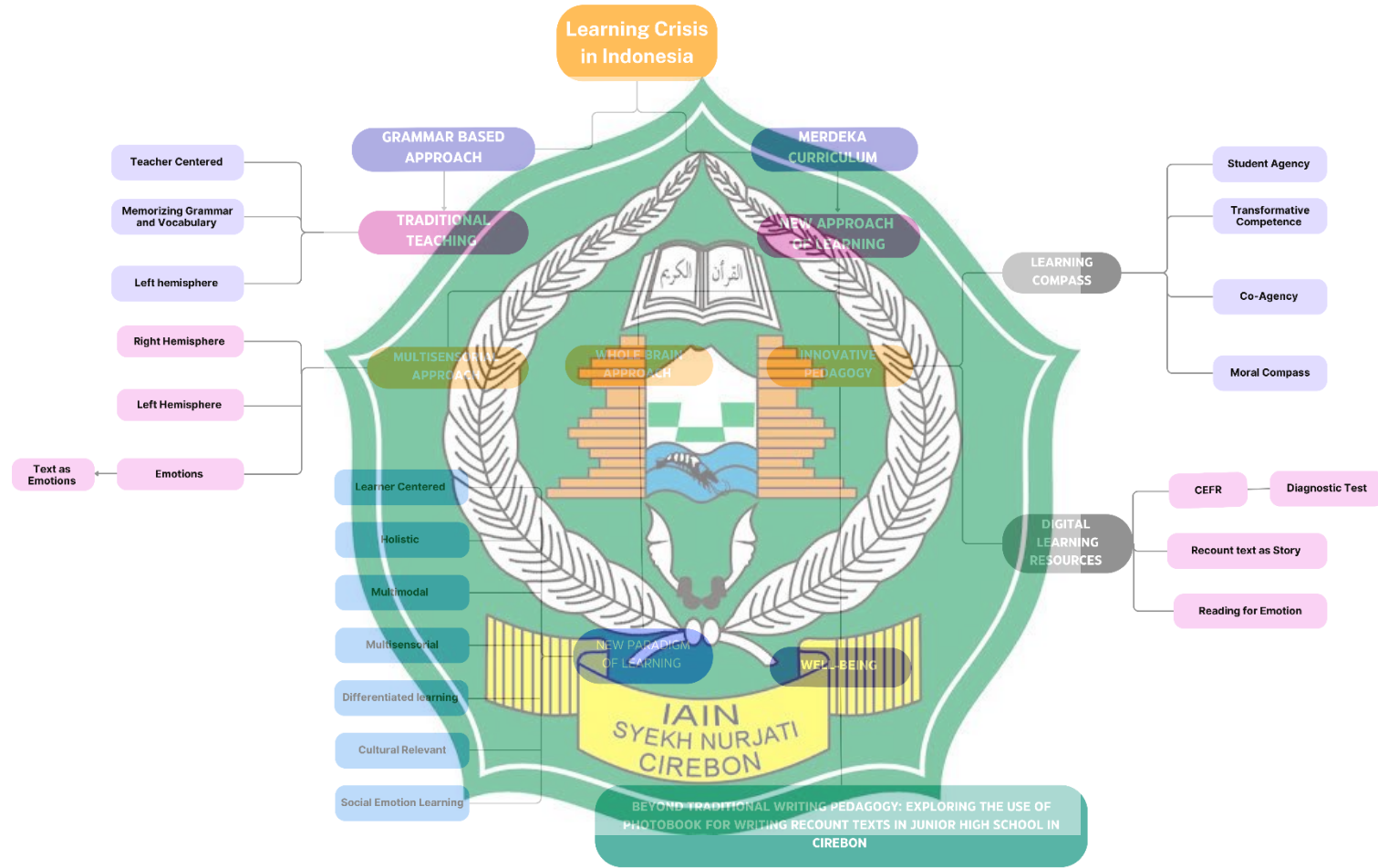


Figure 1.2 Frame of Thought

1.10 Research Method

The research methodology consists of several aspects, including study design and processes, data sources and types, data collecting techniques and instruments, data analysis techniques, and a research timeline. It also addresses the ethical considerations and procedures followed to ensure the research of the study.

1.10.1 Research Design and Steps of the Research

This research is a mixed method because it requires numerical and descriptive data results. This method was chosen because the data used in this study must be analyzed using a mixed sequential/phased model and three strategies; the closest or the most prominent is the *sequential explanatory strategy*. This research combines quantitative and qualitative are collected and analyzed into one empirical study. Mixed methods research combines the strengths of qualitative and quantitative approaches while minimizing their limitations. For example, Creswell (2017) argue that quantitative research may be deficient in identifying the context and settings in which individuals answer inquiries concerning certain phenomena. Participants' explanations are ignored since quantitative research is primarily concerned with data. Qualitative research may be considered inadequate because personal interpretation may increase interviewer bias, and generalizing small samples to broader demographic groups can be difficult. Mixing research methodologies enhances study outcomes by "providing a better understanding of research problems than either approach alone" (Cresswell, J. W., 2017). According to Fraenkel (2012), quantitative and qualitative approaches give researchers with a comprehensive grasp of study challenges, as opposed to a single strategy. As a result, the researcher used mixed method research in this study since it provides more full data to answer the research questions, and the mixed method is appropriate for application.

The first step is to collect and analyze quantitative data, which, in this case, answers the first purpose of the study using tests, that is, students' ability to write a recount text. After all this is completed, the second stage is continued, namely collecting and analyzing qualitative data that answer the second purpose of the study, that is, students' perceptions in photobook for writing recount text.

1.10.2 Source and types of data

Data is a unit of information captured by media that can be separated from other data. Data may be analyzed and be relevant to a specific situation (Sapudin, A., 2019). The participants in this study are students in the eighth grade at junior high school in Cirebon. The type of data described in this study will be adapted to a mixed method of sequential explanatory analysis (quantitative descriptive-qualitative) data. This study used three primary resources and types of data to collect the sources and types of data. First, the researcher used tests to write recount text for students in junior high school. Second, the researcher used a questionnaire and interviews with the students and the teacher to learn the students' and teacher perspectives on the writing media. This aimed to identify the students' and teacher perspectives on writing media.

1.10.3 Setting and Time of the Research

The researcher conducted the research in the eighth grade of MTs Negeri 11 Cirebon. It is located in Jalan Pangeran Panjunan, Cisaat, Dukupuntang, Cirebon. The researcher conducted the research in the second semester on 5-12 February 2024.

The researcher selected this institution because she wanted to learn more about the state of the school from its educational system and media. The research will be conducted for about 2 weeks. The researcher held four meetings for the research. According to the factors, the researcher decided on eighth graders since they had stable adaptability and were in an

intermediate position. This is because eighth graders are still in the adjustment stage, a period of change in the environment and the educational process, mainly writing in the class.

1.10.4 Data Collection techniques and instruments

The researcher uses the research instrument to support this study and collect the needed data. Thus, this research used tests and non-test formats for the instruments, which comprise students' writing tests, questionnaires, and interviews. The researcher used three data collection methods, which are outlined below:

1. Tests

In collecting the data, this research used a test instrument in the format of a writing test to measure students' ability to write recount text. The pre-experimental test (pretest-posttest) was utilized to examine various features or characteristics tested for participants before getting therapy (Creswell, 2012). The post-test was used to analyze specific features or characteristics that participants evaluated in an experiment following treatment (Creswell, 2012). The researcher provides students to produce a recount text regarding the specific topic and instructions provided. After conducting the test, the researcher analyzed the result to investigate the ability of eighth-grade students' of Junior High School in Cirebon to write recount text. Based on Wiyoko, as stated in Mahfuza, A test is one of the techniques used to assess the ability, knowledge, accomplishment, skill, or performance of individuals or organizations (Mahfuza,2021).

2. Questionnaire

The questionnaire is a tool used to support the writing test to determine what difficulties the students faced in writing recount text had affected their writing ability. Furthermore, according to Arikunto, a questionnaire is a list of questions the researcher uses to obtain information from the respondent (Arikunto, 2010). Therefore, in collecting the data, There were two questionnaire categories. Those are open-ended questions and close-ended questions. Open-ended questions allow the respondent to express an

opinion without the researcher being influenced, while close-ended questions limit the respondent to the choices offered. The researcher used close-ended questions with fifteen questions. The researcher used a Likert scale with the following response options: always, often, sometimes, rarely, never.

3. Interview


The interview was chosen as the data collecting strategy because the researcher was required to contact the teacher and students who participated in this study to acquire real data. Interviews consist of two types: structured and qualitative (Mahfuza, N. 2021). The researcher chose a structured interview to get a guided response because the function of the interview was to improve the accuracy of the data from the test result and the respond from the questionnaire data.



1.10.5 Data Analysis Techniques

In analyzing the data, the researcher employed a descriptive research methodology using both quantitative and qualitative approaches. Quantitative data was analyzed with the SPSS 25.0 version. Qualitative data was examined using Miles and Huberman's content analysis and thematic categorization. The combined methods enhanced the reliability and validity of the results, offering detailed insights into the research topic. The researcher goes through the following steps:

1.10.5.1 Quantitative Analysis



When scoring the quality of students' paragraph writing, the researcher should use a scoring rubric to assess aspects like content, organization, grammar, vocabulary, and mechanics. Jacob's grading system may be used to make a descriptive presentation of the topic. The researcher used the scoring profile Jacob et al. (1981) in Appendix 2 generated to compute the students' written work results. According to Ihsan, M.D. (2016), the researcher must conduct a requirement analysis test while analyzing data. The data analysis addressed the study questions or hypotheses set beforehand. The researcher processed and analyzed the data from the pre-test and post-test scores as part of the study procedure. The researcher had a test of N-Gain to see the effectiveness of photobook media for writing recount text students'. The researcher had a test of Normality to see the Normality of students' writing skills. These tests were required test before the researcher analyzed the data. After checking for normality, the post-test data from both classes were analyzed using a parametric statistic. The parametric statistic utilized is the t-test formulation. Data analysis was obtained using inferential analysis, namely parametric statistics. Hypothesis testing is done using a t-test. This test is done by comparing t-tests.

1.10.5.2 Qualitative Analysis

Data analysis is the methodical process by which a researcher discusses, illustrates, condenses, and assesses data in order to get and communicate the study findings to the reader. Husna (2019) defines data analysis as the process by which a researcher reduces data to a story and interprets it. Kawulich (2024) defines reducing as a process. According to the research, the amount of data required to make sense of them (as mentioned) corresponds to Miles and Huberman's three current flows activity in data analysis: data reduction, data presentation, and conclusion drawing/verification. Data reduction entails selecting, concentrating, reducing, abstracting, and altering information found in field notes or written transcriptions. Data reduction requires a large decrease or modification in data amount (Lisa Z, 2017). In this study, the writer organized the data from students' writing tests of recount text essays, analyzed the errors, and evaluated the students' work using an analytical scoring rubric modified from Jacobs et al. in Weigle's book *Assessing Writing*. The rubric has five components: content, organization, vocabulary, language use, and mechanics (Weigle, 2002).

According to Miles and Huberman, the second data analysis stage is data display or presentation. Miles and Huberman (1994) define data presentation as an organized and compressed collection of information from which inferences and actions may be formed. Data presentation can use diagrams, graphs, charts, tables, or matrices to organize information so that the researcher can understand what is going on and either make conclusions from the data or go to the next phase of the investigation.

Meanwhile, data from non-tests will be organized systematically through the questionnaire and interviews. The results will also be evaluated, summarized, and descriptively analyzed to assess the students' challenges in creating recount texts. The final phase in data analysis is to draw and validate a conclusion. In this step, the researcher concluded and

confirmed the answer to the research question, which had been completed in the previous two phases of data analysis by comparing the writing test, questionnaires, and interviews. This step is meant to answer the research question and summarize the findings from the data analysis. As a result, this stage is anticipated to describe the students' competence and challenges in creating recount text for eighth-grade students at Cirebon Junior High School.

1.10.6 Statistical Hypothesis

Test the hypothesis using a sample t-test. The hypothesis being examined is as follows:

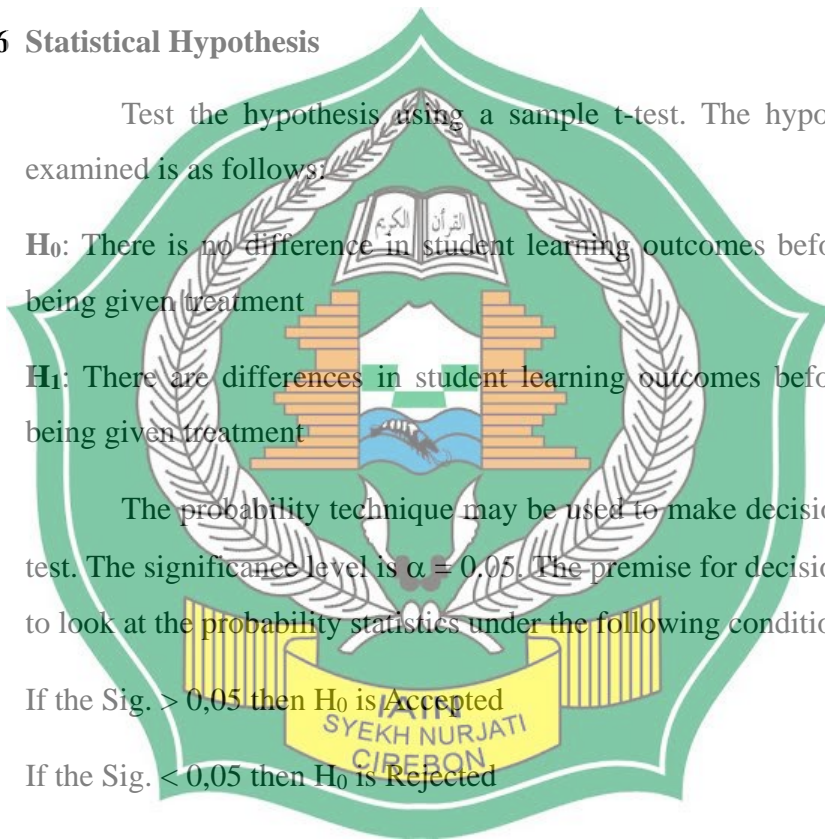
H_0 : There is no difference in student learning outcomes before and after being given treatment

H_1 : There are differences in student learning outcomes before and after being given treatment

The probability technique may be used to make decisions for the t-test. The significance level is $\alpha = 0.05$. The premise for decision-making is to look at the probability statistics under the following conditions:

If the Sig. > 0,05 then H_0 is Accepted

If the Sig. < 0,05 then H_0 is Rejected



1.10.7 Research Timeline

In order to ensure that the study is completed on time, the researcher divides time allocated as follows:

Table 1. 1 Research Timeline

No	Activities	Time Allocations						
		November (2023)	December (2023)	January (2024)	February (2024)	March (2024)	April (2024)	May (2024)
1.	Applying Proposal							
2.	Proposal Seminar							
3.	Conducting Research							
4.	Collecting Data							
5.	Analyzing Data							
6.	Finishing Thesis Writing							