

The use of Instagram as media to improve student's writing achievement in Descriptive texts

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ABSTRACT

This research aimed to find out whether or not there is any significant improvement in students' writing descriptive text after using Instagram and which aspect of writing improves the most after they are taught by using Instagram. The sample of the research were 26 students, and the population is class VIII at SMPN. This research was quantitative. One group of pre-test and post-test designs was used in this research. The instruments used in this research were writing test. The collected data were analyzed statistically through a Paired Samples T-test. The result of the research showed that the mean score of pre-tests is 55.77 and the post-test is 70.12. The results of t-value (15.179) is higher than t-table (2.0595) and the value of two-tailed significance is $0.000 < 0.05$. It showed that the hypothesis is accepted that is, there is a significant improvement of students' writing achievement after the use of Instagram. The result also shows that the most improving aspect of writing is language use with the mean score of pre-tests is 10.90 and the mean score of post-tests is 16.42. The improvement of the language use is 5.52 with the percentage is 38%. On the other hand, the lowest improvement aspect of writing is mechanics. It showed that the mean score of pre-tests is 2.12 and the mean score of post-tests is 3.02. The gain is 0.90 with the percentage is 6%. The results indicate that 1.) There was a significant improvement in their writing achievement after being taught by using Instagram. 2.) Language use has a significant increase because this aspect has a higher score of 38% compared to other aspects.. Based on the result, it is concluded that there was a significant improvement in their writing achievement after being taught by using Instagram.

Keywords : Instagram, writing, descriptive text, junior high school, students.

I. INTRODUCTION

There are several definitions of writing according to experts. According to White (1986:10), writing is the process of expressing the ideas, information, knowledge, or experience and understanding the writing acquires the knowledge or some information to share and learn. Furthermore, Tarigan (1994:3), stated that writing is activity to produce or draw graphic symbols which represent a language that is understood by people, so that other people can read the graphic symbols presented. People will understand the graphic itself. Ramelan (1992:14), also stated that, writing is representation or symbol of language.

From the definitions above, it can be inferred that writing is an activity to express ideas, events, feelings or thoughts in writing which can be a communication tool and skills needed in all aspects of life. Today, writing is a complex skill, and students need to be able to understand more than grammar, thinking, mechanics, vocabulary, etc.

Text is divided into several types, however, in this study the researcher uses descriptive text. According to Anderson and Anderson (2003:26), descriptive text describes a particular person, place, or things. It means that descriptive text is designed specially about a person, a place, or things. Sepyanda (2013) points out that descriptive text is difficult to be mastered by the students. It might be caused by the text construction that requires the students to be able to describe a specific thing, person, or place. Even though it looks simple to write a text that describes something, students still need more guidelines to write this kind of text”.

In fact, students have some problems with writing. They cannot express their ideas in writing. This may be caused by several factors that occur such as their lack of motivation, motivation given from teacher is not enough for them to write, or they do not have sufficient language knowledge and their language knowledge is not up to date and the other factors. Based on observations made by researchers during field, practice it was found that there were some children who were unsure about how to compose English sentences in writing, they have difficulty expressing and organizing their thoughts in written form, there are also students who already have ideas but confused about how to organize them into effective paragraphs.

In relation to the problem mentioned above, the researcher uses media to assist students in resolving their writing problems, particularly in descriptive texts, by using Personal Instagram photos. The purpose of using Instagram is to make students come up with creative ideas and attract them through the image feature because Instagram is one of the media that is widely used and teachers can use social media in the learning. The purpose of teaching descriptive text by using social media Instagram can help students come up with their creative ideas easily. According to Spencer (2012), there are different activities that teachers can use to implement Instagram in their classes; utilizing digital storytelling, practicing grammar on photo captions, doing photojournalism, creating photo prompts for themselves, finding metaphors within chosen photos, creating photo blogs, finding and documenting context within photos, doing an ethnographic study, sharing art, and exercising creative and artistic expression through taking their own pictures. Students can use the social media Instagram to arrange the photographs first, then write sentences related to the photos one by one. After writing one word at a time, students can connect sentences from their images to form a paragraph. The teacher acts as a facilitator in the teaching and learning process, assisting students in developing language abilities. Thus, teachers must be able to use appropriate techniques or media. In this study, Instagram social media was chosen as a medium for learning to write in daily activities. In this study, researchers are interested in Instagram as a medium in teaching English writing. It is hoped that this media can help students in mastering English. The application of "Instagram" social media in learning to write English will be more fun, interesting, and motivating for students.

II. METHODS

The quantitative design is based on one group pre-test – post-test design modified from the idea by Setiyadi (2006). In this research, the researcher uses the one-group Pretest-Posttest design. This design is used in this research because the researcher only uses one class as an experimental class that receives treatment of teaching writing using instagram. Hence, to measure both of the points above the researcher applied three treatments with pre-test and post-test. The data was analyzed by the t-test formula.

The participants in this study were class VIII students of SMPN, while the sample is a small group selected from the population as a representative. The researcher took 1 class as the sample of this research. The class is chosen randomly. The data were collected by using pre-test and post-test. It was collected from written tests analyzed through quantitative.

III. RESULTS AND DISCUSSION RESULTS

After giving the treatment and collecting the data the results shows on the table below.

Table 1. Frequency Distribution Of Students Writing Score In Pretest and Posttest

No.	Score		Fi- Pretest	Percentage	Fi- Posttest	Percentage
1	50	55	13	50%	0	0%
2	56	60	9	35%	0	0%
3	61	65	4	15%	1	4%
4	66	70	0	0%	11	42%
5	71	75	0	0%	13	50%
6	76	80	0	0%	1	4%
TOTAL			26	100%	26	100%

Table 4.1 presents the distribution of students' scores in both writing tests. However, there are several differences in the score's frequency. First, it is clearly seen that there are thirteen students who got a score ranging in 50-55 (50%) in the pretest while in the posttest, none of the students got 50-55 (0%). A similar case happened to the second range of score, there were nine students who got 56-60 (35%) in the pretest which comes as the highest percentage of score in the pretest. In contrast, none of the students who got the score in this range of (0%) in the posttest, After that, there are four students who got the score of 61-65 (15%) and one students' of 61-65 (1%) in the posttest. Moreover, none of the students who got the score around 66-70 (0%) after taking the pretest, which then increased to eleven students who got 66-70 (42%) in the posttest. Then, no one of student who got 71-75 in the pretest, thirteen students who got the score in this range (50%). Last, there are no students who got a score below 75 in the pretest while in the posttest, there is no one of student who got 76-80 (4%). Furthermore, it can be concluded that the lowest score in the pretest is 50-55 and 61-65 in the posttest. On the other hand, the highest score in the pretest is 61-65, while in the posttest it is 76-80.

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 T-test

		Paired Samples Test							
		Paired Differences							
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		T	Df	Sig. (2-tailed)
					Lower	Upper			
Pair 1	Pretest – Posttest	-14.30769	4.80641	.94261	-16.24904	-12.36634	-15.179	25	.000

Table 4.3 provides evidence that the result shows that H1 is accepted if the t-value > t-table with the level of significance at < 0.05 which means that under that situation, the H0 is rejected. Then, the table above shows that the result of the computation of the two-tailed significance value is 0.00. Hence, it can be said that H1 proposed by the researcher is accepted since 0.00 is lower than 0.05. It can be concluded that students got significant improvement on their writing after the implementation of Instagram media.

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 3. Students' Writing Improvement in Each Aspect of Writing

Aspect of Writing	Mean Score		Gain Score	Maximum Score	Percentage
	Pre	Mean Score Post			
Content	15.81	17.25	1.44	30	10%
Organization	14.44	16.73	2.29	20	16%
Vocabulary	12.5	16.69	4.19	20	29%
Language Use	10.9	16.42	5.52	25	38%
Mechanics	2.12	3.02	0.90	5	6%
Sum of gain score =			14.35		

As shown in table 3, there was an improvement in each writing component after being taught using Instagram. In the pre-test, students still received low marks in every aspect of writing, with Mechanics receiving the lowest average score of 2.12. One of the reasons for the low score is that the researcher found that many students were confused about what they wanted to write and how to put ideas into writing well and correctly. Because this is their first time using the media for learning, they are confused about how to write properly. In addition, the

researcher found some grammatical problems. Students are still unable to compose accurate sentences and are confused about the use of appropriate sentences. From this data, we can observe the progress of each writing component; There are high and low scores.

DISCUSSIONS

In this part, the discussion deals with the interpretation of findings associated with the implementation of the use of Instagram for improving students' writing. The research has been conducted in three meetings. The research has been conducted in three meetings. The first meeting was used to give the pretest in order to know students' initial achievement in writing descriptive text. After that, at the second meeting, students took classes by giving treatment. Students were taught about descriptive text using Instagram media. The researcher shows examples of photos/pictures of famous figures, then the teacher asks the students to identify the information in each picture. Finally, the posttest was given to find out the improvement of students after getting treatment using the Instagram media. Moreover, the result showed that students' writing enhanced as the mean of the posttest (70.12) was higher than the mean of pretest (55.77) with the increase of 0.32 Besides, the hypothesis was accepted since the two-tailed significance of the Paired Sample T-test was lower than 0.05. Together with that, the students' writing improvement highly increased in all aspects of writing improvement; those were content, organization, vocabulary, language use, and mechanics. Those evidence above provokes the conclusion that Instagram media improve students' writing achievement in descriptive text. It is because the use of Instagram media can gain students' motivation and interest, especially to write a text.

This finding is in line with the argument a number of studies have also shown that Instagram aids students in improving their English skills, listening, speaking, reading, writing, and vocabulary along with their arguing and clarifying ability, especially in their task related activity (Al-ali, 2014). The students are eager to actively respond to the instructions from the teacher. Then, added by Apsari (2017) that the students have new media and new concepts on learning. They are more interested in learning writing because the materials given are in the form of visual aid which is interesting and meaningful. After writing by using Instagram media regularly, the students were motivated to write better. As a result, it has a positive effect on their writing achievement. Additionally, the students are able to develop their ideas clearly by using Instagram in constructing writing. The finding of this research supported by the study of Kelly (2015) stated that using Instagram in teaching writing can be an effective way for developing students' grammatical or language use.

Furthermore, regarding the utilization of Instagram, it was found that students were excited to learn writing in Instagram. They got a lot of opportunities to share their ideas and opinions without being intimidated by other people which is very good that influences the students to share the information that they got. As supported by Wanda and America (2019) said that using Instagram as a learning medium is an easy way to help students in writing achievement.

Likewise, the researcher also analyzed the students' scores in each aspect of writing. Then, it was revealed that all the writing aspects were improved after the implementation of Instagram. After comparing the mean of pretest and posttest, the gain score of each aspect was calculated, coming with the result of content (1.44), organization (2.29), vocabulary (4.19), language use (5.52), and mechanic (0.90). By seeing the increase, it is clearly seen

that the most improved aspect is Language use. This happened because in the pretest the students did not know how to compose the correct sentence. They tended to write sentences based on the information that appeared in their mind, which was quite confusing. Hence, their description of the object is difficult to be understood and becomes a little bit choppy. However, students performed better in the posttest after learning descriptive text using Instagram media.

IV. CONCLUSIONS AND SUGGESTIONS

CONCLUSIONS

Referring to the discussion of the research findings in the previous chapter, the researcher comes to the following conclusions: Firstly, the implementation of using Instagram has improved students' achievement in writing descriptive texts. It could be proved by the increase of students' writing score in the post-test was higher than in the pre-test. The mean of the pretest was increased from 55.77 in the first test to 70.12 in the second test. Moreover, the gain of the test was quite high by having the number of 0.32. Secondly, the majority of students had positive perception after the implementation of Instagram, especially in the aspects of language use. The mean for this aspect was increased from 10.9 (pretest) to 16.42 (posttest) with the score of the gain was 5.52. The reason behind this finding is that the students were able to arrange the information in their descriptive texts by using Instagram. As a result, they could determine their language use clearly to be a good paragraph. They could also serve the information that they got from the picture in using Instagram media.

SUGGESTIONS

In reference to the conclusion above, some points of recommendations are put forward as follows: First, Suggestions for English Teacher considering the positive result of the implementation of Instagram, English teachers are suggested to apply Instagram as an alternative medium in teaching writing, especially descriptive text. Second, Suggestions for Further Researchers In this study, the sample was junior high school students. Hence, it is suggested that other researchers can try to discover the effect of Instagram in different levels of school. It is also possible to apply this media to teach other skills. The treatment should be applied in more than two meetings in order to get a more accurate result of data. A longer frequency of treatment is needed to get better results. Since the teaching and learning processes in this research were done through Instagram application, other researchers can utilize another platform such as WhatsApp, Twitter, or Facebook to conduct similar study.

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