Digital Scrapbook for Learning Recount Text in Junior High School

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Abstract

This study aimed to see the relevance of the contents of digital scrapbooks published by Kate Hadfield Designs with the Curriculum 2013 to see whether the content of the scrapbook was relevant to help students in Junior High School levels learn recount texts. The research data were the sentences stated in twenty digital scrapbooks taken from the Kate Hadfield Designs website katehadfielddesigns.com and Pinterest of Kate Hadfield Designs. The data were then analyzed in terms of the social function, generic structure, and language features, as suggested in the Curriculum 2013. The analysis revealed that all samples of digital scrapbooks were in line with the social function suggested in the Curriculum 2013. All elements of generic structure in a recount text were well structured and implemented in the text. The majority of the texts in those digital scrapbooks have been written using the language features relevant to the characteristics of recount texts stated by experts. Nevertheless, the researcher still found several language features missing from some of the texts. Therefore, it could be concluded that the digital scrapbooks published by Kate Hadfield have the potential to be used as the learning materials for the junior high school levels because they adequately fulfilled the necessity of the recount text characteristics and were relevant with the Curriculum 2013.

Keywords: content analysis, digital scrapbook, recount text.

INTRODUCTION

In the 21st century, students are faced with the boom of digital technology and information impacting the growth of the millennial generation (Afandi et al., 2019). Certain skills also need to be developed to meet the par of 21st-century challenges, as Partnership for 21st-Century Learning (2019) stated that students are expected to be familiar with skills related to information, media, and technology for example getting to and assessing data, utilizing and overseeing data, analyzing media, creating media products, and applying technology effectively. Consequently, teachers need to foster their guidance to guarantee their students meet the challenges of those 21st-century skills. Moreover, teachers also have to prepare the students to become literate and independent learners because students who grow up with the internet facilities, smart phones, and unlimited access to information and social media can be faced with a dilemma between the need for accurate information and the rapid transformation of information into obsolete data (Lau, 2011; IBM,2014, in Afandi et al., (2019). This means that the students should be provided with sufficient freedom as well as well-directed guidance.

Despite the fact that various learning sources can be easily accessed by students anytime anywhere, teachers still play a vital role to help students in mastering the 21st-century skills essential for students in achieving their success in this era (Partnership for 21st-Century Learning, 2019), especially preparing the students with the basic skills to enable them to learn how to learn. In the context of learning English in junior high school levels in Indonesia, Kemendikbud (2016, in Lumbanraja, 2019) stated that students are required to identify the social function, generic structure, and language features of the targeted texts and produce the targeted short spoken and written texts, one of which based on the Curriculum 2013 is recount texts. Recount text is a text that chronologically retells and recounts an event or an experience that happened in the past (Dirgayasa, 2014), informing the readers what has happened, when it happened, where it happened, and who was involved (Cavanagh. 1998:11, in Lumbanraja, 2019). Furthermore, referring to the Curriculum 2013, a good recount text should have the relevant social function (or purpose), be written in a particular text structure (that is orientation, series of events, and reorientation), and use the language features (such as past tense, time connectives, specific participants, and specific place), that show the characteristics of a recount text and differentiate it from other types of texts.

Nowadays, in line with the advancement of technology, students can share their past experiences by using such digital applications as social media, online games, and multimedia, all of which are easily accessed by mobile phones. Digital scrapbook is one of the digital media which offers the potential to be used in learning a foreign language, especially in writing a recount text. Digital scrapbooking is telling a story in a form of a digital book by adding portions of text, images, and video with the aid of a computer (IGI Global, 2021, and Powell, 2018). Jeanne and Joan (2005, in Putri, 2019) also said that "Digital scrapbook is a fantastic fit for today's fast-paced society and its tools and techniques are easier, quicker, and more economical to use than ever". By using a digital scrapbook, students in this era can recount their stories and their experience in the past in a more delightful and interesting look through a collection of photographs relevant to the details of the story, and can easily share it with the readers worldwide. This will help the students to improve their vocabulary and interest in recounting a text. Nonetheless, digital scrapbooks are still uncommon to be used by the teachers in Indonesia as a method to deliver the learning materials and to conduct learning activities in the class. This situation might happen because of the lack of information in finding the source of digital scrapbook texts and applying this digital scrapbook into action in the class. Little research has also been done to figure out the utilization of digital scrapbooks in teaching recount texts.

Despite the limited use and research on digital scrapbooks as learning media, several studies have shown positive results in the use of a scrapbook in language learning. For instance, a study by Widiyanto, Ulfah, and Zia (2015) showed that the utilization of scrapbooks can effectively improve the eighth-grader students' interest in learning an English text and ability in writing a recount text. Similar to this, Permadani (2018) conducted research on the tenth-grade students at MA Ma'arif Udanawu to investigate the effectiveness of project-based learning involving scrapbook writing toward students' recount text writing achievement. The study found that the scrapbooking writing project brought positive effects and was powerful to develop the students' recount text writing skills. Moreover, Darini (2020) also conducted research entitled "The Effect of Using Scrapbook on Students' Motivation and Ability in Writing Recount Text at MA Al-Qasimiyah Sorek Satu". It revealed that involving a scrapbook in language learning was an effective technique to boost the students' motivation in learning and writing a recount text. Thus, it is clear that a scrapbook has the potentials to be used as the learning source and activity.

In this research, the researchers were interested in investigating Kate Hadfield Designs' digital scrapbooks because they provide not only the template for scrapbooking writing but also ready to use scrapbooks for comprehensible inputs in learning, which can be easily accessed on the website katehadfielddesigns.com and Pinterest of Kate Hadfield Designs. Their works are also recognized and widely used by scrapbookers and teachers for learning sources and activities. Projects and layouts utilizing their illustrations have been published in various magazines including Digital Crafting Essentials, Papercrafter, Simply Cards and Papercraft, Complete Cardmaking, Papercraft Essentials, and Crafts Beautiful. Their illustrations have likewise inspired and been included on the Create and Craft TV channel there in the UK. However, its use in

the Indonesian learning context was not known yet.

Although the use of digital scrapbooks in general has shown positive results and been widely published in several platforms and magazines, there is still a need to analyze the social function, generic structure, and language feature, presented in Kate Hadfield Designs' digital scrapbooks to see whether or not they are relevant to the Curriculum 2013 in learning a recount text in Junior High School levels in Indonesia. This study, thus, aimed to reveal the relevance between the contents of digital scrapbooks published by Kate Hadfield Designs with the recount texts required in the Curriculum 2013, especially for the Junior High School levels.

RESEARCH METHOD

This research was qualitative research with a content analysis method. Referring to Creswell (2014), qualitative research is a descriptive study in which the data rely on text and image data, and the analysis of the data involves unique steps that describe diverse designs. Gheyle and Jacobs (2017) explain that content analysis (CA) is a research methodology to fit the formless content of messages which could be in a variety of texts, images, symbols, or audio data. The data sources of this research were twenty digital scrapbooks taken from the Kate Hadfield Designs website katehadfielddesigns.com and Pinterest of Kate Hadfield Designs. The analysis was done in terms of the social function, generic structure, and language feature as suggested in the Curriculum 2013 and by Utami (2021).

There are several steps taken to collect and analyze the data in this study: (1) Sorted and listed the potential samples of digital scrapbooks taken from katehadfielddesigns.com and the Pinterest as the data for the research, especially those which fit the junior high school levels. (2) Chose the digital scrapbooks that generally represented the social function, generic structure, and language feature of a recount form. (3) Downloaded the sample digital scrapbooks, coded them, and read them comprehensively. (4) Analyzed the content (especially focusing on the characteristics of the social function, generic structure, and language feature of a recount text) and tabulated the results using the analysis table adapted from Iriana (2018) and Utami (2021). (5) Counted the analysis results to find out the total number of digital scrapbooks that meet the criteria and presented it in the number of percentages under four criteria (Pusat Perbukuan, 2011):Good (80%-100%), Fair (60%-79%), Sufficient (50%-69%), and Poor (0%-50%). (6)Qualitatively interpreted and elaborated the results of the data analysis to draw some conclusions.

RESULTS AND DISCUSSION

A. Results

The data collection and analysis process revealed that the texts in the sample digital scrapbooks analyzed by the researchers were relevant with the Curriculum 2013 in learning a recount text in Junior High School. All of the social functions of the digital scrapbook texts were in line with the social function of a recount text suggested by the Curriculum 2013 which is retelling a series of events in the past in the order they occurred. The results made up a percentage of 100%, categorized as good. The generic structures of the sample digital scrapbooks also represented the recount text structures, which consist of orientation, series of events, and reorientation with a percentage of 100%. The orientation part was placed at the beginning of the text and in general could be found in the first and second paragraphs. The orientation part was available in all sample texts and mostly informed the readers of such details as participants, places, and time of the story. The series of events that were placed after the orientation part occurred in all sample texts and were arranged in sequential order. The story started from the earliest event or story to the latest event or story according to time relevance. The last part of each text was the reorientation part of the story, in which the authors left their personal comments about the events. See table 1 below for a further detailed description of each digital scrapbook.

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DS	Orientation	Event	Reorientation
DS1	Included the time and the participant, gave a brief reason for grilling that day.	The events: the process of the grill in the text: put the hourly fries, prepped the corn and made the burger patties.	The writer gave comments about the meals from her and their kids' point of view.
DS2	Included the time and the participant, started with the story of the writer who got the best present for her birthday.	The events: the writer's interest in music and how she really wanted to have a twin cassette deck player, the writer got a black Philips twin cassette deck from her parents as her birthday present, and how she really loved her birthday present and couldn't stop looking and smiling at it.	The writer gave a comment about herself being the luckiest girl to have that cassette player and still have it at her parents' house.
DS3	The writer introduced her first time camping with tents and cooking on open fire in Spring 1991 to the Crimean Mountain with her new school mates.	The events: slept outdoors in the tents for the first time, saw beautiful flowers like crocus and snowdrops, visited an archeological dig site of Hersones and the cave towns, found ammonites her own size in the split rocks, cooked rice and pasta, and played the guitar.	The writer commented that she couldn't return to a life as a city girl due to her desire to climb, walk, and travel.
DS4	Included the time and the participant, telling how the writer started to exercise again in order to maintain her weight on the track.	The events: her process in maintaining her weight on track for five years, quitting smoking due to asthma, and wheezing while doing the exercise.	The writer gave a comment about herself gaining weight again and trying to get it back in control.
DS5	Included the time, place, and the participant, telling about Greyfriars Bobby, who became known for spending the rest of his life sitting on his master's grave, John Gray.	The events: how the story started, how Bobby had sat by the grave for 14 years, died in 1872, and was buried inside the gate of Kirkyard, not far from John Gray's grave.	The writer wrote that the English philanthropist Lady Burdett-Coutts was Charmed by the story and had a drinking fountain topped with Bobby's statue erected at the junction of George IV Bridge to commemorate him.
DS6	Included the time, place, and the participant, telling about the trip to the Harry Potter Warner Brothers Studio Tour.	The events: the sets and props and also the castle which was also used in the film of Harry Potter.	The writer gave a comment that they had a wonderful time visiting the studio.
DS7	Included the time, place, and the participant, telling about the writer's camp on a chilly night around the campfire.	The events: the camping activities such as telling spooky stories, making the fire, and singing their favorite camp songs.	The writer gave comments that they all felt cozy, tired and warm during that night camp.
DS8	Included the time, place, and the participant, telling about a couple who already moved many times throughout their 14 years of marriage.	The events: shared about their first house in Toccoa, moved to Washington, moved to Penang, Malaysia, and moved back again to Washington state.	The writer gave comments that they already loved their lives which are full of adventure and surprises.

DS9	Included the time, place, and the participant, telling about the writer's constant spasm while everyone was having fun on the 4th of July.	The events: plans to join Jake and Dave to see fireworks at Memorial Park, but ended up lying on her bed, and other distractions during that day.	The writer concluded the experience that day.
DS10	Included the time, place, and the participant, telling about the writer looking after Bill's kids: Sasha and Mila.	The events: how she handled the kids, the problems, and solutions.	The writer gave a comment that Sasha had survived the accident without lasting consequences.
DS11	Included the time, and the participant, telling about the writer who was never allowed to have pets and finally tried to have one.	The events: started having fish and turtles as their pets, then had hamsters, and the pets' needs and growth.	The writer gave comments that the pets always gave him such joy and felt sad as they never had a dog.
DS12	Included the time, and the participant, telling about the writer's school story at May Moore in September 1966.	The events: the elementary schools' lives, her high school reunion, and how they still keep in touch via Facebook.	The writer gave comments that Facebook made it easier for her to keep in touch with her friends.
DS13	Included the time, place, and the participant, telling about the writer who would face their last day of ICT-based Data Collection and Analysis.	The events: she and Anton prepared arguments against the use of personal data for marketing, won the debates, and got bottles of bubbly from Birger.	The writer remembered the Canti and drank it together to celebrate.
DS14	Included the time, place, and the participant, telling about Jack who wrote out "Go Chiefs" on his lunch in order to watch the Super Bowl on Sunday.	The events: Jack requested taco dip and a football shaped pizza for lunch, Daddy would send texts to Jake since he was stuck on a business trip, and Jake missed half of the game as he didn't finish cleaning his room in time.	The writer was excited that Chiefs won.
DS15	Included the time, place, and the participant, telling about the writer to her friend's hospital visit.	The events: the writer found out that her friend was sick and was going to faint, how she and the hospital handled the situation.	The writer gave comments on the treatment.
DS16	Included the time, place, and the participant, telling about the writer who would enjoy camping together in Grammy's backyard when Charlie's cousins came to visit.	The events: the preparation for camping such as setting up the tent. But, Charlie decided to cancel to join the camp at the lastminute and would prefer to stay at home with his parents. Lastly, Wyatt and Cache still got to make good use of the tent and played with Charlie.	The writer said that Charlie still enjoyed playing with Wyatt and Cache during that day.
DS17	Included the time, and the participant, telling about the writer decorating and making Christmas cookies with her kids on the23rd	The events: how they decorated the room, made cookies together, and shared the cookies with the neighbors	The writer didn't expect it when their neighbors gave her kids "Christmas crackers" in return and also some tamales.

	December.		
DS18	Included the time, and the participant, telling about Jake who had an opportunity to be filmed by the Channel 5 for a spot about his love of weather and weather the med party at his birthday.	The events: how the shooting went, how he felt, how it was aired.	The writer perceived it as a neat opportunity and they were really thankful to Weatherman Justin and to Channel 5 forgiving them those memories.
DS19	Included the place, and the participant, telling about the writer who brought their kids on a trip to the Clearwater Marine Aquarium in Summer.	The events: the kids' love with Winter, the dolphin character in the movie, the trip to the Clearwater Marine Aquarium to see Winter.	The writer had a great day to see Winter and it was worth the trip.
DS20	Included the time, place, and the participant, telling about the writer who had a wonderful time during Marine Appreciation night at Harbor Park in Norfolk, VA.	The events: experience at the park restaurant, watching the Marine Silent Drill Team perform, and having a great fireworks display.	The writer said that it was a terrific and fun evening.

Table 1. Generic Structure Analysis

The majority of the texts were written in the required language features of a recount text stated by experts, which were adopted from Iriana (2018). The language features in the orientation part consisted of specific participants (SPT), specific time (ST), specific place (SP), and the use of simple past tense (PT). Almost every text had all the above language features in the orientation part, except the four digital scrapbooks(they were DS1, DS10, DS17, and DS18) which did not specifically mention the place of the events in the orientation part of the texts, yet the place was illustrated in the pictures. Moreover, four other digital scrapbooks (they were DS2, DS6, DS11, and DS 14) did not mention the Specific Place (SP) in the orientation part, but in the event and reorientation instead. DS11, on the other hand, did not mention the specific time in the orientation part, but in the event part instead. Thus, eight digital scrapbooks did not precisely meet the criteria of the language features of the orientation part. Yet, in general these sample digital scrapbooks could still be categorized as fair because they have a percentage of 60%. All texts mainly used simple past tense form in telling the story. In addition, other tenses also appeared in samplesDS2, DS3, DS4, DS5, DS11, DS12 such as past continuous tense, past perfect tense, simple present tense, present continuous tense, and present perfect tense. The appearance of these tenses was still in line with the context of the story.

The language features in the event part consisted of Past Tense (PT), Action Verb (AV), Adverb (Adv), Conjunction (C), and Time Connective (TC). All texts used the simple past tense to retell the series of past events. Additionally, other tenses also appeared on samplesDS2, DS3, DS5, DS12, DS16, DS18, and DS19 such as past continuous tense, past perfect tense, simple present tense, and present perfect tense. The action verbs used were mostly related to the activity of making and doing something because the stories were about the events or experiences that the participants did in the past. The action verbs appearing in the texts varied such as "made", "took", and many more. However, there were no action verbs in the text of DS6, DS9, and DS16, yet mental verbs such as "decide" and "prefer" were there. For the adverbs, the words also varied from one text to another such as "highly", "exactly", "really", and so on. However, in DS6, DS11, DS14, and DS18, there were no adverbs mentioned in the events. Furthermore, such conjunctions as "and", "but", "even though, "as well as", and "however" were there in the samples. Lastly, 10sample digital scrapbooks used such time connectives as "after", "now" and so on, while 10 other sample digital scrapbooks (they were DS1,

DS3, DS6, DS7, DS10, DS11, DS14, DS15, DS18, and DS19) did not mention any specific time connectives to link one event to another event in the story. Thus, twelve digital scrapbooks did not completely meet all of the criteria of the language features of the events. In general, these results were equal to a percentage of 40% and were categorized as deprived.

The language features in the reorientation part consisted of Past Tense (PT) and Personal Comment (PC). All samples of digital scrapbook texts presented the reorientation part which mostly consisted of personal comments on the events or the conclusion of the story. All texts also used past tense, except DS4, making the percentage 95%. Other tenses also appeared on DS2, DS4, DS8, DS9, DS12 and DS18 such as present perfect tense, simple future tense, and simple present tense.

B. Discussion

In general Kate Hadfield Designs' digital scrapbooks were relevant to the social function, generic structure, and language features in a recount text as suggested by the Curriculum 2013. However, teachers still need to consider some other details of the digital scrapbooks such as the vocabulary used. In the analyzed digital scrapbooks, the vocabulary used varied according to the topic or the story, and students might have difficulties understanding certain words or idea of the text as the students' capability is diverse from one another. Therefore, further consideration is still needed to fit the materials (learning inputs) with the students' capability in English(Wang, 2015).Most sample texts in this study used simple English vocabulary that the students might have been familiar with, except in DS9 and DS13, which used less familiar words, not a high frequency words the students might have encountered, such as "rocket of popsicle", a bottle of "Canti", and "induced". However, the students will still get the main idea by looking at the pictures provided in the digital scrapbooks.

Another thing that teachers should consider in using a digital scrapbook is the need to take a look at the design of the digital scrapbook so the student can read the text. National Health Service (NHS) Education for Scotland (2017) described some quality standards for digital learning resources and one of the standards is the minimum font size for the digital learning resources are 11pt with 13pt leading. Most of the digital scrapbooks in this research had a good design related to the images and the text, but in DS8, DS11, DS13, DS19, and DS20 the fonts were too small and a bit hard to read. Nevertheless, the students still can read the text at a close range.

In addition, Darini (2020) stated that a scrapbook is effective in teaching writing and giving good effects on students' motivation. The analyzed digital scrapbooks in this research were completed with illustrations and pictures which can hold students' attention, give motivation for learning, and help the students understand the story. Meanwhile, teachers ought to search and prepare a good activity from the digital scrapbooks to create the learning more meaningful and contextual with the teaching material. Besides the preparation of the activity, teachers should consider the content of the digital scrapbooks and the moral value that students could get from the digital scrapbooks. In the analyzed digital scrapbooks, students could learn about appreciating time with family, friends, or loved ones, and enjoying life. Hence, if the teacher wants to use the digital scrapbook for learning material, it is better to include the moral value and cultural value that is close to the student's daily life to make the learning process more engaging and meaningful.

On the other hand, teachers also need to foster their guidance to guarantee their students meet the necessity of the 21st-century skills as mentioned by the Partnership for 21st-Century Learning (2019) previously, combining engagement of three kinds of literacy: information, media, and technology. Digital scrapbooks can be a solution, either for reading only or advancing to creating one.

CONCLUSION AND RECOMMENDATION

It can be concluded that the analyzed digital scrapbooks in this research fulfill the requirements of recount

text to be taught in junior high school levels in Indonesia in line with the Curriculum 2013, especially the social function, generic structure, and language features; thus, bring potentials to be the source of learning materials. The researchers, therefore, propose the following suggestions:(1) Teachers need to ensure that the students know the vocabulary in the digital scrapbooks by discussing them before learning. (2) Students need to be acquainted with the vocabularies from the digital scrapbooks to understand the ideas or the story in that digital scrapbook. (3) Future researchers are encouraged to research with a different focus, level, or media as the researchers here only conducted a study on digital scrapbooks for the junior high school students in learning a recount text.

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