

**THE SCRAPBOOK FOR THE STUDENTS' WRITING ABILITY AT JUNIOR HIGH SCHOOL
(A CASE STUDY AT JUNIOR HIGH SCHOOL)**

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Abstract:

Writing involves textual tasks like formulating and structuring ideas into sentences, encompassing idea creation, organization, drafting, and revision. In this context, the utilization of scrapbooks as a teaching aid for writing has yielded positive results, introducing a novel method for writing instruction. This practice not only improves students' recount text abilities but also highlights the versatility of scrapbooks in catering to multiple skills, as revealed by the interview results—spanning both writing and speaking instruction. Embracing scrapbooks in education holds the potential to foster holistic language development and effective communication skills, thereby enriching the learning experience across various linguistic domains. In this research, the researcher used qualitative with case studied approach.

Keywords: Scrapbook, Writing Ability, Case Study

Introduction

Writing ability is one of language skills that is important for students because it has many functions for them. The main function of writing is as a means of communication. Students can communicate with their friends in written language, for example, by using an email or a short message. Then, writing also functions as a means of expression. Students may express their ideas, thoughts, and feelings by writing poems or short stories. Moreover, writing functions in the students' English learning. By writing, students practice their knowledge of English they already learn. It is because when the students write, they need the whole mastery of English, such as vocabulary, grammar, punctuation, capitalization, spelling, and the paragraph development.

Based on the curriculum at eight grades for junior high school, writing is becoming a complex process in every genre of writing such as descriptive, narrative, and recount text. In this research, the researcher focuses on recount text genre. Recount text is a text telling about something that happened in the past with the generic structure itself. As a recount text has purposes to informing and entertaining. In teaching writing recount text, the researcher uses media to teach the students, such as scrapbook.

Using learning media during the learning orientation stage significantly enhances. During that period, the efficiency of the educational process and the conveyance of instructional material was noteworthy. Through uncomplicated educational tools that could engage students effectively, the instructional process could proceed seamlessly. One feasible substitute for addressing these challenges was the adoption of a learning medium like a scrapbook. This alternative medium has the potential to mitigate these issues and sustain students' focus, thereby promoting a more streamlined learning experience. *Scrapbook* is the art of pasting various photos, pictures, writings and the like on paper-based media.

In teaching writing at eight grade of Junior High School, the teacher uses media in teaching the student, such as scrapbook. According to the Oxford Dictionary of English, scrapbook is a book that blank pages for drawings or pictures in. In addition, according to Hunt in (Zhao & Zappavigna, 2018) said that scrapbook had practiced over 200 hundred years in English-Speaking nations such as UK and US. It make them can journaling or make a dearies in scrapbook. A Scrapbook are need to use materials (paper, adhesives, and inks) that will not damage photos in order to preserve them for future generations. Scrapbook also save our memories

where and when the photos had taken.

Based on the previous study, Fellasufah and Mustadi (2021) said that there are disparities in the outcomes between the control and experimental groups concerning students' storytelling abilities. This indicates that using scrapbooks of children's stories as a teaching tool has a substantial impact on enhancing the storytelling skills of second-grade elementary school students. Moreover, the scrapbook serves as a creative medium for teachers, allowing them to incorporate photos and decorations to foster engagement and interest in learning recount text.

Salsabillah (2021) analyzed digital scrapbooks is one of satisfies the criteria for teaching recount text at the junior high school level in Indonesia, in line with the Curriculum 2013, especially the social function, generic structure, and language features; as a result, it holds the potential to serve as a valuable resource to create learning materials.

Therefore, teaching writing using scrapbook is appropriate with recount text genre because the students tell and share their experience by adding text in scrapbook photos.

Furthermore, scrapbook is utilized to compose recount text, as there is a connection between the two, they are Recount text involves the retelling of past events or experiences. As Phillips (2007) says scrapbook can enhance students' comprehension of concepts through a more imaginative and visual approach, as it allows them to relate the concepts to their own interests and experiences. This, in turn, fosters a heightened eagerness and enthusiasm for learning. There are two expert discussed the steps of using scrapbook here. Sari (2017) mention eight steps and Puspita (2018) mention four steps in implement scrapbook.

Method

The most appropriate research method used is qualitative method with case study approach. Qualitative descriptive techniques capture data authentically, providing clear depictions of individuals, language contexts, symptoms, and specific description. The data collected through Observation, Interview, and document.

After collected the data, the researcher analyzed use qualitative method, it was adapted from Miller and Huberman (in Moeleong, 2008: 249), they used three procedure of interactive model to analyzed, as below:

1. Data reduction, this involves the steps of choosing, directing focus, and simplifying, as well as abstracting and transforming the raw data obtained from observations.
2. Presentation of data, this involves organizing and presenting structured information, enabling the possibility of drawing conclusions and making informed decisions. By examining the data presentation, the researcher successfully transformed the recorded data into written form, identified patterns, categorized them into groups, performed analysis, and provided a qualitative description.
3. Drawing conclusions or verification, this refers to make inferences or reaches conclusions based on the actions or activities that have been performed.

Result and Discussion

Based on the addition analysis, the researcher found while conducted the research that the students can make recount text by scrapbook media. While in first meeting of teaching process, the teacher explained about learning recount text. Here, the teacher explain the definition, the generic structure of recount text, and tell to the students that they would use scrapbook to make their assessment. Before students write the recount text, the teacher explain the scrapbook, and show the example of scrapbook from goggle as below:

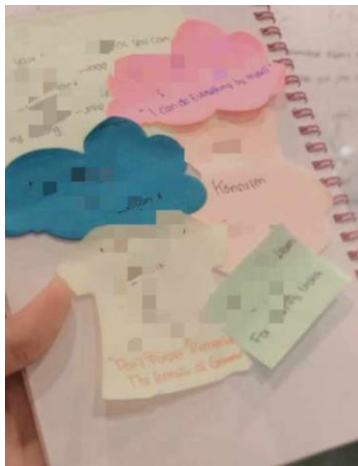


source f picture. www.goggle

Based on the picture above, the teacher told the students that they can write the recount text based at the color paper. teach ask the students to creating a scrapbook page dedicated. Armed with images, magazine cutouts, and written descriptions, the students embarked on an exploration of their chosen unique characteristics. The process of curating visual elements and crafting text not only deepened their understanding of the topic but also allowed them to engage with the material on a

personal level. Through this tactile and visual approach, the students not only learned about the topic but also gained valuable skills in research, presentation, and critical thinking.

While in part of step in teaching using scrapbook media was implement/practiced at the second meeting, the teacher showed the content of scrapbook such some photos, the students can collect some words and explored many words. So that, the students being mastery in vocabulary by the photos. Based on the related theory from (Buckingham, 2003) that scrapbook potentially allowed students to play with ideas, express their knowledge then give critique each other. In addition, the response of the students, they were enjoyable when learning recount text by using scrapbook. The atmosphere of class is attractive.



Picture. students' scrapbook

The picture above is the result of students writing using scrapbook. They made in the simple one. the students' write the element of recount text in different shape and color.

The researcher also finds that teaching writing by using scrapbook make students more active and easier to understand the material of recount text based on the step in teaching writing recount text Wahyu W (2016). Students also easier memorable in writing recount text on theme "Holiday". As in the previous study from Wahyu W (2016) said that scrapbook domain people for unforgettable moment. While in teaching learning process, the students studied about how make recount text using photos and memorable the experience based on their photos. The students also interest in learning writing recount text.

the advantages of scrapbooks as a teaching media is have a better impact on students' understanding especially recount text and

their overall involvement in the learning process more actively in class.

(Source. teachers' interview)

The result of interview above showed that students more creative and motivation in learning English. Poe (2013) supposed Scrapbook media holds significant potential as a valuable media for enhancing students' writing skills. The utilization of scrapbooks in the classroom not only immerses students in a dynamic and creative process but also facilitates a unique thinking in their writing abilities. Through the implementation of scrapbooks, students engage in a multifaceted learning experience that seamlessly intertwines artistic expression with written communication.

It also shown from the results' of interview below:

The impact of using the scrapbook method in learning recount text has positive effect. The Students are involved in the learning process more actively and enthusiastically because they can express their creativity through visual elements and scrapbook designs freedom. In addition, direct experience in looking for the material and compiling narratives helps students to better understand the structure and characteristics of recount text practically.

(Source. teachers' interview)

Statement above explain that scrapbook make the teaching learning process more enjoy and interest. as Wahyu W (2016) said Scrapbook can be one of hobby for some people. It not only provides an avenue for enthusiasts to express their emotions, thoughts, and narratives but also offers various benefits beyond that. beside Darini (in Salsabilah, 2020) stated that a scrapbook is effective in teaching writing and giving good effects on students' motivation. Next, teacher said relate the knowledge and skill learn by the students using scrapbook.

Moreover, students also get new skill in presentation and communication through presenting their scrapbook in front of the class. This opportunity helps the students' confidence in public speaking and hone their English speaking skills. Thus, teaching using scrapbooks on recount text material not only enriches students' learning experience, but also helps them develop skills in writing only, but students can also be motivated to develop speaking skills by presenting the results of their scrapbook in front of the class.

(Source. teachers' interview)

The result of teacher interview above shows that the use of scrapbooks can help the creativity of a teacher in teaching students. Furthermore, these findings show that the application of scrapbooks is only limited to teaching writing; teacher could apply the scrapbook media into teaching speaking skills as well.

Conclusion

The implementation of scrapbook as a teaching media has demonstrated positive effects and offers an alternative technique to teach writing. Consequently, employing scrapbooks as a teaching media can enhance students' proficiency in writing recount text. Beside, the result of interview also showed that the scrapbook could use in more than one skill. example: teaching writing and speaking.

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