

The Effectiveness of Using Selfie Photos on Improving Students' Ability to Express the Fact: a Case of The Seventh Grade Students of SMP Negeri 1 Kragan Rembang

Nur Azizah

Abstract

The objectives of the study are: 1) To find out the ability to express the fact of the students taught using selfie photos. 2) To find out the ability to express the fact of the students taught without selfie photos. 3) To find out the significant differences of the ability to express the fact between the students taught using selfie photos and those taught without selfie photos. The study uses descriptive quantitative research. The population of this research is the seventh grade students of SMP Negeri 1 Kragan Rembang. The writer takes VII I as experimental group that consists of 36 students and VII D as control group that consists of 36 students as sample. The writer found that the mean score for experimental group in pre-test is 71.44, and after this class is given a treatment by using selfie photos, the result of post-test is 81.33. The mean score for control group in pre-test is 70.22, and the post-test score is 73.89. The writer uses t-test formula to know the significant difference of the ability to express the fact between the students taught using selfie photos and those taught without using selfie photos. The t-test score is 3.455 for 5 percent (0.05) alpha level of significance. The percentage of t-table 5% is 1.99. The calculation shows that t-test is higher than t-table ($3.455 > 1.99$). It shows that there is significant difference of the ability to express the fact of the seventh grade students at SMP Negeri 1 Kragan Rembang those taught using selfie photos and those taught without using selfie photos. It can be concluded that selfie photos as a media in improving the ability to express the fact of the students is effective. Selfie Photos makes the students active and enjoy in learning English in the classroom. So, the writer suggests to all of the teacher in general to apply selfie photos media in teaching learning process, especially in learning English.

Key Words: *Selfie Photos, To Express the Fact*

Introduction

Teaching English as a foreign language in junior high school is not easy. It is understandable because there are some problems faced by the English teachers. First, the students have

different reasons to learn English. They learn English because it is a compulsory subject provided by the curriculum. So, some of them are very serious to learn English in junior high school. It is

proven from the statement above that most of the students in junior high school are clever for memorizing vocabulary. Second, they are not able to express their English ability in the fact. In addition, according to Jauhar (2010: 78-81), expressing the fact is one of the function of simple present tense. It means to express the fact, we also have to know the formula of simple present tense. So that, we can express the fact in written easily.

According to Hewings (1999: 2), the present simple tense is to describe things that are always true/fact. It means that things never change and can be seen by our eyes with the fact. On the other hand, the English teachers must be more creative in teaching and they may not let their students feel bored in learning process. They have to prepare the material which will be taught to the students and choose an appropriate media to be used. It will make students have great enthusiasm for learning English. From the statement above, the writer shows some of selfie photos in improving the ability to express the fact of the students in English appropriate grammar. Before to express the fact, the writer will also explain about grammar because grammar is one of the important

element in English that we must know especially when we express the fact. In other hand, grammar is essential to increase our ability in written. The writer thinks that the seventh grade student of junior high school is the first grade to learn about tenses such as simple present tense to express the fact and they will feel difficult to learn grammar and memorize the formula of simple present tense if the teacher does not use a media, game, etc. From the problems above, the writer will use selfie photos in improving the ability to express the fact of the students. A selfie is a self-portrait photograph, typically taken with a hand-held digital camera or camera phone. They are usually flattering and made to appear casual. Most selfies are taken with a camera held at arm's length or pointed at a mirror, rather than by using a self-timer.

The writer has some objectives for this study. The objectives are as follows; 1) To find out the ability to express the fact of the students taught using selfie photos. 2) To find out the ability to express the fact of the students taught without selfie photos. 3) To find out the significant differences of the ability to express the fact between the

students taught using selfie photos and

those taught without selfie photos.

Review of Related Theories

In order to conduct this study, the writer gathers some related theories. Review of related theories consists of expressing the fact, definition of grammar, English tenses, simple present tense, it includes:(definition of simple present tense, the function of simple present tense, time signal of simple present tense, and the pattern of simple present tense), teaching media, characteristic type learning media, photo media, selfie photos, teaching learning achievement, language components, and English taught at Junior High Level.

1. Expressing The Fact

Expressing the fact is a form of expression that is said with the fact or true. To express the fact, we can use spoken or written expression. Then, the writer focuses her project in written expression. To express the fact in written expression, the students have to use English grammar appropriately mainly they have to know the formula of simple present tense. According to Jauhar (78- 81), one of the function of simple present tense is general truth or things in general or facts. It means that to express the fact in written, we have to

know the rules/the formulas of simple present tense. So that we can express the fact correctly.

2. Definitin of Grammar

English Grammar is the body of rules describing the properties of the English language. Grammar is one of the important element to relate communication in language. A language is such that its elements must be combined according to certain pattern. Halliday states that each element in a language is explained by reference to its function in the total linguistic system. A functional grammar is one the construes all the units of a language; its clauses, phrases and so on, as organic configurations of functions. It means that we can arrange and change some of the words that can form a clause or phrases or sentences which we like after we make an appropriate sentences according the rules of language. According Schwarz, any generalization about the “best” way to teach grammar, The following organization (divided into four stages) is only a general framework into which a very wide variety of teaching techniques will fit:

a. Presentation

- b. Isolation and explanation
- c. Practice
- d. Test

3. English Tenses

The concept of tense in English is a method that we use to refer to time - past, present and future. Many languages use tense to talk about time. Tense is a systematic structure to describe different forms of verbs that shows the time of action. According to Azar (1989: 6-7) , there are twelve tenses in English that we can learn and this research focus on simple present tense. Twelve tenses such as simple present tense.

4. Simple Present Tense

Simple present tense is one of the tense which relate with this project. In this project, Simple present tense includes: definition of simple present tense, the function of simple present tense, time signal of simple present tense, and the pattern of simple present tense.

a. Definition of Simple Present Tense

Murphy (1989:4) explains that the simple present tense is to talk about things in general and it is used to say that something happens all the time repeatedly or that something is true in general. It means the simple present tense

can be a habitual action or a general truth or the fact. Azar (1989: 2), simple present tense is divided into two forms; present tense of be (nominal form) and present tense of verbs (verbal form). Simple present tense is also used in the WH-Question form.

b. The Function of Simple Present Tense

According to Jauhar (2010: 78-81), the function of simple present tense there are five functions: 1). Habitual or repeated actions; 2). General truth or things in general or facts; 3). Fixed arrangements or scheduled events. This use is to describe future. (Present Tense/Simple Present is one of the future tenses – tenses which can be used to describe future actions/events); 4). The activities that occur at various times; 5). The nature of activity never changed. From the statement above, the writer just choose one of the function of simple present tense is number two that general truth or things in general or facts to discuss in this study.

c. Time Signal of Simple Present Tense

The time signal is the time signal that related to the action. The time signals used in simple present tense are as follows:

1. Every + time, such as Every Sunday, every day, every morning, etc.
2. Adverb of frequency, for examples always, often, seldom, sometimes, usually, rarely, never, once a week, and three time a day, etc.
3. On, for instance; On Sunday, on Monday, etc.

d. The Patterns of Simple Present Tense

There are two kinds of formula of simple present tense.

1) Verbal Sentence: A sentence of wich predicate is verb.

The formula of verbal sentences :

a). Affirmative statement pattern/Positive Sentences

There are two patterns in affirmative form:

(1). Verb with plural subject

Subject + Verb 1 + Complement

Subject	Predicate	Complement
---------	-----------	------------

		nt
I	Verb 1	Adjective
You		Noun
We		Adverb
They		

Example: They read in the library, We study English Grammar.

(2). Verb with third person singular

Subject + Verb
1+(s/es) +
Complement

Subject	Predicate	Compleme nt
He	Verb 1+ (s/es)	Adjective
She		Noun
It		Adverb

Example: It snows in the Alaska, She looks beautiful, the sun rises in the east.

a) Negative Statement Pattern

Negative form has two pattern, they are:

(1). Plural Subject

Subject + do + not + Verb 1 +
Complement

Subje ct	Negat ive Form	Predic ate	Compl ement
I You We They	Do not	Verb 1	Adjecti ve Noun Adverb

Example: I do not have much money.

(2). Third Person Singular

Subject + does + not + Verb 1 + Complement

Example: The computer does not shut down.

Subject	Negative Form	Predicate	Complement
He She It	Does not	Verb 1	Adjective Noun Adverb

b) Interrogative pattern

Interrogative form has two pattern, they are:

(1). Plural Subject

Do + Subject + Verb 1 + Complement

Example: Do you look at her?, Do you listen your teacher?

Question Tag	Subject	Predicate	Complement
Do	I You We They	Verb 1	Adjective Noun Adverb

(2). Third Person Singular

Does+Subject+Verb1+Complement

Example: Does she study in the class?

c) WH-Question Pattern

There are two pattern in WH-Question form, they are:

(1). Plural Subject

WH- Question+Question Tag/
Auxiliary(do)+Subject+Verb
1+Complement.

WH-Question	Question Form	Subject	Predicate	Complement
What Who Where When Why How	Do	I You We They	Verb 1	Adjective Noun Adverb

Example: What do you wear at this time?

(2). Third Person Singular

WH- Question + Question Form/
Auxiliary (does) + Subject +
Verb 1 + Complement.

Example: What does she work in the office?

(Jauhar, 2010:74)

Question Tag	Subject	Predicate	Complement
Does	He She It	Verb 1	Adjective Noun Adverb

WH-Question	Question Form	Subject	Predicate	Complement
What Who Where When Why How	Does	He She It	Verb 1	Adjective Noun Adverb

2) **Nominal Sentence:** A sentence of which predicate is non-verb.

The formula of nominal sentence :

a) Affirmative form:

(+) S + am/is/are + Complement
(Noun, Adjective, Adverb)

Example: I am a student.

b) Negative form:

(-) S + am/is/are + not+ Complement (Noun, Adjective, Adverb)

Example: We are not at home every night.

c) Interrogative form:

Interogative form is divided to be two form, there are;

(1). Yes/No Question Form.

Am/is/are + S + Complement
(Noun, Adjective, Adverb)?

Example: Sisca : Is she beautiful?

Nabila: Yes, she is.

(2). WH-Question form.

WH-Question+question form/auxiliary+subject+Complement (Noun, Adjective,

WH-Question	Question Form	Subject	Complement
What		I	
Who	Am	You	Adjective
Where	Is	They	Noun
When	Are	We	Adverb
Why		He	
How		She	
		It	

Example: Santi : What are they?

Andika : They are policeman.

5. Selfie Photos as a media

Selfie is a [photograph](#) that one has taken of oneself, (Oxford Advanced Learner’s Dictionary). Typically one taken with a [smartphone](#) or [webcam](#) and shared via [social media](#): [occasional](#) selfies are [acceptable](#), but posting a new [picture](#) of yourself every day isn’t [necessary](#).

The writer uses a selfie photos as a media in improving the ability to express the fact of the students. To express it, the students have to know the formula of simple present tense. Selfie

Photos describes the object which can show the fact of picture. It will be easier the students to express the fact according with selfie photos that be showed by the teacher.

Research Methodology

In this study, the writer took a descriptive quantitative research. This research used quasi-experimental design. The writer had done research at SMP Negeri 1 Kragan Rembang on the 13th May 2015 until 30th May 2015. The population of this study is the seventh grade students of SMP Negeri 1 Kragan Rembang. The writer took two classes as sample, they are; VII I as an experimental group and VII D as a control group.

According to Arikunto (2010: 265), arranging the instrument is one important thing in the steps of experiment. But the collecting data is essential, especially if the researcher uses a method which it has a gap to be entered the element of interest of the researchers. It means the instrument of collecting data must be taken seriously to get the appropriate variable. In this research, the writer used a test as an instrument to get a data. The kinds of test in this study are the try-out of the

instrument, pre-test, and post-test. The class that was used the try-out of the instrument was VII H class. The questions of try-out of the instrument are 35 questions. After the students collected their answer of try-out, the writer counted the questions were valid or invalid and reliable or not, the writer found 25 questions were valid, and the question were valid would be given to VII I as an experimental group and VII D as a control group.

The writer gave pre-test and post-test to VII I and VII D class, both given the same questions by the writer. Next, the writer taught two classes by the way differed. It means, the writer taught VII I as an experimental group by using selfie photos media, while VII D as a control group taught without selfie photos media. Pre-test was given before taught by using media for the experimental group. After giving pre-test, the writer gave fourth treatment by using selfie photos to VII I class. While to VII D class taught without anything of media such as selfie photos. The last test is post-test. It was given for VII I class after taught by using selfie photos media and post-test was given for VII D class after taught without using media.

Findings and Discussion

Ability to express the fact of the students taught using selfie photos was more better than ability to express the fact of the students taught without selfie photos. It can be known from the result of pre-test and post-test for experimental group showed that the students' score that the highest in pre-test was 88 and the students' score that the lowest was 44, while the students' score that the highest in post-test was 96 and the students' score that the lowest was 68. In addition, the mean score of the pre-test was 71.44 and the mean score of post-test was 81.33 at VII I class as an experimental group. Then, the result of pre-test and post-test for control group showed that the students' score that the highest in pre-test was 92 and the students' score that the lowest was 52, while the students' score that the highest in post-test was 96 and the students' score that the lowest was 56. On the other hand, the mean score of the pre-test was 70.22 and the mean score of post-test was 73.89 at VII D class as a control group.

The writer used t-test formula. The t-test score is 3.455 for 5 percent (0.05) alpha level of significance. The percentage of t-table 5% is 1.99. It

shows that there is significant difference of the ability to express the students at SMP Negeri 1 Kragan Rembang those taught using selfie photos and those taught without using selfie photos. The calculation showed that t-test was higher than t-table ($3.455 > 1.99$).

In this discussion of this research, The students taught by using selfie photos was different with the students taught without using selfie photos. The students taught by using selfie photos have great enthusiasm and they were very enjoy in teaching learning process. Most of the students were very active to express the fact by looking selfie photos. While ability to express the fact of the students who taught without using selfie photos was also different with ability to express the fact of the students taught using selfie photos. Students who taught without using selfie photos fell bored in teaching learning process.

Conclusions

The ability to express the fact of the students taught using selfie photos is very good. The means score of the ability to express the fact of the students taught using "Selfie Photos" is 81,33. It is on the range of 80-89 in thelevel of

achievement which is categorized into “Very Good.

The ability to express the fact of the students taught without using selfie photos is adequate. It can be seen from the means score of the ability to express the fact of the students taught without using “Selfie Photos” is 73.89. It is on the range of 70-79 in the level of achievement which is categorized into “Adequate”. There is a significant difference of the ability to express the fact of the students taught using selfie photos and those taught without using selfie photos. It can be known from calculating the difference of those means using t-test. The result of t-test was 3.455.

References

- Arikunto, Suharsimi. 2010. *Prosedur Penelitian*. Jakarta: Bumi Aksara.
- Azar, Betty Schramfer. 1989. *Understanding and Using English Grammar Second Edition*. New York: Pearson Education.
- Halliday, MAK. 1985. *Introduction to Functional Grammar*. London: Great Britain.
- Hewings, Martin. 1999. *Advanced Grammar in Use: A self-study reference and practice book for advanced learners of English*. New York: Cambridge University.
- Jauhar, Mohammad. 2010. *Buku Pintar English Grammar*. Jakarta: AV Publisher.
- Murphy, Raymond. 1989. *Grammar in Use*. New York: Cambridge University Press.
- Schwarz, Narcisa. 2014. *Aspects of Grammar Teaching Techniques* 11. 77.
- University, Oxford. 2015. Oxford Dictionaries Language Matters: Selfie. Oxford University Press. <http://www.oxforddictionaries.com/definition/english/selfie>. (Accessed April 17, 2015).