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# Enhancing EFL Students' Writing Skills in Recount Texts through Scrapbook Activities

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**Abstract**

This study discusses the implementation of a scrapbook for improving writing skills in 8th-grade students junior high school in Sidoarjo district. This study aimed to determine how using scrapbooks affects students' writing skills in recount text. This study used quantitative approach with pre-experimental design using one class. The instrument used in this study was a writing test with 25 participants. The data were obtained from the pre-test and post-test result. The sample T-test result with SPSS shows a significant difference between the pre-test and post-test. The average score for the pre-test was (47.3). Meanwhile, the average score of the post-test was (58.9). It shows that there are differences in the score results. The means of the post-test score is higher than that of the pre-test. Based on the paired sample test, the T-test results revealed that sig. (2-tailed) was 0.000, while alpha (α) was 0.05 (0.000<0.05). This indicates that $H_0$ is rejected and $H_a$ is accepted. The results show that scrapbook media significantly affects teaching students how to write the recount texts.

**Keywords**: Scrapbook, Writing, Recount text.

## INTRODUCTION

Writing skills are crucial for many facets of life worldwide; they are regarded as the most effective and fundamental English language acquisition skills. According to (Hadley, 1993), writing skill requires integrating information into a new text, such as argumentative or expository writing, or recounting or retelling material in descriptive or narrative. Students whose English is a foreign language, which is not their mother tongue, called EFL (English Foreign Language), must write coherently to meet academic standards in a language that they may be less familiar with or proficient in. For EFL students, this is a difficult task (Fajrina et al., 2021).

Writing the complex process involves many cognitive and metacognitive activities, including planning, outlining, organizing, drafting, and revising. Students' knowledge and experiences aren't required during the planning process. The information in the long-term memory of a student is the source of knowledge itself. After that, the information becomes an idea. However, ideas alone are not enough to help students organize them. And the goal-setting process helps organize them. Researchers have tried to understand the thinking processes underlying students' composition, so the cognitive aspects of writing have received special attention (Linda, 1981). Writing effectively necessitates the ability to express ideas and arrange them using a variety of writing elements, including syntax, vocabulary, punctuation, and word choice (Dendup & Onthanee, 2020).

According (Data et al., 2003), a scrapbook is a type of book a formatted media with a specific topic that includes quotes, notes, clippings, picture, memories, and other materials organized into an artistic handcrafted piece utilizing the sticking process. Additionally, scrapbook learning media helps to enhance the quality of education and make it easier to transfer abstract to concrete learning materials for the students. According (Sibilano, 2016), there are several unique characteristics that make it a creative and personal medium for storing memories or conveying information. Namely, creative and personal because it designed according taste, visual, contains stories or memories, various materials, theme-based, interactive, a series of pages with a planned composition, can be made manually or digitally, and flexible in size.

According to (Ali & Ramana, 2018), some of the reasons EFL students dislike writing include the perception that writing is riskier than speaking, a sense that one's language skills are inadequate, the requirement that one's writing be grammatically correct, and the belief that formal correctness must be acquired before one's first attempt. In addition to why students do not like to write, the research has explored the problems EFL students face in writing. (Ibrahim, 2015) who found various writing issues, particularly those related to mechanics, language, cognitive, and psychomotor problem. Problems in linguistic, cognitive, and mechanical are common in EFL students, and the problems are similar to problems in grammar. According to (Alisha et al., 2019), Students have difficulty constructing sentences due to a lack of ability to use grammar. They feel confused in using the right form of verbs and in arranging the order of sentences in paragraphs. The next problem is spelling errors; most students often make mistakes when writing words in English. The last problem that usually occurs is that students struggle to generate ideas because they have limited vocabulary. These issues may explain why writing, one of the active abilities, appears to be the most complex language for pupils to master in an learning environment (Negari, 2011).

There are several elements in writing that EFL students need to know, such as vocabulary, spelling, grammar, punctuation, organizational development, coherence and cohesion. The writing itself has various types, such as narrative, recount, procedure, argumentative, descriptive, etc. Writing a recount text is a requirement for junior high school, according to the Merdeka curriculum. This implies that writing a memories of text is a skill that EFL students need to possess. According to (Pendidikan et al., 2021), one of the genres taught from a variety of existing genres is the recount text, which describes an incident that has happened or an event that has been experienced. Based on this learning, ideally students can create a form of rewriting. Because the writing written by students is an idea or concept that they experience in their lives.

learning resources, as well as the correct guidelines and principles for training them to write. Visual resources are utilized in the teaching process to help pupils learn English more effectively. Videos, slides, images, and illustrations are just a few of the visual media that educators might use. Additionally, using visual media can produce a natural setting that draws students in while they are learning. The researcher chose to employ pictures as media in this case. Pictures increase students' interest and desire to learn. According (Wright, 1989), that pictures have a linguistic context and can serve as a particular stimulus or point of reference for students.

According to information gathered by the researcher from an English teacher at one of junior high school in Sidoarjo district during pre-observation, grade VIII, students struggled with vocabulary, idea generation, spelling, and the structure of recount texts. They also still struggled with sentence construction, which made the text unclear. Regarding some of the challenges that

have surfaced, English teachers must develop solutions to achieve learning goals. One option for assisting the learning process is the usage of educational media. In light of the problem formulation, the author's goal in carrying out this study is to enhance EFL students' writing abilities in recount text by using scrapbooks media in junior high school in Sidoarjo district grade VIII students. According to (Yulia, 2017), Junior High School students' learning objectives for English writing include matering difficult writing techniques like grammar, punctuation, spelling, and vocabulary as well as cultivating critical thinking abilities, which allow students to think more deeply and draw logical conclusions by giving them more opportunities to think than to speak. Students learn how to organize texts for readers to understand, which includes modifying their languange and style to the target audience.

This study focuses on how the scrapbook media can help students feel different about learning to write. When teachers teach writing, students become more involved and motivated. As a result, the media might inspire students to acquire writing abilities. Teachers can use scrapbook media to motivate students when teaching writing. Scrapbook media is a creative way to develop story ideas that students have written. Previously, they had difficulty combining sentences because they lacked ideas, but by using scrapbooks, students can build concepts and generate ideas from the stories they write. According (Wright, 1989), to retell experiences or understand something, students can use pictures, because pictures can represent places, objects, people, Etc. Furthermore, according to (Harmer, 2019), pictures are frequently utilized to illustrate scenarios that help in vocabulary and grammar learning. Students enjoy this because it encourages them to use their imaginations to guess the message from the pictures. Because the scrapbooks are related, the students can gain concepts from them and comprehend the content of the complete set. In order to catch students' attention, the researcher in this article uses scrapbook media, which is different from other researchers' scrapbooks. This scrap book media is a media that on one page there is only one images per page, there are image activity keyword, and the images in this media scrapbook original images from the researcher's events. The researcher focuses on one question that would answer the objective of this article, Is there an significant effect in students' English writing skills after being given scrapbook media treatment?.

## LITERATURE REVIEW

The application of scrapbook media when teaching english has been the focus of certain studies. The researchers employed a wide variety of scrapbook media. "Development of Scrapbook Media to Improve Reading Ability" was the title of the first study by (Lubis et al., 2023). The researchers using research and development (R&D) methods. The 4-D development model consists of define, design, develop, and disseminate. The article discusses the development of scrapbook media to improve students' reading skill, espicially first grade students at SD Negeri 028230 Binjai utara. The result of that study showed that the use of scrapbook media was effective in improving students learning outcomes, as seen from the N-Gain score analysis. Students who used the scrapbook media showed a significant increase in their reading ability. The ssesment was carried out through observations and test that had been tested for validity and realiability. As a result many students scored high in reading ability, and scrapbook media was declared feasible, practical, and effective for use in reading learning in elementary school.

The second research was entitled "A Scrapbook of child stories as a media to improving the story-telling skill (using quasi-experiment method in second grade elementary school students of Candimulyo)" by (Fellasufah & Mustadi, 2021). This article discusses the use of scrapbook

of child stories as a learning medium to improve storytelling skills of second grade elementary school students. And the result of that study indicate that the use of this scrapbook has a significant effect in improving story telling skill. At the posttest stage, the average score of students in the pre experimental class was higher (79.00) compared to the control class (72.17). Hypothesis testing using the t-test showed a significance value <0.05, which means there is significant difference between students who use scrapbooks and those who do not. The conclusion of this article is that scrapbook mmedia is proven to be effective in improving storytelling skill, because it attracts students interest through stories, pictures, and interactive learning activities.

Next is Research entitled "Scrapbook to Introduce Alphabet: A Development Research for Preschool Learners" by (Shopiyana & Rosnija, 2021). The researcher using ADDIE (analyze, design, and develop) method. The development of scrapbooks as a teaching tool to teach the alphabet to ppreschoolers is examined this study. The study's findings demonstrated that the created scrapbook was regarded as excellent and appropriate for use as a teaching tool. Two teachers validated this assessment by giving the scrapbook precentages of 92% and 100%, which were classified as very good. To support the alphabet learning process, this scrapbook was created with the needs of this children and the educational environment in mind. It also features and eye catching and egaging design.

Anonther research by (Harianto et al., 2024), in this research was entitled "Development of Scrapbook for Teaching Descriptive Text at SMA Sains Plus Tahfidz Qur'an Al Ammar". The research and development (R&D) approach, which is draws inspiration from the Borg and Gall model, is used in this study. The data obtained from the observations and interviews were analyzed qualitatively, and obtained from the questionnaire were analyzed quantitatively. The development of scrapbooks is a teaching tool to help students write better descriptive writing is discussed in that article. In order to evaluate the effectiveness of the developed media, that study includes field evaluation, expert validation, and an analysis of the needs of the students. According to the study's findings, the created scrapbook media fell into the "good" category with an average questionnaire score 0f 3,7. Additionally, at a signiificance level of 0.05, the t-test value was greater than the t-table (12.21>12.96), indicating that scrapbook had a substantial impact on students writing skills achievement. This demonstrates how using using scrapbooks can ehnace students motivations and writing abilities when they are studying english.

Meanwhile, this research is entitled "Improving Writing Skill for EFL Students Recount Text Using Scrapbook" where this scrapbook is a piece of paper containing one picture of an activities and there are verbs on each page, then combined into one to form a book and depends to theme who provided by researcher. This scrapbook media is different from the scrapbook of several previous researchers, the series of images used in this scrapbook media are original from researcher's events, namely with the theme "holidays in grandma's house" so the students can learn to write by connecting word with keyword in the scrapbook. The population was taken from 8th - grade students at SMP Muhammadiyah 2 Taman . Researchers used quantitative research with pre-experimental methode, and previously there were no research who used it.

## METHOD
### Research design

The researchers used quantitative methods with pre-experimental types with pre-test and post-test. In this type of pre-experimental design, the researcher observed one primary group and made observations within it throughout the research. In this research, researchers used pre-test and post-test design. According to (Sugiyono, 2014).

Table 1. One Grup Test

| Class | Pre Test | Treatment | Post Test |
|-------|----------|-----------|-----------|
| A | 01 | X | 02 |

Information:

A : The class that  is treated                    X: research treatment

01: describe the pre test                    02: describe the post test

     This research used data from students writing tests and writing tests as instruments for the class to measure the initial level of their writing production (pretest) and the final result of their writing production (posttest). The researcher administered a writing test for students with topics such as "experience Independence Day, holidays in grandma's house, and unforgettable holidays." the 8th - grade students at junior high school in Sidoarjo district needed to improve their ability to write detailed information reports, utilize suitable language, and construct a coherent sentence, so the researcher chose this subject. The researcher also investigated the 8th-grade curriculum at that school. The result was that the curriculum was independent regarding the social purpose of providing knowledge by recounting or explaining past experiences or even chronologically.  The researcher used subjects related to the experience of Independence Day in the pre-test and unforgettable holidays in the post-test.

Students in this activity arrange their thoughts using scrapbook materials before producing recount texts. Three steps make up the implementation strategy: (1) giving students scrapbook materials and guiding questions to help them plan their recount texts; (2) asking them to arrange the key points according to the scrapbook; and (3) constructing the points into a lengthy recount texts. This medium was selected because scrapbooks assist students in more methodically organizing their thoughts prior to writing.

### Participants

The experimental class in this study received scrapbook media as a treatment to enhance their ability to write recount texts. Students in the eighth grade at junior high school in Sidoarjo district comprised the study's population, while 25 students from class 8D served as the sample. Because class 8D students' writing scores were still below average, the researcher employed a pre-experimental approach. Because this study aims to determine the afficacy of scrapbook media in one group without comparing it to other groups, the pre-experimental approach was selected. Enhancing writing abilities in the same group both before and after treatment is the

study's primary goal. All the students in the class participated the sampling process, called total sampling.

**Data Collection**

This study employed a recount text writing test with pre-test and post-test procedures as its instrument for data collection. The researcher administered a pre-test to assess the students' foundational skills in text recount. After the pre-test, students were taught scrapbook media design to enhance their writing and creativity. To gauge their progress in composing recount texts, students performed a post-test following the conclusion of the treatment session. This test aims to assess student's knowledge, abilities, and intelligence in composing recount texts before and after receiving scrapbook media treatment.

A. **Pre-test**

The first step in gathering data for this study was the pre-test. Before beginning the experiment, the researcher completes this step. The steps are as follows:
1. Procedure:
    a. The researcher inquired the students write a recount text "experience Independence Day"
    b. The researcher gives students 15-20 minutes to write the recount text "experience Independence Day"
2. Test instruction:
    The test instructions included a number of practice questions that correlated with the previously taught content. Instructions for the test were given to enhance students' comprehension and cognitive abilities. This test was adapted from (Priyana et al., 2018)

Table 2. Test instruction Pre-Test

| Name: |
| --- |
| Class: |
| Date: |
| Instruction:<br>1. Write a recount text about "experience Independence Day"<br>2. Write minimal 100 word – 110 words |

B. **Post-test**

Post-test was the final step taken after giving a pre-test or activity to measure student understanding, improvement or achievement. The steps were as follows:
1. Procedure
    a. The researcher inquired the students write a recount text "unforgettable holiday"
    b. The researcher gives students 15-20 minutes to write a recount text "unforgettable holiday"

2. Test instruction:

The test instructions included a number of practice questions that correlated with the previously taught content. Instructions for the test were given to enhance students' comprehension and cognitive abilities. This test was adapted from (Priyana et al., 2018)

Table 3. Test instructions Post-Test

| |
|---|
| Name:<br>Class:<br>Date: |
| Instruction:<br>   1.  Write a recount text about "unforgettable holiday"<br>   2.  Write minimal 100 word – 110 words |

## C. Scoring criteria

Scoring criteria this research adapted by (Saddler & Andrade, 2004)

Table 4. Scoring Criteria

| Aspect | Level | Score | Criteria |
|---|---|---|---|
| Content | Excellent | 30 - 27 | Related with theme, consist of information in detail and relate with the recount text goals |
| | good | 22 - 26 | Mostly related to the theme, but lacking specific |
| | Fair | 21 - 17 | Limited topic development that almost correlates with the recount text goal |
| | Very Poor | 16 - 13 | Doesn't related with theme, and doesn't fit with the goals |
| Organization | Excellent | 20 – 18 | The idea expressed with clarity, organization, logical improvement, and coherence. |
| | Good | 17 - 14 | unstructured, with litle assistance, and with logical but insufficient sequencing |
| | Fair | 13 – 10 | Ideas are unclear or disconnected, and there is a lack of logical progression and sequencing . |
| | Very poor | 9 - 7 | Not well organized, communication, and does not enough evaluation |
| Vocabulary | Excellent | 20 – 18 | Make efficient use of word choice, usage, and word structure knowledge |
| | Good | 17 - 14 | On occasion, there are mistakes in word choice, usage, and form, but the concept remains clear |
| | Fair | 13 - 10 | Frequently occurring mistakes in word choice, usage, form, and meaning that are unclear or disorganized. |
| | Very poor | 9 – 7 | In basic terms, it is translation with appropriate assessment but little command of English. |
| Language use | Excellent | 25 - 22 | Few errors in grammatical,tenses,and agreement |
| | Good | 21 - 18 | Several grammatical, tenses, and agreement mistakes |
| | Fair | 17 - 11 | Meaning is obscured through frequent mistakes |

| | Very Poor | 10 - 5 | Error dominated, unresponsive, doesn't enough to evaluate |
|---|---|---|---|
| Structural | Excellent | 5 | Standard system involves little to no modification and may have small punctuation, capitalization, and spelling mistakes. |
| | Good | 4 | Contains a few spellings, capitalization, and punctuation mistake, the mechanism is adequate and doesn't interfere with readability |
| | Fair | 3 | Limited mechanism, frequent spelling, capitalization, and punctuation mistakes, and difficulty reading |
| | Very poor | 2 | Significant and frequent punctuation, capitalization, and spelling mistakes, along with inadequate mechanism, restrict comprehension and communication. |

**Experiment**

An experiment is a set of controlled procedures researchers use to test and respond to research topics. The researcher demonstrates the experimental methods in detail and systematically in this section.

**A. Treatment**

The treatment will be using scrapbook as learning in addition to conducting pre-test and post-test. Treatment will be given at one meeting to carry out instructional activities.

a. Topic: Holidays in grandma's house

b. Learning activities:

- The researcher explains to the class what a recount text is, generic structure, language elements, and purpose the recount text. The material was adapted by (Tampubulon & Rahman, 2021).
- The reseracher implement scarpbook media, explain what it is, and describe its function
- The researcher provide example by composing sentences based on keyword contained in the scrapbook media while students are asked to listen and comprehend
- The researcher asks students to come forward and attempt to create a paragraph using a chosen theme
- The rsearcher checks students' answers and provide corrections and correct answers if any incorrect answers exist
- The researcher asks students to identify the generic structure in the recount text they arranged on the board

c. Scrapbook:



**Data Analysis**

The data collected for this study were examined using a paired T-test hypothesis test with SPSS version 26.0 to ascertain a significant difference between the pre-test and post-test after using scrapbook media in recount text. Calculating the mean value before and after the test, examining the standard deviation of both outcomes, and doing a normality test to ensure the data is usually distributed are the first steps in data analysis. The sig. (p-value) will be used to assess the paired T-test analysis result. If p is less than 0.05, students' writing abilities before and after utilizing scrapbook material differ significantly. On the other hand, there is no significant difference if p>0.05.

**RESULTS AND DISCUSSION**

**Results**

Table 7. paired sample statistics of pre-test and post-test

| Paired Samples Statistics | | | | |
|---|---|---|---|---|
| | Mean | N | Std. Deviation | Std. Error Mean |
| Pair 1  PRE TEST | 47.3600 | 25 | 13.29749 | 2.65950 |
| POST TEST | 58.9200 | 25 | 15.96590 | 3.19318 |

**The students before using scrapbook media in recount text (Pre-test)**

In the pre-test, many students scored lower than eighty-four (84) on the Minimum Mastery Criterion (KKM). Only one student passed the KKM, while twenty-four others had lower results. N=25 (total number of students) was the outcome of the computation using SPPS. The mean score was 13.297, the sun was 1154, and the lowest and highest score were 34 and 85, respectively. The conclusion is that many students receive scores below the KKM, indicating

that students' writing abilities on this pre-test are still lacking, particularly in vocabulary, language use, and structure

**The students after using scrapbook media in recount text (Post-test)**

According to the post-test results, only four students passed the KKM eighty-four (84) test, and twenty-one students still had scores below the KKM. The results of the SPSS computation indicated that there were 25 pupils. The score ranged from 40 to 90, totaling 1473 and a standard deviation. 15.965 was the deviation. According to the foregoing explanation of the post-results, several students' scores fell short of the KKM. It may be inferred from comparing the pre-test and post-test data that all 25 students' scores have improved..

**Significant difference between the students' writing skill before and after by using scrapbook media in recount text**

Because the normality test the data showed normally distributed, then the next test conducted was the paired sample T—test to find out the significant difference between pre-test and post-test.

Table 8. Paired differences between pre-test and post-test

| | | Paired Differences | | | | | t | df | Sig. (2-tailed) |
|---|---|---|---|---|---|---|---|---|---|
| | | | | | 95% Confidence Interval of the Difference | | | | |
| | | Mean | Std. Deviation | Std. Error Mean | Lower | Upper | | | |
| Pair 1 | PRE TEST - POST TEST | -11.56000 | 11.62282 | 2.32456 | -16.35767 | -6.76233 | -4.973 | 24 | .000 |

The table showed that of mean the pre-test and post-test was 11,560, standard deviation was 11,622, the standard error of the mean 2,324, the lower different was -16,357, while upper different was -4,762, the result was t = 4,973 with df = 24 and the significance was 0,000. From the data result above, it showed that the value of sig. (2-tailed) 0.000 < 0.05. So, it can be means that scrapbook media in recount text is effective to use in teach writing at junior high school in Sidoarjo district

**Discussion**

Because of their vocabulary, language usage, and structure difficulties, junior high school students in the Sidoarjo district found English classes challenging, mainly regarding writing. Additionally, the students frequently struggle to focus during English lessons. As a result, learning activities were not successful. Therefore, the researcher used scrapbook media for the material recount text in an attempt to conduct research at an eighth-grade junior high school.

During the pre-test stage, researcher explain the recount text's generic structure, language components, and goal. Following that, the researcher asks students to spend 15-20 minutes creating a recount text with theme "experience Independence Day" that is at least 100-110 word long. Many of the kids had difficulty collecting their thoughts and material in a structured recount text and had a restricted vocabulary.

In treatment phase, the researcher helped the students to solve the language problem. Firstly, the researcher review to the students about the material recount text. Then researcher implement the scrapbook media, and explain what is a scrapbook. The researcher ask students to come forward one by one with theme "holidays in grandma's house" and write one sentence according to the book page, then connect into one. The students were seemed enjoyed and participated actively in the learning. Due to this situation, students were comfortable enough to receive the materials presented and easily understood the lesson.



**Figure 1**. students to comes forward when traetment

In the post-test, there is the final test after pre-test and treatment. The activity here to measure students understanding, significant, and achievement. The researcher inquired the students whether the material was difficult, then the researcher ask students to write the recout text about "unforgettable holidays" minimum 100 word-110 word with 10-15 minutes. The students still difficulty in organizing idea, but the students showed their anthusiasm by taking active participation when learning. Students can reflect on their progress by comparing previous and subsequent writing, seeing how their understanding of structural, grammar, and vocabulary usage has developed. Through writing activities, students can practice developing ideas in a systematic and organized way, which helps to improve their critical thinking skills. Writing also provides an opportunity to expand vocabulary by applying the new words they have learned in relevant context (Harmer, 2019). It can be concluded that using scrapbook media to teach recount text in 8 grade in junior high school in Sidoarjo district is significant and effective.

## CONCLUSION

In several problems of students in 8 grades in junior high school in Sidoarjo district did not participate activeley and were afraid of making mistakes when writing English. Another problem when students learning English about recount text, students had difficulty in organizing idea, vocabulary, language use and structural. Teachers tried to overcome the above problems, such as gives a example idea and help students to translate vocabulary they don't know. Therefore, researchers use scrapbook media, where each page displays images with related keywords. Students then connect the keywords to integrate learning from one page to the next. Scrapbook also help students remember activities and organize their ideas. They also help them manage their ideas and string them together into sentences and paragraphs. The result is all of students had positive impact and benefits with scrapbook media. It can be inferred that students were interested in using scrapbook media. Many students get an increase in value from pre-test to post-test even though not many students get a value above the Minimum Mastery Criterion (KKM). It means that there was a significant difference before and after using scrapbook media as a media for teaching writing.

This research can make a significant contribution in the context of English education. By using scrapbook media, we can create a more dynamic and interactive learning environment. This improves students' skill to writing composition and extend their understanding of correct and effective use of the language. Students can also reflect on their progress by organizing idea, understanding vocabulary, understanding language use and structural. In addition, this media scrapbook can encourage to guess the message form the images. For further research, paying attention to the quality and creativity of using scrapbook media in writing learning is also recommended. This can include selecting the design, layout, and using visual elements such as images, stickers, or attractive typography. In addition, for further research, there is a control class to compare treatment and no treatment. The role of students' creativity in making scrapbook is very important to improve their writing skills, especially in organizing ideas and conveying messages effectively.

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