

Using Instagram As A Medium In Writing Activity: Did It Improve Students' Writing Quality?

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Abstrak

Kehadiran teknologi dan media sosial telah membawa perkembangan di bidang pendidikan, dan salah satunya adalah bahasa. Diasumsikan bahwa kehadiran situs jejaring sosial (SNS) seperti aplikasi Instagram ke dalam kelas akan menimbulkan banyak dampak menguntungkan bagi siswa, terutama di kelas menulis bahasa Inggris. Sebagian besar siswa percaya bahwa menulis adalah keterampilan yang paling menantang untuk dikuasai, karena kesulitannya. Dengan demikian, penelitian ini bertujuan untuk mengetahui pengaruh Instagram pada siswa kelas delapan dalam kualitas tulisan mereka. Desain penelitian ini adalah penelitian kuantitatif. Dengan menggunakan *non-randomized sampling*, oleh karena itu, peneliti melibatkan dua kelompok, yaitu kelompok eksperimen dan kelompok kontrol. Ada 37 siswa dari kelompok eksperimen. Sementara itu, 27 siswa dari kelompok kontrol terlibat. Peneliti menggunakan Instagram sebagai media dalam kegiatan menulis selama perawatan, sedangkan kelompok kontrol diajarkan secara konvensional. Instrumen penelitian adalah tes berbasis kertas dan penilaian rubrik menulis. Data diperoleh dari hasil pre-test dan post-test. Oleh karena itu, peneliti menghitung data menggunakan perhitungan T-test dan eta square. Hasilnya, post-test berbasis kertas menunjukkan bahwa skor rata-rata kelompok eksperimen adalah 76; Sementara itu, kelompok kontrol lebih tinggi 76,74. Kedua kelompok menunjukkan perbedaan yang signifikan berdasarkan perhitungan T-test, namun, perhitungan eta kuadrat yang menghasilkan 0,52 mengungkapkan bahwa Instagram memberikan efek yang kuat pada kualitas tulisan siswa yang dapat dilihat dari skor yang mereka dapatkan pada setiap komponen tulisan. Singkatnya, dapat diasumsikan bahwa Instagram dapat mempengaruhi kualitas tulisan siswa.

Kata Kunci: Instagram, kemampuan menulis, kualitas tulisan.

Abstract

The presence of technology and social media has brought development in the fields of education, and one of those is a language lesson. It is assumed that the presence of social networking sites (SNS) such as the Instagram application into the classroom will lead to many beneficial impacts on students, especially in English writing class. Most students believe that writing is the most challenging skill to master because of its difficulty. Thus, this study aims to find out the effect of Instagram on eighth-grade students' in their quality of writing. The design of this study was quantitative research. Using non-randomized sampling, therefore, the researcher involved two groups, which were the experimental group and the control group. There were 37 students from the experimental group. Meanwhile, 27 students from the control group were involved. The researcher used Instagram as a medium in writing activities during the treatment, whereas the control group was taught conventionally. The research instruments were paper-based test and writing rubric assessment. The data were obtained from the pre-test and post-test results. Therefore, the researcher computed the data using the T-test calculation and eta square. As a result, the paper-based post-test showed that the mean score of the experimental group was 76; meanwhile, the control group was higher 76.74. Both groups showed a significant difference based on the T-test calculation. However, the eta square calculation, which resulted in 0.52, revealed that Instagram had a strong effect on the students' writing quality, which can be seen from the score they got on each writing component. In short, it can be assumed that Instagram can affect students' writing quality.

Keywords: Instagram, writing skills, writing quality.

INTRODUCTION

The technology seems to bring an evolution in the education field (Akhiar, Mydin, & Kasuma, 2017a; Fatin, Desa, Embi, & Hashim, 2019; Gunantar & Transinata, 2019). Teachers are presently asked to implement technology as an option, particularly for language teachers, to improve the teaching process. In fact, technology has completely changed the way modern learners behave.

Mobile-assisted language learning MALL is growing these days rapidly. It is one of the fastest growth of computer-assisted language learning (CALL) branches. MALL provides some features that can support both the learning process or daily life activity. It has web browsers service, high-resolution camera, internet network, effective and efficient to use, access to plenty of applications (Khalitova & Gimaletdinova, 2016). These features are the reason for the popularity of MALL.

Social networking sites (SNSs) are web-based and mobile networking applications used as a support feature of the smartphone. These Web 2.0 e-platforms can offer different forms of socialization and online networking, including the use of words, images, and videos.

Social media has more than three billion active users worldwide as a percentage of the world's population (Kessler, 2018) 52 % of the worldwide population, it might be increased rapidly until the present. Today, social media becomes essential for educational purposes in learning a language . SNS has created new opportunities for language learners and teachers to interact with each other in exciting ways that previously were difficult to accomplish (Chartrand, 2012). Currently, Facebook, Twitter, and Instagram are considered the most popular social media, which has had a positive impact on language learning (Akhiar, Mydin, & Kasuma, 2017b; Fatin et al., 2019).

Instagram has approximately 63 million active users in Indonesia, based on a survey conducted by *wearesocial.com*. Out of more or less 57 million active users in the range of 13 to 17 years, the percentage itself reached 3.1% active female users and 3.0% active male users. This fact revealed that junior high school students are active Instagram users in Indonesia As a popular social media in Indonesia, Instagram is an efficient medium for Indonesian students to learn how to use the title feature in English.

This photo-sharing app will be a suitable medium in the learning process, including English writing lessons. The students will be able to express their feeling through words by using photos or videos. Hence, the recount text is appropriate to text to be taught using one of

Instagram's features, "caption." There, the students freely to write any story that related to their picture-post.

However, most ESL / EFL learners believe that writing English is one of the most challenging skills to master regardless of its complexity (Dahlan, 2018; Handayani, 2017; Listiani, 2016), including Indonesian students. Writing skills is incredibly complex. Some major problems in students' writing abilities are insufficient linguistic skills (including grammar, syntax, and vocabulary), the dominance of their first language (L1), and inadequate organizational structure comprehension (Fareed, Ashraf, & Bilal, 2016). The difficulty arises if the student's ability in writing is poor. Effective writing, meanwhile, is a challenge for students, whereas an essential ability to achieve success in a wider variety of circumstances and occupations (McNamara, Crossley, & McCarthy, 2010). Some Research is done by A. Fatin et al. (2019), Soviyah & Etikaningsih (2018), and Shazali et al. (2019) revealed that the use of Instagram could improve students' writing skill and their writing quality as well as their engagement since teaching and learning process became attractive. Mostly, after using Instagram as a medium or platform inside the English classroom, the findings of those researches showed better performance. However, these studies were done mostly in countries where English as a second language was established. Malaysia is one such country. Meanwhile, the researcher has conducted a few studies in Indonesia as an EFL country. Moreover, the participant was mainly from a higher level, including senior high school students and college students.

Since communicating becomes very interesting for language teachers, learners and language material creators, the use of social media in language learning and teaching is contentious, and there is a lack of uncertainty whether they can promote and support the language learning process (Zorou & Lamy, 2013). This study aims to find out the effectiveness of Instagram for enhancing students' writing quality, specifically in writing a recount text.

LITERATURE REVIEW

The use of the mobile device in language learning provides advantages, also known as mobile language learning (MALL). MALL usage is more effective, particularly for the student. Efficiency can be seen from time and place, encouragement for learning in various contexts, and consistency of language learning in daily routines (Kukulska-Hulme & Pettit, 2006). Smartphones installed with the internet and browsing features are efficient and effective in enabling the user to cross the boundaries between everyday life, entertainment, work, and learning.

Mobile devices allow users to have more unlimited internet access and a variety of applications (applications). The Internet has changed individuals' lives, including language learners, in how to communicate with others. The technology movement in this century merges with mobile learning, including social media. According to Zaki, A., Arlina, & Yunus (2015), integrating mobile learning technology into language teaching and learning activities is now becoming an everyday phenomenon.

Instagram is one of the globally most influential social media. It was invented by Mike Krieger and Kevin Systrom on 6th October 2010. The Instagram abbreviations, indicating *instant camera* and *gram*, refers to telegram (Shazali, Shamsudin, & Yunus, 2019). Users can share photos and videos with their friends via this website. Recently, Instagram has several features to offer: creating a profile, uploading content (photographs and 1-minute video), applying filters, adding a caption to the photo, tagging users, adding locations, adding hashtags, liking content, commenting, searching content or other accounts. The user can take a picture via mobile phone and then select the filter to adjust it and upload it into the account profile.

As described above, the features of Instagram may help the learning and teaching activities inside or outside the classroom. The students have become the user of Instagram because it is a popular photo-sharing app. Instagram can also represent as a platform for learning and teaching activities (Handayani, 2016; Listiani, 2016). Such features of Instagram can be used as a medium for learning and teaching writing as follows:

1. Photo or Video Sharing

Using this feature, which is enabled by the built-in camera on the phone, the user can take a picture or a video, or the user can upload a picture from the gallery of the mobile phone. In addition, the user can write a caption to describe the picture on the post in the form of words, sentences, or paragraphs. Up to 2,200 characters can be written by the user, including emoji, and 30 hashtags per message. This function can attract the interest of the students to learn a language. It encourages language learners how to effectively write in a limited space using the appropriate and attractive language for describing an image or video.

2. Social Networking

Instagram is similar to other social media, where the user may have network mates. The user will make friends via Instagram by following their account. In addition, by

using the Direct Message (DM) feature, users can communicate with people. Additionally, via the like button and comment section, the user will obtain feedback from other users. Using this feature, the students can exchange views and opinions on different topics. Students may also engage in a group activity where each student requests that others comment on a photo or video.

To sum up, Instagram seems to be very helpful to both students and teachers as it provides interesting experiences to students, much of which they use in their everyday lives. The teacher can also use it as a medium for learning activities (Listiani, 2016). Those of the previously stated features of Instagram (photo-video sharing and social networking) will be advantageous media for the learning and teaching process, particularly in the writing classroom.

METHOD

This research has been implemented in quantitative, employing a quasi-experimental approach. The study identified the dependent variable or variables correlated with adjusting the independent variables for the variance. Therefore, in this study, Instagram as an independent variable, and the quality of writing would be the dependent variable. Moreover, this study employed pre-test and post-test, non-randomized control groups. Two groups, an experimental group, and a control group, participated as the participants in this study. The experimental group used Instagram in writing classes, but the control group was taught conventionally. The population of this study was eight-grader students from a public school in Indonesia. Moreover, there were 37 students from the experimental group and 27 students from the control group.

The researcher used instruments in this study: a paper-based test and a rubric assessment of the writing. In detail, there were two tests distributed, pre-test and post-test. The tests were about a holiday. This topic was given based on the curriculum 2013 basic competence in section 3.11 for eight-grade of junior high school students about personal recount text. The researcher, therefore, used Haswell's (2005) rubric assessment in writing that adapted Derewianka's explanatory statement on recount text criteria (1990).

Furthermore, the pre-test carried out to find out the equality of the students' writing skills. The researcher instructed the students on the pre-test session to write a recount text to the participants based on their personal experience of "the best vacation ever." As well as the pre-test, all procedures in the post-test were similar. In the post-test, the researcher aimed to find out the comparison

score between the control group and the experimental group after getting the treatment.

The researcher acted as a teacher and collected the data by the following stages: first, the researcher will give material about recount text. Second, the researcher began the pre-test to the students and asked them to write a personal recount text about the holiday. The treatment was given in the second meeting. The Instagram tasks were given at the second meeting until the fifth meeting. The task was to finish the unfinished story of the researcher or student and to create a holiday story. Lastly, the researcher conducted a post-test in the form of a paper-based test in the last meeting.

During the treatment, the researcher gave the students a task. There was a different task for both groups. The experimental group did the tasks using Instagram; meanwhile, the control group did the paper-based tasks. Then, to analyze the data, the researcher assessed the score from the pre-test and post-test then compared the result of both tests were to find out whether there was a significant improvement or not. Moreover, by using the T-test calculation, the researcher aimed to find out the significant difference in writing quality of those who taught and learned by using Instagram and those who receive conventionally lesson.

RESULTS AND DISCUSSION

The researcher analyzed the data from the post-test and pre-test tests to find out whether there was a significant difference between the experimental and control group. The researcher used the T-test method to find the significance difference by using IBM SPSS for the Windows release 25. Several calculations were used to analyze the data

The first stage was to calculate the normality of the tests using *Saphiro-wilk* calculation. The primary reason the researcher used this method was that it was less than 50 people who participated. The researcher calculated both pre-test normality and post-test normality. Both groups had more than 0.5, which was the normal distribution of the tests, according to Santoso (2014:191).

The next stage was to measure the test homogeneity. The researcher had calculated all group results. It resulted in the results of both groups becoming homogeneous, as the p values were more than .05.

The researcher analyzed the data from the post-test and pre-test tests to find out whether there was a substantial difference between the experimental and control group. The researcher used the T-test method to find the significance difference by using IBM SPSS 25.

Based on the results of the data previously gathered, the experimental and control groups in the post-

test session showed a significant difference. The control group had achieved a score higher than the experimental group.

In the post-test session, the experimental group got 76.00, which .74 lower than the control group had 76.74. However, according to the T-test calculation of the experimental group, the significant level (p) was not more than .05, and it resulted in .000. That means there was a significant difference in the post-test in the experimental group. Similarly the significant level (p) of the control group reached .000, which also indicates there was a difference of significance from the control group post-test.

Then the researcher calculated the effect size by using eta square calculation for paired sample tests. The calculation resulted in 0.52. Then, the interpretation of the result, the researcher used categorization by Muijis (2004:194). The analysis of the result revealed Instagram had a strong effect on the students' writing quality.

The following tables are the details of the calculation stages and the result of this research.

Table 1. Normality of Pre-Test from the experimental group and control group

<i>Saphiro-Wilk</i>				
	The Classes	Statistic	df	Sig.
Pre-Test Score	Experimental	0.965	37	0.284
	Control	0.974	27	0.708

The level of significance based on the above table 4.1 is known as (Sig.) which is the Sig value. For class J, the value was 0.284; meanwhile, Sig's. 0.796 was for class B. Santoso-based Table Interpretation (2014:191). All groups achieved more than .05, and it can be concluded that the score was generally distributed in the pre-test.

Table 2. Normality of Post-Test From The Experimental Group And Control Group

<i>Saphiro-Wilk</i>				
	The Classes	Statistic	df	Sig.
Post-Test Score	Experimental	0.955	37	0.143
	Control	0.947	27	0.177

Based on table 4.2, the value of Sig. for the experimental group was 0.143, and for the control group was 0.177. The interpretation of the significance level reached more than .05. Therefore, the post-test was all normally distributed to both groups.

Calculating homogeneity was used to determine whether the data are in the same form. When p reaches more than 0.05, then the data is homogeneous. To find

out if the data is homogeneous, the researcher had to measure the homogeneity of the variance test. The test result is given in the table below:

Table 3. Test of Homogeneity of Variances

Based on Mean	Class	Levene Statistic	df1	df2	Sig.
	Class 8J	2.892	1	72	0.093
	Class 8B	2.875	1	52	0.096

It can be seen, according to the table above, that the measurement result exceeded more than 0.05. The experimental group received .093, and the control group also received .096. As a result, the p values of both pre-test and the post-test score was homogeneous. The researcher was then able to move on to the next calculation

The researcher calculated the significant difference by using the T-test calculation. There are two assumptions in interpreting the results of this study, as follows:

1. If p (level of significance/Sig.) is less than 0.05, then the interpretations of the two variables vary significantly.
2. If p (level of significance/Sig.) is more than 0.05, then the interpretations of the two variables not vary significantly.

Table 4. Paired Samples of Experimental Group

	Mean	N	Std. Deviation	Std. Error Mean
Pre-test	61.38	37	15.087	2.48
Post-test	76	37	12.64	2.078

Table 5. Paired Samples Tests of Experimental Group

X	Std. Dev	Std. Error X	95% Confidence Interval of the Difference		t	df	Sig. 2-tailed
			Lower	Upper			
-14.62	14.18	2.33	-19.35	-8.89	-6.27	36	.000

Based on table 4, it provided a pre-test and post-test score of the experimental group. In the pre-test, this group reached 61.38. After receiving the treatment for six meetings, this group showed significant improvement in the paper-based post-test. As a result, this group got 76.00. Moreover, in table 5, the paired T-test statistics were -6.27, and the significant level resulted in .000. In other words, it is lower than .05 (.000 .05). It can be concluded that there was a significant difference between pre-test and post-test scores. However, this group on the post-test was 74 points lower than the control group.

Table 6. Paired Samples of Control Group

	X	N	Std. Deviation	Std. Error Mean
Pre-test	61	27	14.494	2.789
Post-test	76.74	27	10.701	2.059

Table 7. Paired Samples Tests of Control Group

X	Std. Dev	Std. Error X	95% Confidence Interval of the Difference		t	df	Sig. 2-tailed
			Lower	Upper			
-15.74	18.8	3.62	-23.18	-8.3	-4.35	26	.000

Table 6 provided the pre-test and post-test results of the control group. In the pre-test, this group got 61.00 and increased to 76.74. As well as the experimental group, this group was also showed a significant difference in the post-test. In line with this statement, the T-test statistics showed -4.35, and the significant level of this group resulted in .000, and it was lower than .05 (.000 .05). On average, this group also showed a significant difference as well.

The researcher also calculated the effect size of the Instagram toward students' writing quality by using eta square calculation for paired sample t-test, the formula as follows:

$$E_s = \frac{t^2}{t^2 + (N_1 - 1)}$$

Where,

t = the t-value

N = the number of the participant from the experimental group

The detail of the calculation is:

$$\begin{aligned}
 E_s &= \frac{t^2}{t^2 + (N_1 - 1)} \\
 &= \frac{-6.27^2}{-6.27^2 + (37 - 1)} \\
 &= \frac{39.3129}{39.3129 + 36} \\
 &= \frac{39.3129}{75.3129} \\
 &= 0.52199424 \\
 &= 0.52
 \end{aligned}$$

The researcher used the interpretation of eta square result by Muijis (2004:194) as follows:

0-0.1	Weak effect
0.1-0.3	Modest effect
0.3-0.5	Moderate effect
>0.5	Strong effect

The result was 0.52 based on the calculation, which could be categorized into the strong category of effects. It can, therefore, be said that Instagram has strongly affected the quality of the written texts of students in writing a recount text.

Therefore, from all the findings, it can be concluded that the alternative hypothesis (Ha) on the writing standard of eighth-grade students is confirmed after using Instagram, which is significantly different. Meanwhile, it denies the null hypothesis (Ho) that there is no significant difference in the writing quality of eighth-grade students.

Based on the findings of this research, the control group got a higher mean score than the experimental group. However, the analysis of the post-test revealed that the writing quality of the students in the experimental group improved better after using Instagram in writing a recount text, as can be seen from the score of the writing components they got. The students from the experimental group became aware of the usage of language and vocabulary during the post-test. As well as the vocabulary, the students understood how to construct a sentence in a past form. They became conscious in writing mechanics such as paragraphing, capitalization, and punctuation, too.

Other studies in the same field also supported the finding of this research. Handayani. et al. (2018) revealed that Instagram increased students' writing quality. Participants were college students. They had no difficulty using Instagram. In fact, most of them had their own account. After receiving the treatment by using Instagram, the participants' ability to write an expository essay was improved. They become aware of the characteristics of writing expository essays; also, their engagement was increased. Another study was done by Shazali et al. (2019) also revealed that Instagram could help improve students' ability to write as well as their engagement. The students were able to widen their vocabulary and develop their own style of writing. The students also learned how to use word class to write sentences, and paid attention to grammar structure. A. Fatin et al. (2019) in Malaysia also agreed that Instagram could help students enhance their writing skills and the quality of their writing after having given the treatment. There have been several changes shown in the post-test. Tenses and structure were the essential issues that often

emerged when writing a recount text in the pre-test. In the post-test, the students showed good progress that they could use the correct recount text tenses. There was another change in the aspect of content, too.

CONCLUSION AND SUGGESTIONS

Conclusion

To conclude, the participation of 37 experimental community students showed that Instagram could enhance the quality of writing for students. The writing activities on Instagram also helped the students understand the material better; several Instagram activities practiced the writing skills of the students mainly to express their feelings about the story directly. Additionally, students can use a range of words and develop their writing style. Students learn to use the correct word to create sentences by reading others' posts and taking the use of English Grammar seriously.

Suggestion

With consideration to the result of this research, which focused on using Instagram as a medium in English writing activity, the researcher would eventually like to provide some recommendations for other English education specifically for the researcher or educator. This suggestion may be helpful for a more formal or informal teaching and learning activity.

1. For the educators or the teachers

Based on the findings of this research, the researcher recommends using Instagram as a medium for an English classroom activity, especially in writing class. Instagram can be a useful medium for teachers to create more fun and attractive activity on an online platform, as long as they can inform the instructions of the assignment very well. Teachers need to control the learning activities while students probably learn and study on their own to achieve learning goals.

2. For the future researchers

The result of this research can be a reference for further studies related to the use of Instagram as a medium in teaching and learning activity. Future researchers are recommended to conduct similar research for different levels and subjects. On the other hand, qualitative research is also recommended to investigate other factors deeply about the use of Instagram in writing and different skill.

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