The use of Instagram as a learning medium to improve students' writing a recount text at the first-year students of SMKN 1 Pakuan Ratu

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ABSTRACT

The objectives of this research were to find out: 1) whether there was any significant improvement on students' writing achievement after being taught using Instagram as a learning medium, and 2) which aspect improved the most after using Instagram as a learning medium. This research was quantitative research with one group pre-test and post-test design. The subjects of the research were 32 students at the first grade of SMKN 1 Pakuan Ratu. The writing test was administered as the instrument of the research. The data were analyzed statistically by using Paired Sample T-test. The result of the research showed that the mean score of post-test (69.5) was higher than the pre-test (58.9) with the gain was 10.6. The result of t-value (8.660) is higher than t-table (2.040) and the value of two-tailed significance is $0.00 < 0.05$. It showed that the hypothesis was accepted and there was a significant improvement on students' writing achievement of recount text after the implementation of Instagram and the aspect of writing that improved the most after the implementation of Instagram was content. Overall, regarding to the results above, it can be stated that Instagram as a learning medium is effective to improve students' writing skill in writing recount text.

Keywords: *Instagram, peer correction, teaching writing, high school.*

I. INTRODUCTION

Writing is the process of expressing the ideas, information, knowledge, or experience and understand the writing to acquire the knowledge or some information to share and learn (White, 1986). Besides, Hoffman (1990:1) stated that writing is a way of thinking. By that statement, we can summarize that while we get things down in writing, it helps us remember experiences, sort, and organize information and analyze ideas to make better sense of what we write. Additionally, Harmer (1998) stated that writing is used for various purposes which results in various forms. In education field, getting students used to expressing ideas, opinions, and thoughts through written form is very important. Students can provide information, share their complete understanding of something, and develop their power of initiative through writing. Writing is a complex activity because writing will require various stages and complex thinking processes. Hence, it is natural for students to be taught writing skills as early as possible.

When compared to other language skills, writing skills are more difficult to understand or implement by native language speakers, because writing must provide good thoughts or ideas in written form. According to Harsyaf (2009), most of English learners seem to agree that writing is the most difficult skill to master. The students find it difficult to start writing because they do not know what to write. This is in line with the statement of Harmer (2004): "A common response from many students when they are asked to write is that they have nothing to say". In addition, there are also students who have a lot of thoughts and feelings to write about; however, they cannot write them because they do not know how to start.

Furthermore, the teacher still uses conventional methods which tend to be monotonous. The writing learning that has been done by the teacher so far is by providing the necessary linguistic elements, giving some examples of the topic writing, then asking students to make similar writings. The teacher does not use interesting medium and strategy for students and does not involve students directly in the learning process.

Regarding to the problems above, to improve and attract the students' attention in learning writing, the teacher must put a lot of efforts in supporting students so that they can master English writing much better. According to Sulistyorini et al (2019), medium is needed to make a variation in the teaching and learning process so that the process itself can be more fun and interesting. It can help to increase students' interest and allow them to be more active in the learning process. In relation to elaborations above, the researcher decides to choose Instagram platform as medium in teaching writing. According to Alhabash and Ma (2017), Instagram is a mobile photo-sharing application that allows users to take photos, use filters, and post them on the site itself.

As one of social media, Instagram is commonly used by the students in this digital era. Most people spend their times on mobile devices for social media matter. Consequently, social media can be used as a mobile learning tool to provide a positive impact on language learning (Al-Jarrah et al., 2019). Besides, Instagram has the benefits such as Instagram can motivate students in writing because they share their own paragraph and then uploaded it in the internet. In line with Al-Jarrah et al (2019), Gunantar (2019) states that the use of Instagram can motivate the students to become good writers because it was interesting them in writing class.

There are some previous researches related to the use of Instagram as a learning medium in writing that have been conducted. Pratama and Hartono (2020), on their research concluded that Instagram is a good platform and there was a different outcome of students' writing significant improvement in the students' interest in writing and scores. It could be noted that using Instagram post in teaching learning process of writing contributed positively in the improvement of students' writing skill. Furthermore, the use of Instagram can help them to feel motivated to write proper text and Instagram' features can support students to practice writing (Anggia: 2019); the process of using the Instagram application motivates students in writing recount text and the students were active and interested during the implementation of Instagram application to be used as teaching medium in writing recount text (Maulidia: 2021); the use of Instagram was effective and helped students in writing recount text. In addition, the students were felt enjoy and easier in writing recount text using Instagram (Aliah et al: 2020). While this present research will focus on the improvement of students' writing achievement after being taught using Instagram as a learning medium. Moreover, this research also describes which aspects of writing are the most improved after they are taught using Instagram as a learning medium.

II. METHODS

This research was quantitative method with pre-test and post-test design. The population of this research was the first-year students of SMKN 1 Pakuan Ratu in academic year of 2022/2023. The researcher used only one class. The samples of this research were 32 students of X.1 Accounting students. The sample was chosen by using purposive sampling. Then, the result of students' pre-test and post-test is analyzed by using Paired Sample T-test in SPSS 26.0 to find out whether any significant improvement of students' writing achievement of recount text. To know the aspect of writing improved the most, the researcher calculates the percentage increase in each aspect using N-gain calculation.

III. RESULTS AND DISCUSSIONS

Results

The researcher conducted the pre-test and post-test in the form of writing test to find out whether there is an improvement in students' writing achievement of recount text because of the implementation of Instagram as a learning medium. The frequency distribution of the pre-test and the post-test can be seen in the table below:

Table 1. Distribution of the students' pre-test and post-test score

No	Students' Score Interval	Frequency of Pre-test	Percentage	Frequency of Post-test	Percentage
1	46-50	2	6.2	0	0
2	51-55	4	12.5	0	0
3	56-60	15	47	3	9.4
4	61-65	10	31.2	6	18.6
5	66-70	1	3.1	10	31.4
6	71-75	0	0	9	28.1
7	76-80	0	0	4	12.5
	TOTAL	32	100.0	32	100.0

Table 1 shows the distribution data of students' pre-test and post-test scores. From frequency distribution of students' pre-test score, it can be seen that the lower limit was from 46 to 50 with the frequency from the interval was two students with the percentage 6.2%. There were four students whose scores were in the interval 51 to 55 with the percentage 12.5%. Fifteen students whose scores were in the interval 56 to 60 with the percentage 47%. Then, ten students got the scores in the interval 61 to 65 with the percentage 31.2%, while one student got scores in the interval 66 to 70 with the percentage 3.1%. In contrast, from frequency distribution of students' post-test score, the lower limit was from 56 to 60 with the frequency from the interval was three students with the percentage 9.4%. Meanwhile, there were six students whose scores were in the interval 61 to 65 with the percentage 18.6%. Ten students whose scores were in the interval 66 to 70 with the percentage 31.4%. Then, nine students got the scores in the interval 71-75 with the percentage 28.1%, while four students got scores in the interval 76-80 with the percentage 12.5%.

Furthermore, hypothesis testing was utilized by the researcher to determine whether or not the test could be accepted. The researcher then used *Paired Sample T-test*. Moreover, the result of the calculation is showed in the following table:

Table 2. Paired Sample Statistics

Paired Samples Statistics					
		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre test	58.88	32	4.28614	.75769
	Post test	69.53	32	5.94591	1.05110

Table 2 reveals the mean score of 32 students' writing achievement in both pre-test and post-test. It is shown that the mean of pre-test is 58.88, meanwhile the mean of the post-test is 69.53. It means that there is an improvement in students' writing achievement after the implementation of Instagram.

Table 3. Paired Sample T-Test

			Paired Samples Test						
			Paired Differences						
					95% Confidence Interval of the Difference				
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper	T	Df	Sig. (2-tailed)
Pair 1	Pre test - Post test	10.65	6.96123	1.23058	13.16604	8.14646	8.660	31	.000

Table 3 provides evidence that the result shows that the two tailed significance is 0.000. It indicates that H_1 is accepted because 0.00 is less than 0.05 (0.00<0.05). Therefore, it can be concluded that students' writing significantly improved after the implementation of Instagram. Then, t-value (8.660) compared with t-table (2.040) since t-value > t -table. It proves that there is a significant improvement of students' writing achievement after using Instagram as a learning medium. Moreover, the N-gain score of each aspect was also compared by the researcher to know the improvement of students' score. Below is the complete result of the statistical analysis of students' results in each aspect of writing.

Table 4. The increase of the students' achievement in each aspect of writing

Aspects of Writing	Mean score of Pre-test	Mean score of Post-test	N Gain	T-value	Maximum Score	Sig. level
Content	17.03	21.19	0.32	14.098	30	0.000
Organization	12.93	14.37	0.20	8.283	20	0.000
Vocabulary	12.84	14.53	0.23	9.888	20	0.000
Language Use	12.69	15.76	0.25	10.973	25	0.000
Mechanics	3.38	3.67	0.18	5.999	5	0.000

Table 4 provides the data of students' writing scores in pre-test and post-test, N-gain scores, T-value, maximum score and the significant level of writing aspects. From the table, we can see the N-gain scores for each aspect of writing and the highest score is content with (0.32) followed by language use (0.25). Then, N-gain score of the organization, vocabulary and mechanics are (0.20), (0.23) and (0.18).

Table 5. N-gain Score Classification

N-gain Score	Interpretation
g > 0.7	High Increase
$0.3 \leq g \leq 0.7$	Medium Increase
G < 0.3	Low Increase

(Meltzer: 2002)

Based on the table 5 above, it shows that if the N-gain score is less than 0.3, it is classified as low increase. Then, the N-gain score ranges from 0.3 to 0.7, it belongs to the medium increase. Lastly, if the N-gain score is more than 0.7 then it is classified as high increase. As a result, all aspects have an increase with the content aspect (0.32) belongs to the medium increase category and the organization (0.20), vocabulary (0.23), language use (0.25) and mechanics (0.18) aspects belong to the low increase category. Furthermore, it can be assumed that five out aspects were statistically improved. It was proved by seeing the t-value which are higher that t-table (14.098 > 2.040, 8.283 > 2.040, 9.888 > 2.040, 10.973 > 2.040, 5.999 > 2.040).

Discussion

The result of the research indicates that there was a significant improvement of the students' writing achievement after being taught using Instagram as a learning medium. It was taken from hypothesis testing. The result of paired sample t-test showed that significant level was 0.00 and it was lower than alpha level 0.05. It means that the H1 was accepted and H0 was rejected. The improvement of the students' writing ability can be seen from the comparison between the students' pre-test score and post-test score. The result of the mean score of the pretest was 58.88 and the post-test was 69.53. The increase of the means score was about 10.65. It means that there was significant improvement of the students' writing achievement of recount text after being taught using Instagram.

This finding confirmed the previous study conducted by Pratama and Hartono (2020), there was tremendously improvements of students writing achievement after the implementation of Instagram. It can be seen by the students' mean score improvement which is taken from pre-test to post-test. Moreover, he stated that the students were interested in using social media such as Instagram because it was quite famous social media where they could write down their writing on its platform.

Another research conducted by Anggia (2019) about the use of Instagram post for assisting students in writing recount text, the result indicated that the use of Instagram helps the students get new experience in using new learning medium. Instagram' features can support the students to practice writing and they can upload their writing on their account. The features in Instagram are easy to be used so that students are easily familiar with them. As the result, the students are full of enthusiasm as they feel that writing process on Instagram is more fun and easier to understand.

Moreover Maulidia (2021) on her research, revealed that it was clearly shown that there was a different outcome of students' achievement in writing recount text after being taught by using Instagram than their skills before being taught using Instagram platform. In addition, the process of using the Instagram application motivates students in writing recount text. The students were active and interested during the implementation of Instagram application to be used as teaching medium in writing recount

text. Consequently, Instagram can be a very useful medium to increase students' activeness and motivation in writing skills.

Furthermore, Aliah et al (2020) on her research about the use of Instagram in mediating students' writing recount text, showed that the use of Instagram was effective and helped students in writing recount text. Instagram can be an effective learning platform for students. The use of Instagram can create enjoyable and meaningful environment that students are interested to participate actively in the class activities arranged by the teacher.

Regarding the answer of the second research question, the gain number of each aspect should be compared in order to know which of the aspects improved the most. The result also indicated the improvement of the aspects of writing. N-gain scores for each aspect of writing are content (0.32), organization (0.20), vocabulary (0.23) and language use (0.25) and mechanics (0.18). The analysis showed that content was the aspect that improved the most among the others. The mean for content was statistically increased from 17.03 on pre-test to 21.19 on post-test. The N-gain for this aspect was 0.32 which was higher than the other aspects.

The findings support the idea of a study conducted by Renaldi (2020). It indicates that the application of using Instagram is effective in improving the student's writing skills in term of content aspect. The students can write clear ideas pertinent to the topic and write detailed information from each topic sentence. In addition, Arihasta and Basthomi (2019) on their research prove that the use of Instagram can enhance the students' average scores in content aspect from the initial test to the writing test. It happens because of the feedback or correction given to students in the aspect of content so that they produce a good writing final product. In conclusion, the utilization of Instagram as a learning medium in teaching writing can significantly improve the student's writing achievement of recount text and can improve all aspects of writing. In which, the aspects of writing which improved the most was content.

IV. CONCLUSIONS AND SUGGESTIONS

There is a significant improvement of students' writing achievement after using Instagram as a learning medium for teaching writing. It could be seen from the computation the value of two-tailed significance is $0.00 < 0.05$. In addition, the students' mean score in the post-test (69.5) was higher than in the pre-test (58.9). Moreover, the use of Instagram could also improve the students' skill in five aspects of writing namely content, organization, vocabulary, language use, and mechanics by seeing the analysis of the students' works in the post-test in each aspect. However, content was the aspect that improve the most among the other aspects of writing. The use of Instagram made the students able to elaborate the ideas creatively by considering the relevancy of theme. Consequently, it will help them write a recount text easily.

Considering the advantages of Instagram, it is highly recommended for English teachers to utilize Instagram as a learning medium because it can improve the students' achievement in each aspect of writing. English teachers can consider using Instagram as an alternative way in teaching writing. Besides, the feature in Instagram is suitable to teach writing. Moreover, English teacher can find out the implementation of Instagram as a learning medium in other kinds of text such as descriptive, procedure, or report text. In addition to that, English teacher can use Instagram platform as a learning medium in teaching other language skills such as speaking, reading, and listening.

Future researchers can also investigate the implementation of Instagram which focuses on students at a different level of schools such as junior high school or university level. There is also a room

for exploration on the use of Instagram as a learning medium in other kinds of text such as descriptive, procedure, or report text into different language skill, such as speaking, reading, and listening and optimizing the use of Instagram features in every stage of writing.

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