The Effect of Instagram Media on Students Writing Skill for Junior High School

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Article Info

ABSTRACT

Writing is a fundamental component of language. There are many problems that students encounter in writing, they are terrified of making errors in language forms inclusive of grammar and vocabulary. Therefore, several method and technique to teach writing are developed by many researchers to help the students to overcome the difficulty in writing. This study is about using Instagram media in teaching writing. Instagram is a social media that can be used as a media to support the teaching english process. This study aims to find out whether "the students' who are treated using instagram feature feed and story have better writing skill than the students' who are treated using conventional teaching." The research method that used in this study is quantitative method. The population in this study was students at seventh grade in SMPN 3 Kawedanan specifically VII A and VII B. The result of this study is that the use of Instagram media has an influence towards students' writing ability. It is shown that in the use instagram media, the students' have better writing score which can be seen from the mean score of experimental group is 64.48 and control group has 51.80. The data analysis of the results shows that the Sig (2-tailed) value is 0.000 which is > 0.05 it means that H1 is accepted and H0 is rejected. It is indicated that there is significant or different in students' writing score between the class which taught by using Instagram media and the class that use conventional teaching. Instagram media also makes students more active in class and more enthusiastic during class activities.

1. INTRODUCTION

There are many problems that students stumble upon in an educational Writing direction. When students are requested to put in writing an English composition, they will get frightened due to the fact they are terrified of making errors in language forms inclusive of grammar and vocabulary (Alfaki, 2015). Those are, the problems of writing faced by many students.

Students face diverse issues while writing academically. Primarily, mechanical problems prove to be the most common hindrance (Budjalemba & Listyani, 2020). These comprised of grammatical errors, insufficient vocabulary, inadequate Academic Writing content and context, as well as flaws in the structure of Academic Writing. Based on class conditions use for research, the researcher find that student respondents experience several factors, namely internal factors and external factors. The internal factors are self-motivation, self-confidence, lack of knowledge and feeling under pressure, while external factors are the teacher's teaching style, class atmosphere, materials, and aspects of writing.

Teachers' teaching styles are different and not all styles used by teachers are suitable for their students. Students also have their own learning style. This conveyed by Awla (2014) through his research that there must be a balance between the learning styles of teachers and students. When a balance is achieved, teachers and students can communicate well in classroom. Therefore it will be easier for students to consult their writing to the teacher.

Furthermore, understanding learning style helps learners in learning how to learn. Thereby, learners become more autonomous and accountable for their own learning.

A teacher must be able to adapt to the revolutionary era 4.0 which is all futuristic, much smarter, faster and more effective in seeking information and knowledge. Apart from teachers, students as millennial generation are no strangers to the digital world (Wati & Kamila, 2019). Students are familiar with the flow of information and industrial technology 4.0. In classroom learning, students are a multi-tasking generation who can do many things simultaneously, learn using social media.

One of the social media used by students is Instagram. Instagram can be used to post photos, write captions, create stories, and reels. From some of these features, Instagram can be used for teaching and learning activities. This is a social media that has been widely utilized by numerous person, including students. With the existence of Instagram will be a medium in learning to put in writing to students. Social media platforms are viewed as powerful tools for teaching and learning practices due to their openness, interactivity, and sociability (Manca & Ranieri, 2016). Platforms social media have replaced traditional classroom practices and become virtual environments for educational purposes (Vivakaran & Neelamalar, 2018). Due to its interactive features, it is particularly suitable for enabling learners to create, share and receive user-generated content.

Instagram first launch in 2010, Instagram starts as a photo-sharing platform and later added other new features such as video, feed and story sharing, which contributed significantly to its growth. Instagram is a source of information for applying various activities in language teaching, such as digital storytelling, grammatical activities with pictures, role-playing, reading, and speaking activities with videos (Soviyah & Etikaningsih, 2018). It claims that Instagram can be used to target students' skills to practice languages both inside and outside of the classroom. In addition, some research was done on Instagram to improve their writing skills.

Instagram is a social media that can be used as a media to support the teaching english process. Based on the previous research (Warda & Armeria, 2019), the research method used is quantitative method. The goal of using "Instagram" as a media is to make it pleasant and easy for all students to describe images using the new media. The social media "Instagram" is suitable for teaching descriptive text, especially for seventh graders in middle school, because students need to master all skills, especially writing skill. Using the social media "Instagram" as a learning media in teaching writing to improve students' writing ability is a useful tool to help master students' writing skills.

One the other hand using Instagram has some drawbacks. One research by Bestari (2020) shows that some participants experience some disadvantages when using Instagram to learn English. The disadvantages of using the social network "Instagram" are that participants have problems with internet connections, students are not actively using Instagram, and students must prepare well and ensure their vocabulary and sentences before sending captions. That is why some students use "Google Translate" to make sure their Instagram captions is grammatically correct.

Using Instagram media features, namely feeds and captions, can be used for teaching writing. The previous research by Avivi & Megawati (2020), use instagram caption through process approach in writing. The purpose of this research is to find out is there a significant effect of using Instagram captions through a process approach on students' writing skills in recount texts. Then this research uses Instagram captions through a process approach and the teacher provides feedback to students by providing comments on student posts. The researchers suggest for future research to exploring another potential feature of Instagram and level of the participant.

2. RESEARCH METHOD (10 PT)

The design of this research is the quantitative method. The quantitative research is a social research approach that uses empirical methods and empirical statements to test theories with a relationship between variables. This research uses quasi-experimental design to identify a comparison group that was as similar as possible to the treatment group in terms of its baseline or pre-intervention characteristic.

Quasi-experimental is also known as field experiment. It is a type of experimental design in which the researcher in this study has limited influence and control over the selection of his study participants. Experimental design is an approach where attitudes are more valued both before and after experimental treatment (Cresswell, 2009). The quasi-experimental method is an alternative method for researchers who have difficulty conducting pure experiments. The experimental method can be interpreted as a research method that studies the effect of certain treatments on others under controlled conditions (Sugiyono, 2010). The researcher using a quasi-experiment and experimental design was to examine the effect of using story Instagram on the writing ability of seventh grade students of SMP Negeri 3 Kawedanan.

Table 2.1 Design of the Research

Group	Pre-test	Treatment	Post-test
Experimental	✓	✓	✓
Control	✓	-	✓

Based on the table above, the experimental group used pre-test, treatment, and post-test. Then for the control group using the pre-test and post-test. The treatment was only used in the experimental group because it was to find out the differences in students' writing descriptive text using Instagram media and without using Instagram media.

3. RESULTS AND ANALYSIS

The data of this research were obtained from seventh grade students of SMP Negeri 3 Kawedanan to be exact, class VII B as the experimental class and VII A as the control class. Each class consists of 31 students.

In the pre-test, the experimental class was given special treatment using Instagram media, while the control class was not given treatment but only conventional teaching. Before being given special treatment to the experimental class, the researcher gave a pre-test aimed at both class, both the experimental class and the control class.

In this study, the experimental class used 31 students with special treatment applying Instagram features, and the control class use 31 students without using special treatment. In conducting the writing test, the researcher used pre-test and post-test for both class.

This section shows the results of the homogeneity of the data on the pre-test. Meanwhile, this homogeneity test was carried out using SPSS 16 version. The results of the homogeneity test of pre-test data can be seen in the following table:

Table 3.1 Independent Test

Independent Samples Test									
		Levene's Test for Equality of Variances		t-test for Equality of Means					
							Std.	95% Confidence Interval of the Difference	
						Mean	Error		
					Sig. (2-	Differenc	Differe		
		F	Sig.	t	df	tailed)	e	nce	Lower	Upper
PRE-TEST	Equal variances assumed	.493	.485	1.341	60	.185	2.96774	2.21316	-1.45924	7.39473
	Equal variances not assumed			1.341	59.240	.185	2.96774	2.21316	-1.46041	7.39590
POST-TEST	Equal variances assumed	1.871	.177	6.624	60	.000	12.67742	1.91389	8.84906	16.50578
	Equal variances not assumed			6.624	56.078	.000	12.67742	1.91389	8.84355	16.51129

Based on the table above, the significance value in homogeneity test of writing scores is 0.485. The basic for making the decision on the homogeneity test is 0.05, if the significance value of the data results is more than 0.05 then the data is declared homogeneous. However, if the significance value of the data results is less than 0.05, then the data is declared as not homogeneous. The significance value of the writing score shows more than 0.05 (0.493 > 0.05), so it can be concluded that the pre-test data is homogeneous.

After the pre-test was carried out in both classes and treatment in the experimental class, a post-test was carried out. This was done to find out the differences between the two groups, whether there were differences between the results before treatment and after treatment.

This post test data is used to determine improvement scores of the two classes, and compared through the average value of each class. The number of students in the post-test is the same as the number of students during the pre-test. In each class contains 31 students.

After the researcher got the results of the data from the pre-test and post-test data in experimental and control classes, then the final analysis step was t-test analysis independent of the post-test data. Analysis on independent t-test was used to determine the difference in learning development between the experimental class and the control class. In determining the results of the independent t-test there are 2 formulas used. The null hypothesis (H0) which states "There is no significant effect on the use of writing strategies on the ability to write using Instagram in seventh grade students of SMP Negeri 3 Kawedanan." The alternative hypothesis (H1) which states "There is significant effect on the use of writing strategies on the ability to write using Instagram in seventh grade students of SMP Negeri 3 Kawedanan" The table of independent sample t-test results can be seen as follow:

Table 3.1 Independent Test

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
						Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
		F	Sig.	t	df				Lower	Upper
PRE-TEST	Equal variances assumed	.493	.485	1.341	60	.185	2.96774	2.21316	-1.45924	7.39473
	Equal variances not assumed			1.341	59.240	.185	2.96774	2.21316	-1.46041	7.39590
POST-TEST	Equal variances assumed	1.871	.177	6.624	60	.000	12.67742	1.91389	8.84906	16.50578
	Equal variances not assumed			6.624	56.078	.000	12.67742	1.91389	8.84355	16.51129

The table above shows the result in the calculation of this independent sample t-test. This independent sample t-test calculation presents whether there is a difference in the average score between the experimental and control class who were treated using media Instagram feature and those not using the media Instagram features. If Sig (2-tailed) <0.05 then there is a significant difference between the experimental class and the control class. On the other hand, if Sig (2-tailed) >0.05, it means there is no significant difference in the mean scores between the experimental and control groups. In the table 4.10 Sig (2-tailed) is 0.000, it can be concluded that there is significant difference in writing scores between the experimental group that was taught with the Instagram media and the control class without using instagram media. From these results it can be concluded that there is the use of Instagram media has an effect on students' writing skill.

The results of this study found that the use of Instagram media has significant effect on students' writing skills. At the time before using Instagram media as an improvement in writing skills, the highest score in the experimental class is 76 and the highest score in control class is 72. This is shown from the results of the students' pre-test. Then, the post-test result shows the highest score experimental class is 79, and in the control class is 66. The post-test scores of students from the experimental class were higher than the control class.

After the data was calculated and processed using SPSS version 16, it could be seen that if Sig (2-tailed) <0.05, there was a significant difference between the experimental and control class. On the other hand, if Sig (2-tailed) >0.05, there is no significant difference between the experimental and control class. From the results of table 4.10 Sig (2-tailed) is 0.000 is greater than <0.05, it can be concluded that there is significant difference in students' writing scores between the experimental and control class who were taught using Instagram media and the control class who were taught without using Instagram media.

In addition, the probability of Sig (2-tailed) is 0.000 < 0.05 which means that H0 is rejected and H1 is accepted. This shows, the null hypothesis (H0) states that the use of Instagram media is not effective as seen from

the students' writing scores is rejected, while the alternative hypothesis (H1) states that the use of Instagram media is effective as seen from students' writing scores is accepted.

From the results of testing the hypothesis that have been calculated using the t-test, it shows that the use of Instagram media is effective on the writing skills of students in class VII SMP Negeri 3 Kawedanan. Based on the results above, it was concluded that students after being given treatment using Instagram media have a better improvement in their writing skills.

The use of instagram media can increase students' skill to write descriptive text. This related to previous research from Wahyuni., et. all (2019) mentioned that significant effectiveness of using Instagram in teaching writing descriptive text. The research was to investigate whether using Instagram as a teaching media is significant for teaching writing descriptive text. The result of this research is there is a significant difference and that was better in students' outcomes after getting to use Instagram. The posttest scores of students from the experimental class were higher than the control class, and the students in experimental class were actively participated in learning teaching writing descriptive text with Instagram as media. They paid attention and listened to every instruction given.

Second, using Instagram media can enhance students' writing capabilities, in writing descriptive text. According to Aisyah, et.all (2023) The usage of Instagram as a mastering medium makes students very enthusiastic for the duration of the learning system, especially writing, college students do not hesitate in expressing their ideas. The usage of images in Instagram utilitarian media might help students' imaginations grow more and motivate them to write accurate descriptive prose.

Third, Instagram can be a tool in the process of teaching writing that is unique, interesting, and broad-minded. Based on previous research by Kirst (2016) lots of activities can be done using Instagram at class. By using this tool, students can exchange opinions and views on different topic.

Then, Instagram can catch students' attention when the teacher introduces it in class. According to Wahyudin & Sari (2018) by using Instagram, students are given the opportunity to practice their writing skills, such as writing descriptive text as well as improving their analytical skills and error correction. Online posts on Instagram provide opportunities for students to collaboratively revise their writing.

4. CONCLUSION

The findings of this study are from the results of the hypothesis that there is a significant difference in writing skills between the students who are using Instagram media as a special treatment and the students who are without special treatment. The results of the analysis show that the mean of pre-test score for the experimental class is 56.41 and the post-test mean score is 64.48 after given the treatment by using Instagram feature as the media. Meanwhile, in the control class, the students' pre-test score mean is 53.45 and 51.80 for the post-test mean after using conventional teaching. According to these data, the experimental class outperforms the control class in terms of effectiveness and ability to develop writing abilities. This study found that there was a significant different on students' writing skills when teaching descriptive text using instagram to class VII students. This conclusion is proved by the use of SPSS version 16 which the results of the data analysis show a significance value of 0.000. This means that 0.000 is smaller than 0.05 (0.000 < 0.05), so if it is smaller than 0.05 then H0 is rejected and H1 is accepted. This means that students who are taught by using instagram media have better descriptive text writing skills than students who are taught by using conventional teaching.

Instagram application can significant to student creativity. Students are more involved in learning by using Instagram media. Instagram is an application that is currently widely used by all groups and also has interesting features such as story instagram, so that by using Instagram media in teaching writing, students learn to explore their thinking in writing so that it becomes a useful media for improving students' ability to write descriptive text.

The limitation in this study is that students know the Instagram story feature only for uploading photos and writing a little caption. Some students don't know how to make text on Instagram stories without using pictures.

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