

ABSTRACT

This thesis reports on the effectiveness of using photographs as a kind of multimodal text in teaching writing recount text in genre-based approach classroom. This study employed a qualitative research design, embracing characteristics of a case study. The data were obtained from four sources, including classroom observations, students' texts, questionnaires, and interviews. The study involved three students at one junior high school in Bandung. They were categorized into high, middle, and low achiever. The data from observations, questionnaires, and interviews were analyzed based on the theories of teaching in the genre based approach (Derewianka, 1990) and teaching the multimodality (Walsh, 2011). Moreover, the data from the students' texts were analyzed based on the theories of transitivity and thematic system of the Systemic Functional Grammar (Halliday & Matthiessen, 2014). The results show that the teacher was able to teach writing in four stages as suggested in the GBA theory. These include Building knowledge of the field (BKOF), Modeling of the text (MOT), Joint construction of the text (JCOT), and Independent construction of the text (ICOT). Before applying the four stages, the teacher gave the students a diagnostic writing to identify the students' profile in writing ability. Furthermore, the analyses of the students' texts reveal that the students can improve their writing. This can be seen from the variation in lexis, good control of the chronological order, and length of the texts. Moreover, the data show that the students have positive opinions on the use of the photographs in writing. The students stated that the photographs help them express their ideas, and construct the texts chronologically. Based on the findings, it is recommended that the teaching writing using photographs should be applied in other EFL contexts to improve the teaching of English and enhance the students' writing ability. Furthermore, it is hoped that further researcher can investigate the effect of multimodality in teaching another skills; listening, speaking, and reading.

ABSTRAK

Penelitian ini menguji keefektifitasan penggunaan foto sebagai jenis teks *multimodal* dalam pengajaran menulis teks *recount* berbasis pendekatan *genre-based*. Penelitian ini dilakukan secara kualitatif dengan menggunakan jenis penelitian study kasus. Data diambil melalui empat cara, yaitu observasi kelas, teks siswa, kuesioner, dan wawancara. Penelitian ini melibatkan tiga siswa sekolah menengah pertama di Bandung. Siswa tersebut dikelompokkan kedalam kategori kemampuan bagus, sedang, dan rendah. Data dari observasi, kuesioner, dan wawancara dianalisa berdasarkan teori pengajaran dengan pendekatan *genre-based* (Derewianka, 1990) dan pengajaran *multimodality* (Walsh, 2011). Selanjutnya data dari teks siswa dianalisis berdasarkan teori *transitivity* dan *thematic system* pada *Systemic Functional Grammar* (Halliday & Matthiessen, 2014). Hasil analisis menunjukkan bahwa guru mampu mengajarkan menulis melalui empat tahap pada pendekatan *genre-based*. Sebelum melaksanakan pengajaran tersebut, guru melakukan tes diagnose terhadap kemampuan menulis siswa. Hasil analisis pada teks siswa menunjukkan bahwa kemampuan menulis siswa meningkat. Ini bisa dilihat dari variasi penggunaan kata, control yang baik pada urutan kejadian, dan panjang teks. Kemudian, hasil analisis juga menunjukkan bahwa siswa menunjukkan opini yang baik terhadap penggunaan foto dalam menulis. Siswa menjelaskan bahwa foto dapat membantu mereka dalam menuliskan ide secara baik dan berurutan. Berdasarkan pada hasil tersebut, maka pengajaran menulis menggunakan foto disarankan untuk dilakukan didalam kelas untuk meningkatkan kemampuan bahasa inggris siswa. Kemudian diharapkan pada peneliti selanjutnya untuk dapat menguji keefektifitasan pengajaran pada aspek lain; mendengar, berbicara, dan membaca.