

THE EFFECT OF USING DIGITAL SCRAPBOOK IN EFL WRITING

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Abstract

This study aims to describe the ability of students to write recount texts and find the effect of using digital scrapbooks in teaching writing recount text. This study used an experimental method with a nonequivalent control group design. The population of this study consisted of all tenth grade students at SMA Negeri 4 Purworejo in the academic year 2022/2023. The researcher employed two classes as samples for research. As the experimental group, class X-4 was taken and taught using a digital scrapbook. Furthermore, class X-3 was taken as the control group. A series of treatments for both groups were conducted from February 23rd to March 16th, 2023. A writing test was employed to collect data. The data was analyzed using statistics, both descriptive and inferential. After analyzing the data, the finding shows that: First, the mean post-test in the experimental class (73.56), which belongs to the good category, was higher than the mean post-test in the control class (63.81), which belonged to the sufficient category. Second, in the calculation of the independent sample test, the t-value is 5.145 with sig. 0,000 which is lower than the critical value of $0.000 < 0,05$. It meant that the alternative hypothesis (H_a) was accepted. In other words, using digital scrapbooks has effects on teaching writing recount text to grade students at SMA Negeri 4 Purworejo in the academic year 2022/2023.

Keywords: Effect, Digital Scrapbook, Writing Ability, Recount Text

1 INTRODUCTION

One of the most critical components in communication is language. Language is a system of often spoken, written, or physical signs that enable humans to communicate and express who they are as members of a social group and participants in its culture [1]. The majority of people with different countries utilize English as a global language to express their ideas, opinions, and desire to interact verbally or in writing [2]. English is the first foreign language learned by students in Indonesia, from elementary school through university. To better understand the English language and the material it contains, students must be able to use all four of the following English skills: speaking, listening, writing, and reading [3].

Writing is the process of converting a language in written form by combining aspects of writing, including material organization, punctuation, and spelling vocabulary, and integrating information into cohesive and logical paragraphs in order to create grammatically accurate sentences for the goal of communication [4]. Writing is a way of using the mind to explain things to others. Writing can be seen as a complex process since it entails how students can express ideas in written language by utilizing general linguistic structures and features to accomplish communication goals [5]. Teachers need to ensure students understand this complexity so that they can learn to write effectively. Writing allows students to interact with texts in order to learn additional knowledge, build innovative skills, and understand how humans behave in different cultures.

Writing in English is a difficult process for all students who do not have the skill or interest in writing. There are several difficulties with writing, including poor organization, unorganized content, poor grammar, incorrect word selection, and mechanics such as grammar, spelling, capitalization, and punctuation are all examples [6]. Similarly, Richards and Renandya argued that difficulties in writing occur not only in creating and reorganizing ideas but also in interpreting concepts so that readers may easily understand what the writing is about [7].

Based on the decision of Kemendikbud No. 008/H/KR/2022, learning English in the prototype curriculum is focused on writing text in various modes, including spoken, written, visual, audio, and

multimodal. One of writing texts which is being taught in the senior high school is recount text. Recount text can be taught of as one that teaches the reader about the past through a series of events. [8, p. 223] defines recount text as sequential text that entails a series of events. Writing a recount text is a type of past-event recording activity. A variety of conjunctions and sequence markers are used for writing the events chronologically in accordance with the context of the time and location.

The results of preliminary study indicate that students have difficulty creating recount texts. Students struggle to organize their sentences into good story paragraphs because they are weak at grasping grammar and vocabulary. Furthermore, learning activities at SMA Negeri 4 Purworejo have not been maximized as far as utilizing advancements in technology; therefore, students are easily bored and less interested in learning English, especially writing. By employing interesting teaching methods, teachers can increase students' learning motivation and writing ability.

Writing ability can be described as the skills for communication thoughts or ideas in the form of logical structures that helped readers comprehend what these writers meant in their words [9]. According to Oshima & Hogue (2007, pp. 16–17), there are four steps in the writing process that must be completed in order to create high-quality writing namely; prewriting, organizing, writing, and polishing, revising, editing [10]. Writing is an important skill for students learning English to develop since symbols are employed and complex steps are necessary. Teachers must understand that their students need to learn English more successfully, especially in writing. Teachers can motivate students to learn by using interesting teaching methods. When it comes to English language learning, a variety of topics can be applied with technology, especially the Canva application [11, p. 277].

Canva is a visual design application that makes it simple to create visuals. Tanjung and Faiza (2019, p. 80), stated that canva constitutes a number of innovative applications of technology. Students additionally feel more creative, unique, and motivated to create quality writing projects [12]. Canva offers opportunities for students to participate in the creative process, allowing them to repeat information by memorizing previous experiences. For example, students can use canva to help them write stories about past experiences (recount text). By using the canva application, students can choose various designs for their writing media, one of which is a digital scrapbook.

A digital scrapbook is one of the alternative learning tools based on technology and digital information in the 21st century. With so many options for scrapbook templates featuring chic and modern models and colors, as well as unique images that help students better understand vocabulary, it is expected that using digital scrapbooks through the application Canva as a teaching tool for writing in English classes that be able to grab students' attention. Digital scrapbooks are a type of digital media that tells a story in digital form by using computers with text, images, and videos [13].

A digital scrapbook is a digital learning platform that allows a student to incorporate, mark up, and change content taken from various media and online accessible internet sources in a single document that surfaces [14]. This tool may involve students in the process of creativity while also strengthening their ability to write and allowing them to use the material they have acquired during English class [15]. Likewise, the use of digital scrapbooks has the advantage of making it easier for writers to express their ideas or experiences. It can be used to record crucial events or items that are difficult to record in person or on several occasions [16].

Based on decision KEMENDIKBUD No. 008/H/KR/2022 and to encourage students' enthusiasm for learning and competence, teachers should use digital technology to build good teaching, and there has not been much research conducted on the use of digital scrapbooks in EFL writing. This knowledge gap inspired the writer to conduct a study about using of digital scrapbook in EFL writing recount text. Based on the research questions, the aims of this study are to describe the ability of students to write recount texts and determine the effect of utilizing digital scrapbooks in the teaching of writing recount texts. As a result, the following research questions were formulated:

1. How is the students' ability in writing recount texts to the tenth grade at SMA Negeri 4 Purworejo in the academic year of 2022/2023?
2. Is there any effect of using digital scrapbook in teaching writing recount texts to the tenth grade of SMA Negeri 4 Purworejo in the academic year of 2022/2023?

2 METHODOLOGY

A quantitative approach with a quasi-experimental design was employed in this research. Quasi-experimental research is an experimental study in which the research subjects are not selected randomly [17]. In this study, the researcher applied a design with non-equivalent control groups (pre-test and post-test). The researcher carried out an experiment or treatment to compare the post-test results from the experimental group and the control group and determine the effect of using a digital scrapbook in teaching writing recount to tenth grade students at SMA Negeri 4 Purworejo in the academic year 2022/2023.

The subjects of this study were SMA Negeri 4 Purworejo tenth grade students in the academic year 2022/2023, this includes seven classes with an overall population of 252 students. Purposive sampling was used by the researcher in this study to select 72 students as samples. The samples were collected from two classrooms, those are X-4 as the experimental class and X-3 as the control class. Both classes had a total of 36 students. The research was done for seven months, from December 2022 to June 2023.

To collect data, the researcher employed a writing test with a pre-test and a post-test as the instrument. According to [18, p. 297], the pre-test and post-test were used to measure student learning results in the control and experimental classes before and after treatment. The processes in data collection included preparing the instrument for use, giving the pre-test, giving the treatment, giving the post-test, and then analyzing the data. The level of mastery of English writing skills was also calculated by the researcher using a criterion scale. According to [19, p. 245], the table below shows students' achievement in writing skills:

Table 1. Classification of the students' achievement

Value	Grade	Level of achievement
80-100	A	Excellent
66-79	B	Good
56-65	C	Sufficient
40-55	D	Fairly sufficient
<39	E	Poor

The researcher analyzed the data by employing descriptive and inferential statistics. The descriptive analysis includes statistics on the central tendency (mode, mean, and median) in addition to group variance (range, variance, and standard deviation). Whereas inferential analysis includes techniques for testing hypotheses through a discussion of homogeneity, normality, and the t-test.

3 FINDING AND DISCUSSION

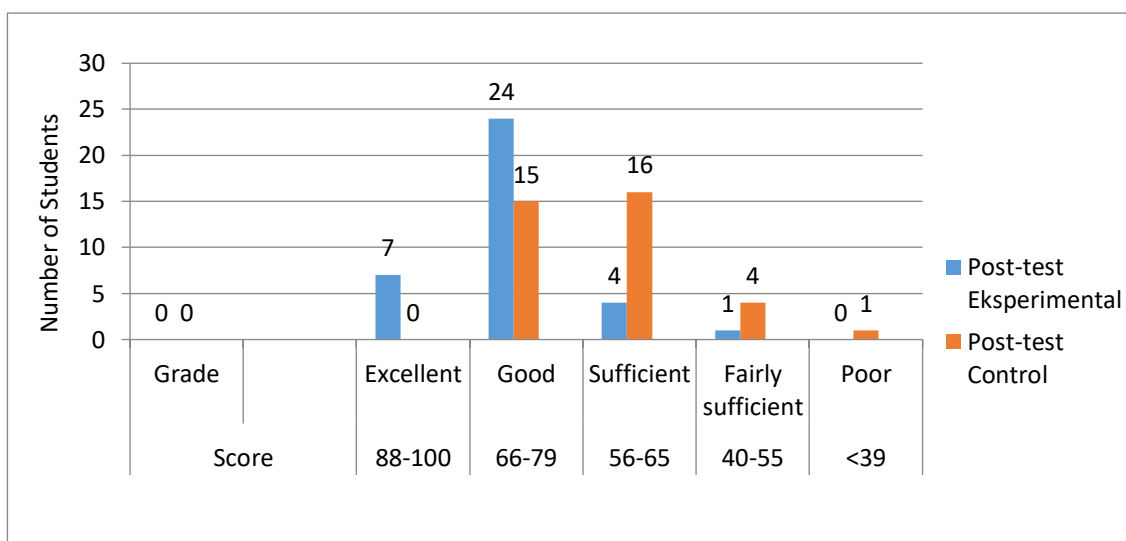
The goals of this research is to determine the effect of using a digital scrapbook to teaching writing recount texts. A digital scrapbook is considered an application that can attract students' interest in practicing writing. The findings of the writing tests were used for analyzing the data. After conducting a number of treatments and analyzing the data, the researcher is able to draw a certain conclusion. The descriptive analysis is summarized below by comparing the findings of the experimental and control groups. This table illustrates the highest and lowest scores, as well as the range, median, mode, mean, and standard deviation both of the classes.

Descriptive Statistics								
	N	Range	Min	Max	Sum	Mean	Std. Deviation	Variance
Pre-test Experimental	36	42	28	70	1877	52,14	9,05	81,89
Post-test Experimental	36	30	55	85	2648	73,56	7,67	58,94
Pre-test Control	36	42	28	70	1802	50,06	9,7	94,11
Post-test Control	36	48	30	78	2297	63,81	8,38	70,33

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To provide a more detailed description, the researcher used a chart that displayed the frequency range of the student's writing scores. The chart below illustrates substantial distinctions between the experimental and control classes for each category.

Figure 2. The chart of students' writing ability



3.1 The results of students' writing ability in the tenth grade at SMA Negeri 4 Purworejo in the academic year 2022/2023.

Based on the findings of the students writing scores in the post-test, the researcher discovered their ability to write recount texts according to the classification of the students' achievement (Arikunto, 2013, p. 245). It can be seen that there are different results post-test in both classes. In the experimental class, there are 7 students (19%) who belonged to the excellent category, 24 students (67%) who belonged to the good category, 4 students (11%) who belonged to the category of sufficient, 1 student (3%) who belonged to the fairly sufficient category, and there is no one of the students (0%) who belonged to the category of low.

In the control class, there were no students (0%) who belonged to the excellent category, 15 students (42%) belonged to the category good, 16 students (44%) belonged to the sufficient category, 4 students (11%) who belonged to the fairly sufficient category, and 1 student (3%) belonged to the low category.

Based on the the post-test in the experimental class with a mean score of 73.56, which belongs to the good category was higher than the mean of the post-test in the control class with a mean score of 63.81, which belongs to the sufficient category ($73.56 > 63.81$). It shows that based on the mean, there is a difference of 9.75. Alternatively, it can be interpreted that there is a significant effect on students' ability to write recount texts after being taught using digital scrapbook media, rather than the ability of students who are taught without using digital scrapbook media to write recount texts.

The effect occurs as one of the advantages that digital scrapbooks were applied as a tool for teaching writing recount text. Digital scrapbooks that contain a collection of photos can help students express their ideas based on their experiences. It has an impact on students' skill to write recount texts since the students' remember every memory in chronological order.

3.2 The effect of using a digital scrapbook to teach writing recount text to tenth grade students at SMA Negeri 4 Purworejo in the academic year 2022/2023.

The researcher conducted three tests used IBM SPSS 25, namely the normality test, the homogeneity test, and a hypothesis test, to determine whether or not the use of digital scrapbooks is effective in teaching writing recount text.

Based on the computation the normality test, it shows that both the post-tests of the experimental group and the control group, Asymp. Sig. (2-tailed) are greater than 0.05 (0.063 and 0.200 > 0.05), which means that the data have a normal distribution. After knowing that the data has a normal distribution, the researcher computes the homogeneity test. The computation showed that the significance value (Sig.) was greater than 0.05 (0.928 > 0.05). This means both groups' data were homogeneous. The effect of digital scrapbooks was identified by comparing the post-test results of the experimental and control groups. The t-test was employed by the researcher to compute the hypothesis test.

Based on the computation of independent sample test the t-value is 5.145 with the Sig. (2-tailed) is 0.000. Being compared with the critical value (0.05). It shows that the Sig. (2-tailed) was less than 0.05, (0.000 < 0.05). As a result, the alternative hypothesis (H_a) is accepted. In other words, utilizing a digital scrapbook was effective for teaching writing recount text to the tenth grade students of SMA Negeri 4 Purworejo during the academic year of 2022/2023.

In line with this current study, Hasanah et al., (2022) conducted a previous study entitled "The Use of Digital Scrapbook Learning Media in Grade VIII Explanation Text Learning." According to the results of her research, learning explanatory text using digital scrapbook learning media can increase student creativity to the maximum. Students can show their abilities in the field of technology as well as compact and solid cooperation. In the process of learning material using digital scrapbooks, students see images and video links that can explore students' abilities in creativity but also make students show their ability to recognize digital learning media. It can also help students improve their IT learning skills so that students are not bored with media learning.

This claim was confirmed by the students' individual assessment results, which showed an mean score range of 86.98% to the good level. The small group discussion score of 87.11% falls into the excellent category. The results of limited field training discussions amounted to 88.04% in the excellent category, and the effect of explanatory teaching materials using digital scrapbooks showed that there was an increase in the total score of 17.04 from the pre-test assessment of 65.53 to the post-test assessment of 82.57.

In accordance with the statement above, the use of scrapbooks as a medium for teaching students to write is actually effective. This statement is based on the findings of a previous study titled "Improving Students' Writing Ability in Descriptive Text Through Scrapbook as the Media at MTS." According to the findings presented by Faturahmi (2020), using scrapbooks as the medium increased students' writing skills. The pre-test average score was only 15.4% of the students who completed the test, whereas the post-test average score was 72.8, or 50% of the students who completed the test. It means that scrapbooks can help students improve their writing skills.

Likewise, Salsabilla and Mayuni (2021) in their study entitled "Digital Scrapbook for Learning Recount Text in Junior High School" agree with them. The previous study's findings indicate that digital scrapbooks can be utilized to teach because all digital scrapbook samples correspond to the social functions recommended in Curriculum 2013. All of the common structural features of retelling texts are adequately designed and implemented. The language employed in the analyzed digital scrapbooks varies according on the subject or story, and students may have difficulties getting specific terms or ideas of the text since students' abilities differ. Digital scrapbooks were finished with images and photos that can hold students' attention, stimulate learning, and assist students in understanding the story. This indicates that digital scrapbooks can be used to educate students how to write about recount texts, specifically the social function, generic structure, and formal structure This indicates that digital scrapbooks can be used to educate students on how to write about recount texts, specifically the social purpose, general structure, and language characteristics; thus, they can serve as a source of learning materials.

Based on the findings of this study and supported by several findings from other researchers who are concerned with the use of digital scrapbooks, it is possible to conclude that the usage of digital scrapbooks is effective as a medium for teaching writing. Digital scrapbooks can help students in their learning process through writing activities, especially in creating good recount texts. It was proven by the significant difference between the experimental and control class. By using a digital scrapbook, it can assist students in expressing their feelings based on what they have experienced. Students can add memorable photos to help them remember every event they experienced in a chronological, sequential, and structured manner.

4 CONCLUSIONS

Based on the findings of the data analysis, the researcher explains the following conclusion: 1) Based on the mean score, the post-test in the experimental class with a mean score of 73.56, which belongs to the good category is greater than the post-test mean in the control class with a mean score of 63.81, which belongs to the sufficient category ($73.56 > 63.81$). It shows that based on the mean, there is a difference of 9.75. Alternatively, it can be interpreted that there is an effect on students' ability to write recount texts after being taught using digital scrapbook media, rather than the ability of students who are taught without using digital scrapbook media to write recount texts; 2) Based on the computation of the independent sample test the t-value is 5.145 with the Sig. (2-tailed) is 0.000. Being compared with the critical value (0.05). It shows that the Sig. (2-tailed) was less than 0.05, ($0.000 < 0.05$). As a result, the opposite of the hypothesis (H_a) is accepted. In other words, using a digital scrapbook was effective in teaching writing recount text to the tenth grade students of SMA Negeri 4 Purworejo in the academic year of 2022/2023. And it is supported by other studies from other researchers that are concerned with the use of digital scrapbooks, which states that the utilization of digital scrapbooks as a tool for teaching writing is effective.

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