

Conference Paper

Digital Photographs as Authentic Materials in Teaching Writing

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Abstract

Digital photograph is one of the authentic materials which can be used in the classroom. It is the genuine material designed to help the students in writing process. It is not in the form of printed photograph but in the electronic form. In this study, digital photographs were used to help the students in writing paragraph. It aimed at investigating the use of digital photographs in paragraph writing on the students' writing quality. The research was conducted by using quasi-experimental design. The students were given the treatment by using digital photographs and the other group was not given the treatment by using digital photographs. The subjects of the research were the second semester students of the English Department, IKIP PGRI Madiun. The students in the experimental group were assigned to write a paragraph by using digital photographs, while those in the control group were assigned to write a paragraph without digital photograph. The data were analyzed by utilizing t-test. The result of the study showed that there was a significant difference between the students who wrote paragraph supplied with the digital photographs and those who wrote paragraph without using digital photographs. It could be shown that digital photographs had a significant effect on writing quality.

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Received: 1 March 2017

Accepted: 27 March 2017

Published: 12 April 2017

Publishing services provided by Knowledge E

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Selection and Peer-review under the responsibility of the LSCAC Conference Committee.

Keywords: writing, authentic materials, digital photographs

1. Introduction

Authentic materials become more well-known nowadays in EFL classrooms. The use of authentic materials have been conducted by many researchers [1, 10, 11, 17], (Rogers, 1988) in foreign language classroom, (Thanajaro and Shrum, 2000), [19, 25], in listening skill in EFL classroom, [7], (Morton, 1999) in English academic purposes classes and [4] focuses the use of authentic materials in teaching reading. Furthermore, the use of authentic materials in writing has been studied for many years which are very helpful in teaching and learning process. In [13] focuses the study on exploiting authentic materials in developing writing ability. The use of authentic materials become effective ways to enhance the students' ability in writing classes [18]. The students are motivated and preferred working with the authentic material since it is more interesting and up to date than the textbooks.

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Digital photograph is one of the visual authentic materials that can be used in the teaching and learning process. It can be used in writing classroom. Digital photograph is electronic photograph used in the slides to help the students in composing the writing. In [8] mentions that photograph is one of the visual authentic materials that can be used in teaching and learning English as a foreign language. The characteristics of visual authentic materials used in writing class are interesting and easy in helping the students in writing. In [2] studies about how learning language with photographs. Use magazine photographs to facilitate discussions about digitally altered photographs, helping students become critical viewers rather than passive consumers. It is to elicit meaningful conversation.

Digital photograph is one of the authentic materials which is very helpful for the students in writing activity. It is effective still images which have been conducted in writing research [6, 14]. Using still pictures are effective than using audio-visual aids in the EFL classroom. In [23] reveals that learners and teachers most frequent use of multimedia, image and printed text in the classroom included songs, photographs, newspapers and short stories. Furthermore, [21] provides a number of ideas for their use, along with comments and variations. The activities include explaining a photo by proposing alternate scenarios, drawing a scene based on a partner's description while trying to figure out the story, finding photos based on captions written by classmates, proposing the wildest scenario still consistent with a scene, creating dialogs to match a scene, and speculating on why a photo was in the news.

The use of digital photograph in the writing classroom shows the limitation in the research. In [3] mention that digital photographs are dynamic and challenging motivating factor in EFL classrooms leading to certain suggestions and should focus on the achievement of learning objectives. They should be provided opportunities to learn and communicate about real-world events through a foreign language. The extended captions, in particular, can add a new dimension to many picture-based activities, allowing greater depth of understanding and supporting more substantive interaction.

It is needed to investigate the use of digital photograph as authentic materials in teaching writing. Digital photograph is used to teach writing as the material. The purpose of this article is to find out the effectiveness of using digital photograph in writing.

2. Method

This study is conducted at the second semester students of English Department of IKIP PGRI Madiun. This research is trying attempted to investigate how effective digital photograph on the students' writing quality. This study employs the experimental research design.

The design can be seen as follows:

Experimental Group	Pre-test	treatment	Post-test
Control Group	Pre-test	X	Post-test

There were 23 students in the experimental group and 23 students in the control group. The students in the experimental group are given treatment by using digital photograph as authentic materials and the students in the control group are given conventional teaching.

This research uses writing test to collect the data. The students are assigned to write descriptive text based on the digital photograph. Then, the inter-rater is employed to help scoring the writing test. To know the correlation, both of the inter-raters uses PPMC (Pearson Product Moment Correlation). Analytic score is used to analyze the students' writing. It focuses on organization including body and conclusion; logical development of ideas; grammar; punctuation; spelling and mechanics; and styles and quality of expression.

To know the homogeneity of the two groups, pre-test are conducted. Pre-test is given to both of the group experimental and control group using the same instrument. After giving the pre-test the experimental group is given the treatment by using digital photograph as authentic material in writing descriptive text. The other group is given conventional teaching. Then, after giving the treatment, post-test is given to both of the groups to measure whether by using digital photograph is effective or not.

In analyzing the data, the researcher utilizes independent sample t-test. The independent t-test is used to analyze the pre-test and post-test. Pre-test is analyzed by using t-test to know the homogeneity and post-test is analyzed by using t-test to see the effect of using digital photograph as authentic material in teaching writing.

3. Findings and Discussion

This section presents the findings and discussion of the research. The result shows the effectiveness of digital photograph as authentic materials in teaching writing. Before conducting the main research, some preparation namely making the writing instrument, trying out the instrument, and validating the instrument were carried out. After validating the writing instrument, the researcher used the writing instrument in pre-test and post-test. Pre-test is used to see the homogeneity of the two groups in this research. It is also used to see the equality or ability of the students. There are four tables presented the result of the study. Table 1 presents the descriptive statistics of pre-test both of the groups. Table 2 presents manipulative independent sample t-test of the pre-test both of the groups. Table 1 and 2 are analyzed to present that both of the groups are homogeneity. Table 3 presents the descriptive statistics of post-test

Group Statistics					
	Conventional teaching	N	Mean	Std. Deviation	Std. Error Mean
Digital photograph	1.00	23	72.4783	1.27456	.26576
	2.00	23	71.2174	2.25543	.47029

TABLE 1: Descriptive group statistics of Pre-test both of experimental and control group.

Independent Samples Test											
		Levene's Test for Equality of Variances		t-test for Equality of Means						95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper	
Digital photograph	Equal variances assumed	2.993	.091	2.334	44	.024	1.26087	.54019	.17219	2.34955	
	Equal variances not assumed			2.334	34.751	.025	1.26087	.54019	.16395	2.35779	

TABLE 2: Independent sample t-test of pre-test both of experimental and control group.

both of the groups. Table 4 presents the manipulative independent sample t-test of post-test of the two groups. Table 4 is analyzed to attest that digital photograph as authentic material is effective to be used in writing class.

Table 1 above presents descriptive statistics of the two groups; experimental and control group are in the same means. The experimental group employed 72.4783 digital photograph meanwhile the control group with conventional teaching used 71.2174. Thus, there was no significant difference between two groups. . To investigate the similar result between the two groups, manipulative independent sample t-test is used as the following table 2.

Table 2 above shows the homogeneity of the two groups. It can be seen from the result of sig. .091 in Levene's test for equality of variances which exceeds the level of tolerance p value .05. It can be known that there is no significant different from the two groups. This means that H0 cannot be rejected.

Table 3 above presents descriptive statistics of post-test of the two groups; experimental and control group. The mean of experimental group is higher than the mean

Group Statistics.					
	Conventional teaching	N	Mean	Std. Deviation	Std. Error Mean
Digital photograph	1.00	23	77.5217	1.27456	.26576
	2.00	23	70.8261	2.77410	.57844

TABLE 3: Descriptive group statistics of Post-test both of experimental and control group.

Independent Samples Test										
		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Digital photograph	Equal variances assumed	14.133	.000	10.518	44	.000	6.69565	.63657	5.41273	7.97858
	Equal variances not assumed			10.518	30.892	.000	6.69565	.63657	5.39717	7.99413

TABLE 4: Independent sample t-test of post-test both of experimental and control group.

in control group. The experimental group employed 77.5217 digital photograph mean- while the control group which is employed conventional teaching has 70.8261. There is significant difference between the experimental and control group. This means that H0 can be rejected.

Table 4 shows the analysis of the post-test both of the groups; experimental and control group by using independent sample t-test. The result of independent sam- ple t-test shows the significant different can be seen from the sig. 000 in t-test for equality of means. This result is lower than the p value .05 of significance tolerance. It shows that the two groups have significant difference. The experimental group which is employed by using digital photograph as authentic material is effective than the control group which is not employed by using digital photograph. It can be known that there is significant different from the two groups of equality of means. This means that H0 can be rejected.

Based on the results, it is necessary to discuss further the implication of the research. The results imply that digital photograph as authentic material is effective to be used in teaching writing. The result attests significantly different between the students which are treated by using digital photograph and by using conventional teaching. It can be seen from the result of different groups of mean and independent sample t-test. The students' score in the experimental group show the average mean of 77.5217. It is higher than the students' score in the control group which show the average mean of 70.8261. It shows significantly different of mean both of the groups. Then, the result of independent sample t-test shows the significance different can be seen from the sig. 000 in t-test for equality of means. It implies digital photograph is effective to be used in helping the students in writing descriptive text in writing classroom. This study supports [9] which focuses the use of two types of pictures; digital photography and picture symbols. The results of the study show that the use of digital photography for some of the subjects are effective than the use of pictures symbols. The subjects are able to discriminate the digital photography than in pictures symbols.

The use of digital photograph creates positive learning experience. In [24] finds that using digital photography can reach out to marginalize the students and engage them in positive learning experiences. Writing and photography provide the opportunities for the students to explore and consider their worlds through alternative modes of communication and representation to cultivate dialogue. Moreover, [22] mention that digital images are effective teaching practice paired with technology which can (1) help readers envision text; (2) offer a unique bridge to writing; and (3) allow students to visually communicate meaning. Furthermore, [26] finds that photography-centered activities build technology skills, encourage creativity, and develop self-esteem.

The use of digital photograph indicates the improvement of writing skill. In [20] found her results of the research indicate that the use of picture series can improve the students' skills in writing. It is significant improvements of the students' writing in the aspects of content, organization, language use, vocabulary, and mechanics. In addition, the use of picture series was able to improve the students' interest, motivation, and attitudes toward the teaching and learning process. In [5] finds in her study that the use of pictures contributes greatly to the students' writing descriptive. It is effective helping the students in writing. Furthermore, it is sophisticated visual aids to help the students in writing.

4. Conclusions and Suggestions

This article shows that the use of digital photograph as authentic materials in teaching writing is effective. It can be seen from the analysis of the students' writing score in the classroom which is presented in the results. Digital photograph is effectively used

in teaching writing because some reasons. The reasons are creating positive learning experience and improving the students' writing skill on the content, organization, language use, vocabulary, and mechanics. The improvement of writing skill indicates that digital photograph is successfully employed in teaching writing. Since the use of digital photograph as authentic material is effective, it is suggested to be used in teaching writing. It serves the students to compose the writing well.

Future research can focus on the use of digital photograph in other skills. This research was conducted in a short amount of time. With more time allocated, hopefully future research might provide better insights.

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