



Using Self-Portrait Series and Video in Teaching Writing to Students with Low and High Motivation

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Abstract

Taking selfie and recording video are two activities that are very usual nowadays. Students use and then upload them in their social media with some caption based to their activities or experience. This is an experimental research with 2x2 factorial design aimed to analyse the use of selfie series and video in writing recount text between students with high and low motivation. The sample of the study was eighth graders of SMP N 1 Kesesi in the academic year 2015/2016. There were two classes, selfie series was used in experimental group and video was used in control group which each class consist of 35 students. The result of the study shows that selfie series is effective with high motivation and low motivation. Video is effective with high motivation and low motivation but the score that video had gotten was not as higher as selfie series. To see the comparison, the use of selfie series is more effective to students with high motivation than video. Video is more effective to students with low motivation than selfie series. But, there is no any interaction between the use of selfie series and and video to students' motivation. To conclude, selfie series is effective, but the students' motivations have no effect on the result.

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INTRODUCTION

One of the language skills is writing and it gives significant contributions to people work. The researcher took writing as the main subject in her research because there are so many contributions of writing. Krashen (1989, p. 39) stated that the learners acquire language by knowing the message. He said that we acquire language in only one way, by understanding the message from other people; it is about what is said, not how is said. This term is called comprehensible input. The language learners acquire the language by listening or reading as the real language productions or a cause. And speaking and writing are the result of the learners acquiring language. In other words, the learners will be able to write or speak if they know the comprehensible input first. Learning by photos and videos involves comprehensible input because the learners read and learn it from the other people's experience and it is easy because they see the context. It is expected that the learners will get the input so much and then they will be able to write well. We also cannot avoid writing components to have better writing. Harmer in his book "How to teach writing" (2004) stated that writing has some components. There components such as: vocabulary, punctuation, grammar, coherence, etc. Those parts are needed to master in order to have an excellent writing.

A lot of students have difficulties in writing english text. It is caused by their poor mastery of vocabulary, laziness, lack of experience in life, references; and having no motivation. Because of that, the researcher tried to use selfie and video to solve the problems. It is creative media in order to strengthen students' skills and motivation through the process that brings motivation, memories, happiness, and teach many words such nouns, adjectives, or adverbs creatively. This learning model is challenging and gives wider chance for the students to convey their thoughts and feelings. The students were offered something new and different from what they usually got in classes. They do not only learn from text book and the

other people's experience but also learn from their own experience in writing text by making selfie or video by themselves. Zemach (2005,) stated that some steps could produce a piece of writing such as choosing some ideas of what to write about a topic before writing, gathering ideas and thinking about what you are going to write about, choose which idea to talk about first, which to talk about next, and which to talk about last, write the paragraph from start to finish. It depends on the idea. There are several kinds of writing performances. We choose one or more of writing performances sometimes in teaching writing related certain topic, such as writing recount text. According to Brown (2003, p. 220) there are four types of writing performances, such as Imitative, Intensive, Responsive, and Extensive. Because of imitative writing is basic tasks of writing letters, words, punctuation, and very brief sentences, it can be used when teacher teaches about examples of the material of using selfieseries or video in writing recount text before students really write by their own. Intensive writing is producing appropriate vocabulary within a context, collocations and idioms, and correct grammatical features up to the length of sentence. Responsive writing performs at a limited discourse level, connecting a sentence into a paragraph, and creating a logically connected sequence of two or three paragraphs. For junior high school students, the students are good enough in paragraph writing when they reach this performance. And extensive writing implies successful management of all the processes and strategies of writing for all purpose like essays, a term of paper, a major research project report, or even a thesis.

Wendt (2014, p.7) stated that selfie is type of digital self-portrait is taken with a mobile phone and characterized by its ubiquity. In this era, internet social network lets people to capture, stylize, and share images with family, friends, and strangers via their smartphones. Even young children have experience of media and digital technology because they are surrounded by texts from pictures, videos, and sound (Cremin, 2009, p.

142). They expect to read images as well as prints, become attuned to the design of texts, increasingly using computers in looking for information and composing their own texts and they are able to handle the demand of technology. Visual provides information be presented visually in pictures, diagrams, flow charts, time lines, films, and demonstrations rather than in spoken or written words (Felder, 1995, p. 23).

In this digital era, the context of media here is the technology. Chambers (2006, p. 157) are follows: electronic methods and resources, communications technologies, digital texts, and databases. Those are easily to access by using smartphone, and laptop that supported by internet connection nowadays. Students can use social media like facebook, instagram, whatsapp, line, blogspot and so on. Their comments in those social media can gain their writing skill, especially recount text. Selfie can be used as one of media in teaching learning process. This is same as the function of using picture series or picture cued task in assessing the students. But, before selfie become one of media in teaching learning, the teacher have to select the criteria of selfie picture and should give command to control students' selfie. Like the students take selfie about their fieldtrip from beginning activity untill the end of the activity. So, the selfie can be written as recount text because the written is based on the selfie series of the students' experience.

As same as selfie, video is becoming trend as popular as selfie nowadays. So many people in the world in different ages uploaded their video on youtube or instagram. Its can to be about makeup tutorial, life hack, funny video, holiday, etc. People can make money too from their video blog that is popular now. That people called vlogger and gain many subscribes to gain money. In this research, video as the media to teach writing recount text based on the students' video recorded experience. The students can record their activities by their camera or smartphone. For writing recount text, the student should record their video from the beginning activity into the ending of activity.

Then they can write recount text based on their own experience.

A recount text is text that retells events in the past and the purpose of text is surely to tell the readers about the writer's experience. Wardiman (2008) stated that recount text is a text telling for the readers. It is like story, action, or activity of people that the goal of the text can be telling, entertaining, and informing the readers. Kinds of recount text can be reports, newspaper, conversation, speech, television interviews, eyewitness account, and letters.

Based on consideration above, the researcher conducted a research entitled teaching writing recount text by using selfie series and video between eighth graders with high and low motivation.

METHODS

This study used experimental research of 2x2 factorial design. The sample of the study were eighth graders of SMP N 1 Kesesi in the academic year 2015/2016. There were two classes are used in SMP N 1 Kesesi as the sample of this research. And those classes named as experimental group and control group. Selfie series was used in experimental group and video was used in control group. Each class consisted of 35 students.

The instruments which were used to collect the data were test (pre-test and post test) and questionnaire. The treatment was given after pre test. The scoring of pre-test and post-test were based on Brown (2003, p. 243) where are: content (30), organization(20),vocabulary (20), syntax (25), and mechanics (5). And, the total score was 100. And the statistical procedure used to calculate the scores from pre-test and post-test are: mean, median, mode, standard deviation, anova, normality test, homogeneity test, T-test, and Cohen's d. Then, the data were analyzed using statistic of SPSS were used to answer this research. Cohen's d calculator and Levene's test were used to answer the research questions

RESULTS AND DISCUSSION

The aim of this research is to analyse the effectiveness of selfie series and video in teaching writing recount text between eighth graders with high and low motivation, to analyse the comparison between selfie series and video, and to analyse the interaction between selfie series and video with high and low motivation.

Before the treatment was applied, the researcher divided the class into two groups, experimental group and control group. Where the experimental group was for selfie series and control group was for video. Then, the researcher delivered pre-test for both group. After that, the researcher presented the treatment. And the next, post-test are delivered. In the end, the researcher gave the questionnaire to the eighth graders to get the data of their motivation. After getting all the data, the researcher calculated the data using normality test and homogeneity test. Because all data was normal and homogeny, so the instruments were appropriate to give to the students.

Then the researcher wrote the description first before the findings to help the reader understanding her research. First, description of selfie series that used in experimental group. Selfie series' score in the pre-test was: total score 880, mean 25.14; median 25, mode 10, standarddeviation 13.63, minimum score 5.0; and maximum score 50. And all students had 100% very poor grade. But, in the post test, selfie series' score was: total score 2530, mean 72.29; median 70, mode 60, standarddeviation 11.53, minimum score 55; and maximum score 95 with categorized as poor 22.86%, fair 28.57%, good 20%, very good 20% and excellent 2.86%.Second, description of video that used in the control group. Video's score in the pretest was: total score 910, mean 26.00; median 20, mode 15, standarddeviation 15.18, minimum score 5.0; and maximum score 55 with categorized as very poor 97.14% and poor 2.86%. while in the post-test of video was: total score 2070, mean 59.28; median 60, mode 70, standarddeviation 7.19, minimum score 45; and

maximum score 75 with categorized as very poor 17.14%, poor 60.0%, fair 14.29%, and good 8.57%. Third, the description of motivation both selfie series and video. Selfie series had 25 students with high motivation (71.4%) and 10 studentswith low motivation (28.6%); and, video had 17 students with high motivation (48.6%) and 18 students with low motivation (51.4%).

From that description the researcher calculated the findings to answer the problems. The effectiveness of selfie series with high motivation had result: Cohen's d was 4.09074 and effect size was 0.89837. The effectiveness of selfie series with low motivation had result: Cohen's d was 3,81156 and effect size was 0.88550. The effectiveness of video with high motivation had result: Cohen's d was 3.90581 and effect size was 0.89009. The effectiveness of video with low motivation had result: Cohen's d was 4.68711 and effect size was 0.91976. The comparison of effectiveness between selfie series and video calculated as below:

Tabel 1. the researcher selfie series scores on pretest and posttest in high motivation or low motivation has higher scores than video's score.

Information	Selfie Series		Video	
	high	low	high	low
Mean of pre-test	28.6	16.5	26.0	15.5
Standard Dev	12.206	13.753	11.726	12.122
Mean of post-test	75	65.5	68.8	60.0
Standard Dev	10.408	11.8907	10.132	5.7753
Cohen's D	4.09074	3.81156	3.90581	4.68711
Effect size	0.89837	0.88550	0.89009	0.91976
Category effect size	Large	Large	Large	Large

From the table, the researcher knew that selfie series scores on pretest and posttest in high motivation or low motivation has higher scores than video's score.

Then, the interaction between selfie series and the motivation calculated by Levenetest that had probability value $0.558 > 0.05$, then all sample variances are equal (homogeneous) and ANOVA had significant value $0.937 > 0.05$ which means insignificant. The interaction between video and the motivation calculated by Levenetest that had probability value $0.000 > 0.05$, then all sample variances are inhomogeneous and ANOVA had significant value $0.478 > 0.05$ which means insignificant.

Based on findings, the first was to analyse how effective the use of selfie series with high motivation students. Based on mean of post-test and pre-test score, the efficiency could be calculated by Cohen's *d* calculator. The result of Cohen's *d* was 0.89, which is considered to be a relatively large effect size. (0.8 + A large effect). Based on calculations, selfie series was effective in teaching writing recount text to the eighth graders with high motivation

The second was to analyse how effective selfie series with low motivation students, the efficiency could be calculated by Cohen's *d* calculator. The result of Cohen's *d* was 0.88, which is considered to be a relatively large effect size. Based on calculations, selfie series was effective in teaching writing recount text to the eighth graders with low motivation

The third was to analysis how effective video with high motivation. Based on mean of post-test and pre test, the efficiency could be calculated by Cohen's *d* calculator. The result of Cohen's *d* was 0.89, which is considered to be a large effect size. Based on these calculations, video was effective in teaching writing recount text to to the eighth graders

The fourth was to analysis how effective video with low motivation. Based on mean of post-test and pre-test, the efficiency could be calculated by Cohen's *d* calculator. The result of Cohen's *d* was 0.91, which is considered to be a large effect size. Based on these calculations,

video was effective in teaching writing recount text to to the eighth graders with low motivation

The fifth analysis was to compare selfie series and video which one was effective both the motivations. The calculation was selfie series had large category that applied to students with high motivation (0.89837) and students with low motivation (0.8855). Meanwhile, the use of video had the large category too that applied to students with high motivation (0.89009) and students with low motivation (0.91976). The results of this study prove that the use of selfie series was more effective than the use of video in teaching writing recount text to students with high motivation. But, the video was more effective than the use of selfie series in teaching writing recount text to students with low motivation.

The sixth was to analysis the interaction between selfie series with motivation. Based on the output, it showed that the significant value was 0.937 which means insignificant ($0.937 > 0.05$). It means no interaction between the tests with motivation in influencing the mean scores of selfie series. In other words, motivation does not affect the students in influencing the scores of selfie series. From that calculation, the researcher found that there is no any interaction between the use of selfie series and students' motivation in teaching writing recount text achievement

The seventh was to analysis the interaction between video with motivation. Based on the output, it showed that the significant value was 0.403 which means insignificant ($0.403 > 0.05$). It means no interaction between the tests with motivation in influencing the mean scores of video. In other words, motivation does not affect the students in influencing the scores of video. From that calculation, the researcher found that there is no any interaction between the use of video and students' motivation in teaching writing recount text achievement

CONCLUSION

The results of the findings show that selfie series is effective in teaching writing recount text to the eighth graders with high motivation and low motivation. Also, Video is effective in teaching writing recount text to the eighth graders with high motivation and low motivation. For the comparison, The use of selfie series is more effective to students with high motivation than video and, video is more effective to students with low motivation than selfie series. But, selfie series has higher score than the video in the test. Next, there is no any interaction between the use of selfie series and students' motivation. And, there is no any interaction between the use of video and students' motivation. The conclusion of the results: the use of selfie series in teaching writing recount text is effective, but there no effect both the media to the students motivations.

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