

ENHANCING STUDENTS` SKILL IN WRITING RECOUNT TEXT OF JUNIOR HIGH SCHOOL THROUGH PHOTOGRAPHY TECHNIQUE

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ABSTRACT

Writing is challenging for junior high school students. Many students struggle to express their thoughts in recount texts due to a lack of ideas, limited vocabulary, and poor understanding of organizational features of a text; this research seeks to evaluate the efficacy of photography techniques in improving students` ability to write recount texts. This quantitative research used a quasi-experimental design, involving 40 eighth-grade learners in a lower secondary school in Batealit separated into two cohorts, with the trial group received photography techniques, while the control class did not. Data collection was conducted through a written test, and SPSS 30.0 was used for analysis, which included normality, homogeneity using an independent-sample t-assessment; the results revealed a notable gap separating both groups, where the intervention class achieving a higher post-test mean score ($M = 79.60$, $SD = 9.703$) than the control class ($M = 46.80$, $SD = 17.173$), with $p < 0.001$. These findings confirm indicating that the baseline assumption was disproven while the competing assumption was validated. The study concludes that photography can be an effective technique to stimulate creativity, generate ideas, and enhance the structure of recount text, providing better engagement and outcomes compared to traditional methods.

Keywords: *English, Photography, Recount text, Teaching, Writing skill.*

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INTRODUCTION

Written composition, as a key output-oriented language ability, demands critical thinking and grammatical ability. According to Astiantih and Akfan (2023), written proficiency is fundamental in English learning and includes diverse linguistic aspects like orthography, structure, word choice, situational meaning, and writing marks, especially in written communication. As a language skill, writing is not a natural innate ability that is automatically and easily acquired by someone. There are so many communication media that use written language, such as books, newspapers, social media, and blogs. In order to maintain good communication with others (Mely Christi Sihotang et al., 2023) Writing also delivers thoughts and emotions from the heart and the brain of individuals, and language is the means of

that transformation and is defined as a combination of a set of symbols or signs in the shape of a text. It comes from the ability to organize the words of an individual, and these words should be suitable for creating meaningful text (Chico & Zrary, 2022). In teaching EFL writing is a crucial skill that involves various elements, including orthography, structural rules, lexical resources, situational meaning, and writing symbols. However, writing is not an innate or easily acquired ability, it requires a structured learning process in order to effectively organize words and generate meaningful texts.

Writing skill is difficult to acquire, especially for junior high school students. When using a foreign language, the writing difficulty of the level of language rises significantly, impacted by advanced language development. Difference in the culture, language structure, manner of expressing thought, writing style, and other aspects (Putri & Aminatun, 2021). (Syifa et al., 2022) state some of the difficulties faced by students, such as not understanding grammar, a lack of vocabulary, a dislike of English, and boring teaching techniques. To overcome the problem above, English teachers should be more creative in selecting materials and techniques based on their knowledge level and background (Sakkir, 2020).

Teaching writing skills is vital to human life, and everyone deserves an education. Especially our generation, as it is a widely used international language. Most individuals believe learning English to be tough, particularly in writing (Yulianti et al., 2019). Some previous research, such as (Marlaini, 2021; Nurussadiyah et al., 2021) has been carried out in Indonesia, taking into account the critical role that strategy utilization plays in fostering students` fluency in writing English. The major goal is to gain an in-depth knowledge of various aspects of writing strategies. As a result, in specifically recount text, it is critical to discover inventive and interesting techniques to improve students` writing skills.

According to the researcher`s experience of researcher in the Kampus Mengajar 7th generation program at junior high school in Batealit. The result of the midterm exam, 97,5% from 40 students struggled to develop and support their ideas. The researcher discovered the problem was caused by students' lack of knowledge. As a result, they did not elaborate on their ideas. They spend a long time thinking about what to write down. After learning about students` social media, the researcher discovered that the majority of them are also not confident to post their images to their various social media platforms. Combining photography with language learning helps students improve their writing skills. Visual like photos help students generate ideas and structure their thoughts.

(Made Kevin Aria Perdana et al., 2021) describe *“Fotografi adalah memfokuskan cahaya dengan bantuan pembiasan, yang mampu membakar medium penangkap cahaya. Medium yang dibakar dengan ukuran luminitas cahaya yang tepat akan menghasilkan bayangan yang identik dengan cahaya yang memasuki medium pembiasan”*. Based on that explanation, photography means the process or method of creating an image or photograph of an object by capturing the reflection produced when illumination strikes a subject on a surface responsive to brightness

surface. In this process, lights interact with sensitive materials, such as CCD sensors in digital systems or silver halides in traditional photography, to produce pictures as an art. Photography has the unique ability to express stories and emotions. Photography is not only about creating images, but also about how people connect with their tools that create their world (Flusser, 1983). Visual research is described by a framework of visual communication, containing components such as visual rhetoric, Persuasion, Literacy, Meaning and Imagery (Selangor & Puncak Alam, 2024). Through images, students can see and feel certain moments that they can write back in the form of a recount text. Combining photography with language learning helps students improve their writing skills. Visual aids like photos help students generate ideas and structure their thoughts.

Based on some previous research, the first research by (Maming et al., 2023) entitled “Improving Students’ Skills in Writing Descriptive Texts by Using Digital Photographs, which was published in Surakarta English and Literature Journal. This study assesses digital photographs to strengthen learners’ ability in crafting descriptive passages; based on the investigation digital photographs were effective in enhancing learners’ written competence for better learning achievement.

The second research by Ngalang and Yamat (2021) entitled “Generating Ideas for Using Photography among Level 2 Rural Primary ESL Pupils”, featured in the International Journal of Academic Research in Progressive Education and Development (IJARPED). This study discovered that using photographs enhances their ability to produce ideas for written work.

The third research by Chairani (2021) entitled “Improving Students’ Writing Achievement on Recount Text by Using Photographs at Ninth Grade Students of MTsN 1 Medan,” which was published in the Repository UIN Sumatera Utara. This thesis aimed to investigate the influence of applying images on boosting learners’ recount-writing outcomes. Based on the findings, the researcher stated that visual images can elevate students’ performance in recount writing.

This study applied a photographic approach, yet it contained distinct variations, making it unlike earlier investigations that use photography techniques to enhance learners’ competence in composing recount passages, as the other studies only use images that are already on the internet or social media. The research’s findings revealed that photography techniques can support students to enhance their writing skills in recount text. This research aims to use the photography technique to enhance students’ skills in writing recount texts among eighth-grade students at a junior high school in Batealit in the academic year 2024/2025.

Concept of Writing

Writing is an expressive activity that allows students to put their thoughts and information into written form. Perhaps the students are able to write down their ideas, put them into coherent sentences, and effectively communicate them (Purnamasari et al., 2021). Writing also creates logic, well-organized ideas, and uses appropriate language to convey meaning more clearly. Clarifying meaning is

the main objective of writing as it facilitates contact with readers. The author should thus organize each paragraph such that it makes sense within the larger context (Indriastuti et al., 2023)

Gusman and Indah (2020) state writing requires several steps. First, students learn the components of a good sentence. Those are subject, predicate, object, and complement. Secondly, they write sentences that elaborate on the topic sentence and support it with supporting sentences. Finally, writing a short essay requires adequate structure, vocabulary, grammar, and style. That means even in an individual`s first language, writing requires a lot of practice.

Writing also has an essential role in human life because it serves as the framework for communication, allowing people to share information, opinions and questions (Makmun, & Qamariah, 2022). Writing is a complex and essential expressive activity for students. It encourages logical thinking and clear communication, in addition to giving students the capacity to convey their thoughts and information in an organized way. Writing properly requires knowing how sentences are put together, creating paragraphs that make it easier to share thoughts, different points of view, and questions. Mastery of these aspects allows student to communicate effectively and achieve their objectives (Putri & Wahyudin, 2025).

Concept of Recount Text

A recount passage refers to a type of retelling of a previous event or experience. The objective of recount text is to convey previous recounting experiences by retelling occurrences sequentially (Yanti et al., 2023) Knapp & Watkskin (2005, as cited in (Sianipar et al., 2020) recount writing as a form that presents and depicts experiences through narration them chronologically. A recount text's main objective is to retell events in order to either inform or entertain the audience. According to Harmiyanti (2019, as cited in Febrianti & Gaffar, 2024), there are several types of recount text, including individual recounts, life-story recounts, evidence-based recounts, creative recounts, and past-events recounts.

Concept of Photography

Using light-sensitive material or digital sensors to create images is known as photography. In this process, lights interact with sensitive materials, such as CCD sensors in digital systems or silver halides in classic photography, to create pictures (Jacobson Ralph et al., 2000) Toluwani and Onwuekwe (2022) also defined photography involves crafting visual representations by gathering light through a camera, often via a digital sensor or film.

There are several uses and aspects for photography. Photography, according to Bate (2020), is a form of representation and expression that extends beyond technical execution to include theoretical, historical, and cultural aspects. It includes various genres such as snapshots, documentary photography, portrait photography, landscape photography, still-life photography, and art photography.

This study specifically uses snapshot photography in the context of teaching English, especially while writing recount texts. Simple, impromptu images by students themselves with a cellphone or digital camera that document their

everyday routines, unique experiences, or significant moments are referred to as snapshot photography.

The phases of the writing process can be used to map the use of photography in writing instruction. Photographs serve as visual cues to promote word memory and idea production during the pre-writing phase. Students utilize their chosen photographs as a reference during the drafting phase to organize events chronologically and to enrich details with written texts. Lastly, students can go back and review their images during editing and rewriting to ensure that their writings are coherent, accurate in terms of tense, and comprehensive.

By allowing students to take photographs of their own experiences, family events, or moments with friends, photography becomes a bridge between lived reality and written expression. These personal photos serve as visual prompts during the writing process, especially in the pre-writing stage, where students often struggle to generate ideas. Photographs stimulate memory recall, encourage vocabulary enrichment, and help students structure events chronologically, which are essential elements of recount texts.

RESEARCH METHOD

This study adopted a numerical-based method. A quantitative approach, as defined by Sugiyono (2019), is a methodology of examining a designated group and subset, collecting information with tools, and applying numerical methods to analyze the data and analytical statistics to examine a predetermined proposition. To identify the ideal sample from the population, the investigator adopted a near-experimental design. The primary objective of this type of semi-experimental study seeks to examine if a new teaching method or educational policy genuinely affects students' learning. This method was quasi-experimental, consisted of pre- the control group underwent initial and final assessments. The objective was to find out the photography technique to enhance learners' ability to produce recount texts.

In this research topic was included two variables. Sugiyono (2019) defined research variable is anything that the researcher studies in order to obtain information about it and draw a conclusion. In the current research, the researcher employed independent variable (X) and dependent variable (Y). As stated by Sugiyono (2019), independent variable is the one that impacts or changes another variable that is the stimulus and predictor the research uses. Additionally, Sugiyono (2019) states dependent variable is the one that impacted or results from independent variable. Dependent variable is the output, criteria, or consequence that is seen and quantified to determine the effect of independent variable. In consequence, the independent variable (X) was "Photography Technique" and the dependent variable (Y) was "Skill in Writing Recount Texts".

The validity for the initial and final assessment items in this study used construct validity, with an English teacher as a validator. Researcher employed 40 questions to assess the validity of the assessment set, comprising 15 multiple-choice and 10 true-false items, 10 matching questions and 5 overlapping text that were

assessed outside of the research sample. Question item that are considered valid will be administered for the initial and final evaluation questions and questions that were considered invalid will be canceled or not used for pre-test and post-test. Based on validity results for pre-test and post-test question instruments, it indicated that all questions reached the assessment criteria and worthy of being tested so that questions were considered worthy of being tested.

Although the initial instrument consisted of 40 questions that had been validated by experts, only 25 were selected for use within the initial and final assessments. This decision was made for practical and pedagogical reasons. First, to ensure time efficiency during test administration, particularly considering the limited duration of classroom sessions in junior high school. Administering 40 questions might have exceeded the available time and led to rushed responses. A 25-item test was used after a validation and piloting process, by limiting the test to 25 well-constructed items, the researcher ensured that students remained engaged and were able to complete the test effectively, thereby enhancing the reliability and validity of the data collected.

This study focused on students` ability to acquire writing skill effectively and properly, as well as how to use digital and smartphone cameras to make it easier for students to take images. In the experimental, researcher used photography technique to take images. This technique encompassed several steps. First, students captured their own photographs using cameras or smartphones, focusing on meaningful personal experiences. After taking multiple images, they critically selected the most relevant photographs that represented the events or stories they intended to write about. Following this, students interpreted the context, meaning and feelings that their selected images which further deepened their understanding and encourage creative reflection. Finally, these images served as visual cues to help students create well-organized recount text by encouraging idea generation, extending vocabulary and structuring their narrative more clearly. Thus, the students in experimental class were able to enhance their ability to write recount texts.

In addition, experimental class learned about basic photography methods, such as the definition of photography, purpose of photography, kind of photography, composition in photos and exposure triangle. Therefore, students were very enthusiastic in taking image through their digital or smartphone camera. Thus, students were able to assemble better text according to the picture they have taken.

The investigation took place at a lower secondary school in Batealit Jepara. In this study, the researcher focused on class VIII, which consisted of 40 students that divided into two groups. They were the control class for VIII A and VIII B for the experimental class, with each class consisting of 20 students. The implementation of treatment in the experimental class was carried out over three meetings, with each session lasting 2 x 45 minutes. The instruments were applied was a written tests for individual scoring. The test contained 25 questions about

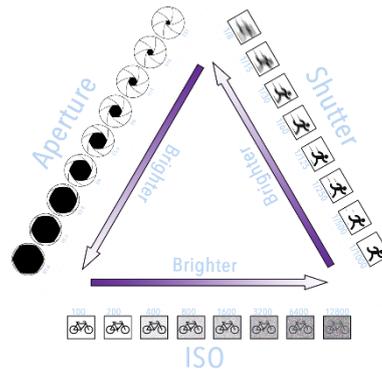
how to write a recount text that were multiple choice, true or false, matching, and overlapping text by completing the blank text with the presented words. Each correct answer received awarded four marks, whereas wrong answer receives zero points. During the data gathering procedure applied to both treatment and comparison classes class, a pre-test was administered through a pre-assessment was held prior to the intervention and a final test followed the procedure to assess student learning outcome in class. The outcome of the post-test in the the intervention group reflected the applied techniques effect on writing. To establish the to examine the technique's effect, a t-test compared initial and final scores. The research concentrated on credibility and relevancy.

FINDING AND DISCUSSION

Finding

This study focused on applying the Photography Technique as instructional support to strengthen junior high school students` writing skills in recount text with a special emphasis on the past tense. This approach was carried out across three meetings. The first meeting covered the basics of photography, including the purpose and definition, composition, angles, and the exposure triangle as stated below.

Figure 1. The Exposure Triangle



Source: <https://actioncamera.blog/2017/02/22/the-exposure-triangle/>

The second meeting focused on recount texts, including their structure, such as orientation, events, reorientation and language features. It also assigned students the task of taking images based on a specified theme. And the last meeting focused on using the past tense and arranging the photograph into a well-organized and accurate recount text.

The entire set of test information in this investigation results were provided numerically. The researchers analyzed the initial and final score values to see if implementing the photography technique improved students` writing skills in recount texts. The results of the initial and final evaluation scores can be explained in the table below.

Table 1. Results of Students Pre-Test and Post Test

Class	Pre-Test Mean Score	Post-Test Mean Score	Average Gained Score
Experiment Class (Photography Technique)	54.8	79.6	24.8
Control Class	44.8	46.8	2.0

The investigator applied an independent-groups t-analysis to compare the two classes employed as research samples to evaluate differences in writing recount text skills after confirming normality and homogeneity. Hypotheses were assessed:

T-observe < T-table: Ho accepted, Ha rejected

T-observe > T-table: Ha accepted, Ho rejected

Hypothesis

Null Hypotheses (Ho): Providing does not significantly strengthen learners' ability to craft recount passages.

Alternative Hypotheses (Ha): Providing significantly build learners' capability in creating recount accounts.

Checks for normality and uniformity were executed prior to t-analysis, and the data were found to be normally distributed. Using Kolmogorov-Smirnov and Shapiro-Wilk in SPSS 30.0 version, if the data showed significance (2-tailed) > 0,05 indicates the dataset follows a normal pattern and if the data showed significance (2-tailed) < 0,05 means the dataset deviates from a normal curve.

Table 2. Data Normality Test on Pre-Test and Post-Test

Class		Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	Df	Sig.
Student learning Outcome	Pre-Test Experiment (Photography Technique)	0,160	20	0,196	0,960	20	0,542
	Post-Test Experiment (Photography Technique)	0,234	20	0,006	0,928	20	0,142
	Pre-Test Control	0,155	20	.200*	0,907	20	0,057
	Post-Test Control	0,113	20	.200*	0,941	20	0,245

According to the Shapiro-Wilk check, the experimental group's initial scores were 0.542, and in the post-test showed 0.142. Meanwhile, the results of normality, the control group's initial scores reached 0.057, while the final scores showed 0.245. The data showed that it was normally distributed because the values were greater than 0.05.

This finding is important because the normal distribution is the basic presumption of parametric tests like the t-test. In simple terms, if the distribution is normal, the average values can represent the entire data more accurately. A normal distribution also implies that the test findings are not greatly influenced by extreme values. Thus, the normality test ensures that the subsequent t-test would provide reliable comparisons between the two groups.

The Homogeneity analysis assessed whether the data originated from a population with homogenous variances. Therefore, the variance-equality check was used to assess whether the variability between two groups is the same. The results of the calculations were as follows:

Table 3. Data Homogeneity Test

		Levene Statistic	df1	df2	Sig.
Student Learning Outcome	Based on Mean	0,567	1	38	0,456
	Based on Median	0,497	1	38	0,485
	Based on Median and with adjusted df	0,497	1	36,359	0,485
	Based on trimmed mean	0,562	1	38	0,458

According to the Levene outcome in the variance-uniformity assessment table, a significance value (Sig.) of 0,456 was obtained for analysis based on mean. This value exceeds the 0.05 significance threshold, suggesting that there was no significance difference in variance between the groups. In addition, testing using median values, adjusted-degree medians, and trimmed averages also showed significance values of 0,485 and 0.458, respectively. All of these values were more than 0.05, indicating the conclusion that the variances between the two groups were homogenous.

The data fulfilled all the requirements for performing an independent sample t-test by demonstrating normality and homogeneity. This strengthens the validity of the conclusions drawn from the analysis.

Table 4. Data Independent Sample T-Test

Variable	Class	N	Mean	SD	t	df	Sig. (2-tailed)	Mean Difference	95% CI of the Difference
Student Learning Outcome	Post-Test Experiment Class (Photography Technique)	20	79.60	9.703	7.437	30.009	< 0.001	32.800	[23.793, 41.807]
	Post-Test Control Class	20	46.80	17.173					

A between-groups t-analysis was employed to see whether the groups differed meaningfully. Based on the results that were obtained by researchers, the table above shows $p < .001$. the average final score for the intervention group reached 79.60 (SD =9.703), while the control class only achieved 46.80 (SD = 17.173). The mean difference of 32.8 highlights a substantial improvement in writing skill for the experimental class. In conclusion, the null hypothesis (Ho) was rejected, while the alternative hypothesis was supported, showing that the photo-based method influenced students' writing of recount texts compared to those who did not receive the treatment.

The Students` Difficulties in Taking Images and Writing a Recount Text

By the data from the middle exam and observation of the researcher during the Kampus Mengajar 7th generation, the researcher found that the majority of students faced significant challenges both in writing a recount text and in sharing photos on social media. They struggled in developing ideas when writing recount texts; they often struggled to recall events in sequence, select relevant details, and express their experiences using appropriate past tense structure. Many students tended to produce very short paragraphs or repetitive sentences, indicating a lack of confidence and limited vocabulary.

Furthermore, students were hesitant to share personal images on social media. Several reasons contributed to this problem, including not knowing how to take images properly, unfavorable comments, difficulty selecting appropriate captions, and a general lack of trust in how their images would be interpreted by peers. Some students also indicated that they were unsure of how to utilize images as inspirations for writing, limiting their capacity to connect visual experience to written expression.

These findings highlight the students` twofold problem: not only do they encounter language and structural barriers in writing recount texts, but also feel anxious about presenting themselves or their activity visually in public spaces such as social media. This condition emphasizes the need to incorporate photography techniques into writing teaching to help students develop their creativity, confidence, and storytelling abilities.

Discussion

The study aimed to look into the degree of success achieved through photography techniques to help students improve their writing skills, specifically in the construction of recount texts. According to quantitative data collected through pre-test and post-test results in relation to learners' writing achievement improved significantly in the experimental class when compared to the control group. This implies that using photography as a teaching tool to improve students' capacity to articulate their experiences and thoughts in organized textual form. The difference in mean post-test scores (experimental: $M=79.60$, $SD= 9.703$; control: $M=46.80$, $SD=17.173$) supported the hypothesis that students who were exposed to the photography technique performed better in writing a recount text.

The role of photographs has been proven to improve students' writing skills, especially in understanding and creating texts more easily and effectively. By using photographs, students can easily recognize the social function and structure of texts, as well as gain information about certain topics that can aid them in developing ideas and organizing paragraphs according to text structure. Furthermore, pictures improve students' motivation, because the varied and interesting materials can stimulate their interest to actively participate throughout the learning process (Ekarista, 2018). This technique also boosts students' confidence, particularly when they are asked to take images through their digital cameras or smartphones, because they are confident with the photographs they take.

Theoretical support related to the contribution of visual elements to instructional practice of writing also finds congruence with the results of this study. As explained by Thuy (2017) The use of visual media, such as photos can improve understanding and in-depth information processing, because images are able to trigger memories and associations related to the experience or event to be written about. Similarly, Jewitt and Jones (2014) state that visual literacy not only improves the ability to understand images, but also helps students' verbal and written expression processes. In other words, photography techniques can facilitate students to reflect on the real experiences they capture through images so that they are more easily converted into coherent recount texts.

The outcomes derived from the current study are consistent with previous research by (Navidinia et al., 2018), who found that using digital images and photos in English activities significantly improved students' learning motivation and writing ability. This was because visuals acted as a concrete trigger for idea generation while also reducing writing anxiety. However, the considerable difference in post-test scores between the experimental and control class might indicate that the students in the control class struggled to locate enough sources of ideas for writing, resulting in poor outcomes in recount text writing. It also highlights the significance of learning media innovation in meeting the characteristics and needs of today's students, who are very familiar with visuals and technology.

Furthermore, some other literature also mentioned that photography techniques, in addition to improving writing ability, can help students acquire the ability to critically examine and reflect on their experiences (Ten Brink et al., 2022). This adds educational value to language acquisition by teaching students not only to write mechanically but also to integrate personal experiences with the creative and expressive use of language. The focus on photography technique that allows students to record and recreate events authentically distinguishes this study's results differ from prior investigations emphasizing only the use of visual media in general, making the writing more vivid and relevant.

Although the outcomes of this study show that photography techniques can significantly improve students` capacity to write recount text, it must be remembered that this study had some drawbacks; there are several constraints to consider. One of the major weaknesses of using photography techniques in the classroom is the requirement for additional resources. Photography activities often rely on a digital camera or smartphone to process the photos. These resources may not be available to all students, particularly in schools with limited facilities or in families with financial restrictions. In addition, teachers may need to set aside extra time and money for printing or displaying images to support the classroom activities. This limit suggests that, while photography can give innovative and interesting learning possibilities, it may not be totally practicable in resource-constrained environments.

Another limitation of using photography techniques in writing teaching is the possible overreliance on visual surroundings. When students are repeatedly given images as prompts, they may develop a reliance on these tangible visual representations to produce thoughts. This dependence may hinder their ability to develop abstract thinking, imagination, and creativity, all of which are important for writing. For instance, recount texts require students to reconstruct experiences using language to elicit events and emotions. In the long term, students may struggle when asked to write without visual aids, such as in exams or real-world situations where prompts are purely textual.

The last drawback was that the sample was utilized only from one school and was limited in number, so generalization of the results still needs caution. As a consequence, additional studies may be undertaken by future research, such as considering using more affordable alternatives, for example, utilizing students` personal smartphones or integrating collaborative projects to reduce individual costs, overreliance on visual images, and increasing the population and integrating photography techniques with other learning methods to produce more optimal and diverse outcomes.

In the end, the study`s findings provided solid empirical evidence that combining photography techniques into the learning process of producing recount texts had the potential to considerably improve the written work of lower-secondary learners' abilities. The use of photography as a learning media not only helped students develop ideas and expand their vocabulary, but also made it simpler for

them to write more structured and understandable writings. This technique was able to activate students' visual memory so that they could more easily reflect on personal events, which improved students' creativity and narrative skills. By accommodating the learning styles of modern students who are very familiar with visuals and technology, the use of photography increased learning motivation and enriched instructional sessions with greater engagement. As a result, photography technique served not just as an academic aid, but also as a bridge between students' real-life experiences and more mature and meaningful language expressive abilities, while developing critical and reflective skills that were needed for timeless learning. This illustrates that visual media innovations have a high potential for creating a more effective, personalized learning atmosphere that is relevant to the needs of today.

CONCLUSION AND SUGGESTION

Drawing upon the study's outcomes, the conclusion reached is that the use of photography techniques produces a meaningful and beneficial influence on improving early adolescents' learning skills in writing recount texts. The data obtained through a quasi-experimental method, involving a pre-test and post-test design in both the control and experimental class, demonstrated a noticeable improvement in the writing performance of students who were taught using photography. The experimental class, which applied the photography technique as part of writing instruction, achieved a considerably higher mean score on the post-test compared to the control class, which did not use the photography technique. This improvement was statistically proven through the unrelated-groups t-analysis using a threshold of $p < .001$, confirming the effectiveness of photography in improving students' writing skills.

The findings show that the use of photography techniques can significantly help students in developing ideas, enriching creativity, and composing a recount text that is more structured and easier to understand. By utilizing photographs as visual media, students are not only encouraged to recall and organize experiences coherently but also sharpen their narrative skills through authentic visuals. In addition, this technique also facilitates students to observe more thoroughly and critically on personal experiences, so boosting metacognitive awareness and higher-order thinking abilities in the writing process. Thus, learning that incorporates photography techniques not only enriches the content of students' writing but also makes the learning process more meaningful, active, and potentially improves overall motivation and learning outcomes.

According to the research findings and limitations, it is advised that teachers include photography techniques in the teaching of recount text in order to raise students' attention and writing skills more effectively. Furthermore, further research should be undertaken with a considering using affordable alternatives to

decrease cost, overreliance on visual images, and a larger and more diverse sample so that the findings may be applied to a variety of educational environments. To make the learning process more dynamic and in-depth, it is also strongly advised to create learning methods that integrate photographic skills with other approaches, such as group discussions or interactive digital technologies.

Unlike studies that employed picture series or images from the internet, this research specifically used photographs taken by students themselves, making instruction more individualized, genuine, and engaging.

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