

TEACHING WRITING ABILITY THROUGH INSTAGRAM MEDIA

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Abstract

The purpose of this study was to know is there any effect between students who were taught by using Instagram and conventional media. Therefore, this study was quantitative research methodology, experimental method are used in this research and true experimental design chose by the writer. Then, the population of the study were 90 from three classes. And the sampling technique chosen is cluster random sampling. There are two groups in this research they were experimental group with 30 students and control group consists 30 students. The writer used test for instrument to the collecting the data. The data gained from Independent t-test analysis, between the result of post-test in experimental group and control group. According on the calculation by using Independent t-test, the writer found that t_{obtained} was higher than t_t ($3,844 > 2,000$) at the significant level $\alpha = 0.05$ in two tailed test. It meant that there was the effective between experimental group and control group. So, the null hypothesis (H_0) was rejected and alternative hypothesis (H_a) was accepted. It can be concluded that Instagram effective in teaching writing.

Keywords: Instagram, teaching, writing ability

Introduction

International English is the idea of using the English language for worldwide communication in a variety of dialects, as well as the drive for an international standard for the language. The most common language used internationally is English in a variety of contexts. Even in businesses, marketing, and educational organizations. English is taught as a foreign language in Indonesian schools from kindergarten through university. To accomplish their purpose of teaching English, teachers must do it in an engaging and effective manner.

According to (Brown, 2012), language skills include speaking, writing, reading, and listening. Grammar, pronunciation, and vocabulary are all included in language components. Writing is the toughest talent for high school students or foreigners to grasp, according to the facts above (Richards & Renandya, 2012). Writing is a challenging talent since it calls for a strong aptitude for selecting words and phrases that the reader will comprehend, according to (Riddel, 2013). This is due to the fact that readers are unable to critique or inquire directly about the content. In addition for speaking, reading, and listening, writing is another

means of communicating with others. It takes planning to write. It is taught in a formal setting. It has to be taught officially and purposefully. In addition (Taqi, 2015), writing is a developing process that calls for instruction, opportunity, time, experience, and ideas that can be communicated and arranged in a compelling manner. Continuous writing is one method of improving writing skills. Writing is not a quick way to educate. It takes time to practice writing, time to finish pieces of writing, and time to reply to and assess all of that writing in order to teach writing effectively.

Since writing allows by students to convey their ideas, emotions, and feelings in writing, it is one of the four language skills they should acquire. What the pupils feel is what inspired their thoughts for this paper. According to (Siahaan, 2008), referenced in (Nurbayanah, 2016), it is the talent of a writer to tell a reader or group of readers about an idea, thinking, sentiment, and opinion via the medium of a text.

Writing involves thinking up ideas, working out how to convey oneself in clear, concise sentences and paragraphs, and arranging your thoughts (Nunan, 2012). As a result, students should become proficient in their writing abilities since they may use them to connect with others and convey their thoughts and emotions.

The writer identified certain issues with the kids' writing skills after speaking with the English instructor. They are: 1) Students find studying boring. We have seen that when we urge them to write, they begin to write out of boredom. They also don't engage in enough physical exercise. 2) Students are unable to come up with original thoughts and construct coherent sentences. This is due to certain children's extreme insecurity and reluctance to write. Additionally, they lacked the necessary vocabulary, syntax, and sentence structure to effectively communicate their thoughts.

It is the teacher's job to impart information to the pupils in order for them to comprehend the subject matter better throughout the learning process. According to (Zulaikah, 2017), teaching is a process in which a teacher imparts information to a student in order for the learner to more fully comprehend the subject matter throughout the learning process. To foster a positive learning environment, instructors must be creative in how they educate the learning process, using a variety of mediums. This claim is backed up by (Hayati, 2016), who said that media usage may benefit both instructors and pupils. Media makes it simple for professors to communicate concepts to pupils. While the media helped the learners understand what the instructor is saying. Additionally, the utilization of engaging media has assisted pupils in avoiding boredom while studying. As a result, the author employed one of the mediums. Instagram was the medium employed in this investigation. According to (Listiani, 2016), Instagram is a quick and enjoyable method to share people's lives with other people via a collection of photographs. Instagram is also one of the language teaching tools that may be employed in the English language learning process. Students are familiar with Instagram since it is one of the social media platforms. Additionally, Instagram offers several benefits, including the ability to inspire students to produce narrative prose since users submit their own photos online along with captions that describe the photos. Additionally, according to (Listiani, 2016), Instagram is a special medium with a variety of characteristics that help students achieve their

objectives in terms of their daily and academic demands, including picture sharing, social networking, and education.

All of the Instagram teaching tools are appropriate for teaching story telling since retelling describes prior experiences by recounting actual occurrences. The author suggests using Instagram as a platform to teach writing stories by solving the aforementioned problems. The use of social media in writing instruction is beneficial for a number of reasons. (1) Social networks provide students with a platform to tell their tales, and (2) they make them aware of the strength of their unique voices. Instagram is a good tool for teaching English because of this. Teachers may utilize this platform to design some creative activities. As a result, it can be said that Instagram encourages and helped students become better writers (Crowley, 2015).

Method

The research methodology is the process through which a writer gathers information for a particular study (Sugiyono, 2013). A scientific approach of gathering reliable data is research methodology. The goal is to discover, create, and validate specialized knowledge so that you may use it to comprehend, address, and foresee issues (Arikunto, 2013). The author employed a quantitative research approach for this investigation. The survey technique and the experimental method are the two most often used approaches in quantitative research. The author of this paper employs an experimental methodology.

The experimental group and the control group are the two groups made up of two classes that were utilized as samples in this research. The same information on the same subject is given to two groups. The author employed quantitative research to determine if Instagram might improve students' writing skills in the experimental group that was taught via the social media platform. The author used a descriptive scale to rate student writing. While the control group received traditional instruction, this writing component scale examined five factors: content, organization, vocabulary, language usage (grammar), and mechanism. Both groups had a pre-treatment test before treatment. Following the therapy, they were given an instrument post-test. By comparing the aptitude of the students in the experimental group and the control group, the writer can observe that the tools can be utilized and the outcomes can be effectively applied in the classroom. The design of the research is as follows:

Experimental Group	$O_1 \quad x \quad O_2$
Control Group	$O_3 \quad x \quad O_4$

(Arikunto, 2013:125)

Where : O_1 : Pre-test experimental group
 O_2 : Post-test experimental group
 x : Treatment to experimental group
 x : Treatment to control group
 O_3 : Pre-test control group
 O_4 : Post-test control group

Findings and Discussion

Findings

The result of pre-test and post-test score in the experimental group

Before starting the experiment, the author administers a pre-test to the experimental group of students, computes their scores, and then administers a post-test to gauge their improvement. The sample of students for the pre-test and post-test was 30 students. Table 1 contains information on the frequency of the experimental group's students' pre- and post-test scores.

Table 1. Frequency of the Pre-test and Post-test Score in the Experimental Group

Pre-test of Experimental Group						Post-test of Experimental Group				
		Freq	Perc	VP	CP		Freq	Perc	VP	CP
Valid	42	1	3.3	3.3	3.3	60	1	3.3	3.3	3.3
	47	2	6.7	6.7	10.0	60.5	1	3.3	3.3	6.7
	49.5	2	6.7	6.7	16.7	63	1	3.3	3.3	10.0
	50.5	1	3.3	3.3	20.0	64	1	3.3	3.3	13.3
	51	2	6.7	6.7	26.7	64.5	1	3.3	3.3	16.7
	52	2	6.7	6.7	33.3	68	1	3.3	3.3	20.0
	57.5	2	6.7	6.7	40.0	69	1	3.3	3.3	23.3
	58	2	6.7	6.7	46.7	70	4	13.3	13.3	36.7
	61	2	6.7	6.7	53.3	73	3	10.0	10.0	46.7
	62	3	10.0	10.0	63.3	73.5	1	3.3	3.3	50.0
	62.5	1	3.3	3.3	66.7	74	2	6.7	6.7	56.7
	63	1	3.3	3.3	70.0	74.5	1	3.3	3.3	60.0
	64	1	3.3	3.3	73.3	75	1	3.3	3.3	63.3
	66.5	1	3.3	3.3	76.7	76	1	3.3	3.3	66.7
	67	2	6.7	6.7	83.3	78	1	3.3	3.3	70.0
	68	1	3.3	3.3	86.7	78.5	1	3.3	3.3	73.3
	69	1	3.3	3.3	90.0	79	1	3.3	3.3	76.7
	71.5	2	6.7	6.7	96.7	80	1	3.3	3.3	80.0
	74	1	3.3	3.3	100.0	81	1	3.3	3.3	83.3
						81,5	1	3.3	3.3	86,7
						84	1	3.3	3.3	90.0
						85	1	3.3	3.3	93.3
						86	1	3.3	3.3	96.7
						86,5	1	3.3	3.3	100,0
	Total	30	100.0	100.0		Total	30	100.0	100.0	
			0	0					0	

Moreover, chart 1 of the pre-test for the experimental group showed the distribution score.

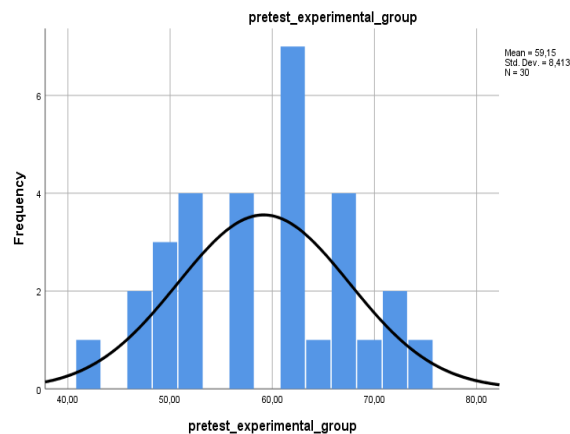


Figure 1. Pre-test score in the experimental group

According to table 1 and figure 1, the experimental group's pre-test score ranged from 62.00 to 74.00, with 42.00 as the lowest and highest score. The mean score was 59.15, and the standard deviation was 8.41. Additionally, figure 2 might show the distribution of post-test scores for the experimental group.

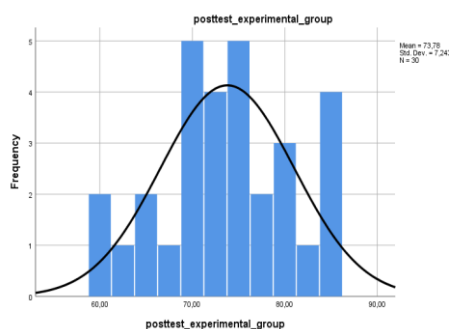


Figure 2. Post-test score in the experimental group

In the meanwhile, according to table 7 on the post-test for the experimental group and chart 2, the experimental group's median post-test score was 73.75, the lowest score was 60.00, the highest score was 86.00, and the mean score was 73.78, with a standard deviation of 7.24. The writer then translated the students' scores into the distribution chart shown in table 2 below.

Table 2. The distribution score of pre-test and post-test in the experimental group

Score Interval	Pre-test of Experimental group			Post-test of Experimental group	
	Level of Competency	Score		Score	
		Frequenc y	Percenta ge (%)	Frequenc y	Percentage (%)
91-100	Excellent	0	0%	0	0%
81-90	Very Good	0	0%	6	20%
71-80	Good	3	10%	13	43.33%
61-70	Moderate	13	43.33%	9	30.00%
51-60	Enough	8	26.67%	2	6.67%
41-50	Low	6	20%	0	0%
0-40	Poor	0	0%	0	0%
Total (N)		30	100%	30	100%

Based on the pre-test results in Table 2 above for the experimental group, it was determined that there were no students in the experimental group who received the scores of excellent, very good, or poor; 3 students (10%) received good; 13 students (43,33%) received moderate; 8 students (26,67%) received enough; and 6 students (20%) received low.

According to Table 2 of the post-test, the experimental group included 6 (20%) students who received a very good level of competence, 13 (43,33%) students who received an excellent level of competency, and 9 (30%) students who received a moderate level of competency. For the levels of competence of outstanding, low level, and poor, only 2 (6,67%) pupils achieved the necessary level of proficiency.

The result of pre-test and post-test score in the control group

The writer offers the pupils a pre-test to gauge their level of writing abilities before conducting the research in the control group. The writer then administered the following exam to see how well the children could write after administering the traditional therapy. A sample of 30 students participated in the control group's pre- and post-tests. Table 3 provides information on the frequency of students' scores for the control group's pre- and post-tests.

Table 3. Frequency of the pre-test and post-test score in the control group

	Pre-test of Control Group					Post-test of Control Group				
		Freq	Perc	VP	CP		Freq	Perc	VP	CP
Valid	40	2	6.7	6.7	6.7	40	1	3.3	3.3	3.3
	42	2	6.7	6.7	13.3	49.5	1	3.3	3.3	6.7
	47.5	1	3.3	3.3	16.7	55	2	6.7	6.7	13.3
	49.5	3	10.0	10.0	26.7	60	4	13.3	13.3	26.7
	50	1	3.3	3.3	30.0	60.5	1	3.3	3.3	30.0
	51	1	3.3	3.3	33.3	63	5	16.7	16.7	46.7
	53.5	1	3.3	3.3	36.7	64	1	3.3	3.3	50.0
	54	1	3.3	3.3	40.0	65.5	1	3.3	3.3	53.3
	55	2	6.7	6.7	46.7	68	1	3.3	3.3	56.7
	57	2	6.7	6.7	53.3	68.5	1	3.3	3.3	60.0
	57.5	1	3.3	3.3	56.7	69.5	1	3.3	3.3	63.3
	58	1	3.3	3.3	60.0	70	3	10.0	10.0	73.3
	61	2	6.7	6.7	66.7	70.5	1	3.3	3.3	76.7
	62	2	6.7	6.7	73.3	71	1	3.3	3.3	80.0
	63	1	3.3	3.3	76.7	73.5	3	10.0	10.0	90.0
	64	1	3.3	3.3	80.0	80	1	3.3	3.3	93.3
	64.5	2	6.7	6.7	86.7	82	1	3.3	3.3	96.7
	66	1	3.3	3.3	90.0	83.5	1	3.3	3.3	100.0
	67	1	3.3	3.3	93.3					
	69	1	3.3	3.3	96.7					
	71.5	1	3.3	3.3	100.0					
Total		30	100	100		Total	30	100	100	

Moreover, the distribution score can be seen in chart 3

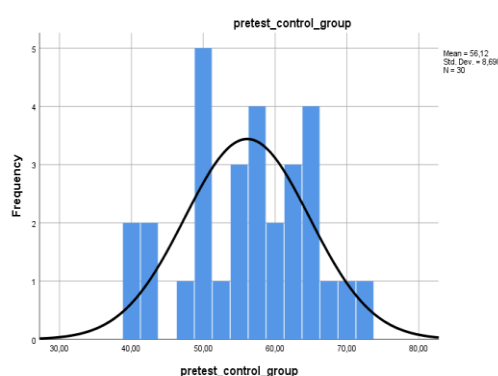


Figure 3. Pre-test score in the control group

According to table 3 of the pre-test results for the control group and chart 3, the average pre-test score for the control group was 49.50, the median was 57.00, and the lowest and highest scores were 40.00 and 71.50, respectively. The score's

mean was 56.12, and its standard deviation was 8.69. Figure 4 also showed the post-test distribution in the control group.

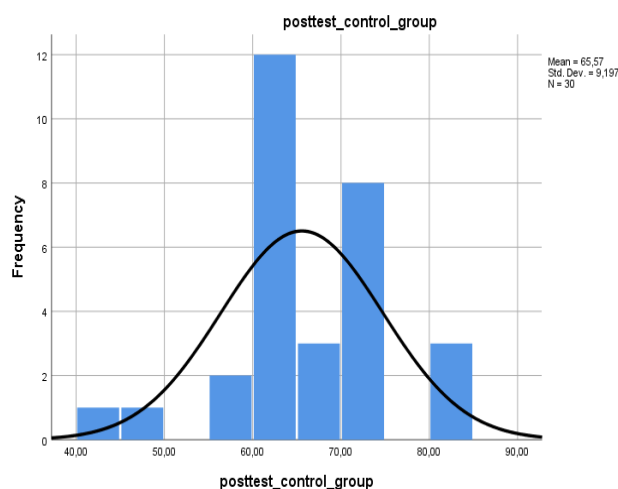


Figure 4. Post-test score in the control group

Furthermore, according to table 3 and chart 4, the control group's mode post-test score was 63.00, the median post-test score was 64.25, the lowest score was 40.00, and the highest score was 83.50. The score had a mean of 65.57 and a standard deviation of 9.19. The writer then translated the students' scores into the distribution table shown in Table 4 to create the results.

Table 4. The distribution score of pre-test and post-test in the control group

Pre-test of Control group				Post-test of Control group	
Score Interval	Level of Competency	Score	Score	Score	Score
		Frequency	Percentage	Frequency	Percentage
		y	(%)	y	(%)
91-100	Excellent	0	0%	0	0%
81-90	Very Good	0	0%	2	6.67%
71-80	Good	1	3.33%	5	16.67%
61-70	Moderate	11	36.67%	14	46.67%
51-60	Enough	9	30%	7	23.33%
41-50	Low	7	23.33%	1	3.33%
0-40	Poor	2	6.67%	1	3.33%
Total (N)		30	100%	30	100%

Based on the distribution score in Table 4 above, it was determined that no students in the control group (0%) had excellent or very good levels of competency at the time of the test. Instead, 1 student (3.33%) had good level competency, 11 students (36.67%) had moderate level competency, 9 students (30%) had enough level competency, 7 students (23.33%) had low level competency, and 2 students (6.67%) had very poor level competency. Additionally, it was discovered that 2 students (6.67%) who received a very good level of competency, 5 students (16.67%) who received a good level, 14 students (46.67%) who received a moderate level of competency, and 7 students (23.33%) who received an adequate level of competency all received post-test

scores for the control group. One student (3.33%) had a low level, while one (3.33%) had a bad level of performance. There were no students who excelled in their studies.

Discussion

The findings indicate that using Instagram to teach composing recall texts was extremely beneficial. It demonstrated that $(3.844 > 2.000)$ t-obtained is greater than t-table. It revealed that there were significant differences between students who were taught using Instagram and those who were taught using more traditional methods of instruction.

Instagram can be used for many things, such as helping students improve their writing skills. Sharing writing is made easier, cooperation, comments, and collaboration are supported, writing opportunities are provided outside of the classroom, Instagram can link pertinent material and videos; and students were given a sense of authorship.

Conclusion

Based on the findings of the previous chapter, the author draws the conclusion that, when it comes to students' recount text writing, there is a noticeable difference between students who learn through Instagram and those who learn through conventional media. It was demonstrated by the independent t-test results, which showed that the post-test scores for the experimental and control groups had values of t-obt of 3.844 and Sig (2-tailed) of 0.000. The t-obt value was 3.844 times greater than the t-t value of 2.000, with a DF of $(n-2) = (60-2) = 58$, and the sig (2-tailed) value was less than the significance level $(= 0.05)$. As a result, the Alternative Hypothesis (H_a) was accepted and the Null Hypothesis (H_o) was rejected. It's possible that students who were taught using Instagram and those who were taught using traditional media differed significantly. The research also revealed that when Instagram was implemented in schools, students' writing issues decreased. Utilizing Instagram can help them with their writing issues because it's a useful tool for improving comprehension of the subject.

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