THE USE OF INSTAGRAM TO IMPROVE STUDENTS' WRITING SKILLS IN EXPLANATION TEXT FOR ELEVENTH GRADE STUDENTS

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Abstrak

Media sosial telah mempengaruhi kehidupan sehari-hari kita terutama bagi siswa di era saat ini. Siswa selalu menggunakan media sosial selama hidupnya, dan mereka dapat belajar banyak hal dari media sosial. Media sosial yang paling banyak digunakan oleh siswa adalah instagram. Penelitian ini memanfaatkan pembelajaran dari media sosial yaitu instagram khususnya untuk mata pelajaran bahasa Inggris. Inti dari penelitian ini adalah untuk melihat apakah penggunaan instagram dapat membantu siswa meningkatkan keterampilan menulis mereka dalam Teks Eksplanasi untuk siswa kelas sebelas. Penelitian kuantitatif diterapkan oleh peneliti. Metode yang digunakan peneliti adalah pra-eksperimen. Partisipan dalam penelitian ini adalah siswa kelas XI salah satu SMA Negeri Gresik. Sebanyak 32 siswa dimasukkan dalam sampel. *Pre-test* dan *post-test* digunakan sebagai instrumen dalam penelitian ini. Statistik SPSS 26 digunakan untuk melakukan analisis data. Rata-rata skor *post-test* adalah (79,56), lebih tinggi dari rata-rata skor pre-test (67,97). Nilai t-test adalah -9.991 dengan derajat kebebasan (df) 31 menurut analisis data. Ini menandakan bahwa nilai siswa sangat berbeda. Akibatnya, H_0 ditolak, tetapi Ha disetujui. Oleh karena itu, instagram merupakan sarana yang bermanfaat bagi siswa untuk mempelajari teks eksplanasi melalui media sosial. Singkatnya, instagram dapat dimanfaatkan untuk membantu siswa meningkatkan keterampilan menulis mereka selagi membuat teks eksplanasi.
Kata Kunci: Instagram, keterampilan menulis, teks eksplanasi.

Abstract

Social media has affected our daily life especially for students in this current era. Students always use social media during their life, and they can learn many things from social media. The most used social media by the students is instagram. This study takes advantage to learn from social media which is instagram especially for English subject. The point of this study is to see if using instagram may help students enhance their writing skills in Explanation Text for eleventh grade students. A quantitative research is applied by the researcher. The method utilized by the researcher was pre-experimental. The participants in this study were eleventh grade students from one of Gresik's Senior High Schools. A total of 32 students were included in the sample. Pre-test and post-test tests were employed as instruments in this study. SPSS Statistics 26 was used to perform the data analysis. The mean post-test score was (79.56), which was higher than the mean pre-test score (67.97). The t-test score was -9.991 with a degree of freedom (df) of 31 according to the data analysis. It signifies that the students' grades differed greatly. As a result, H_0 is denied, but Ha is approved. Therefore, instagram is a beneficial tool for students to learn explanation text through social media. To summarize, instagram can be utilized to help students enhance their writing skills while creating explanation texts.
Keywords: Instagram, writing skills, explanation text.

INTRODUCTION

In the current era, Instagram was very popular and widely used by teenagers. Students tended to spend their time accessing instagram. They uploaded their photo or video with description, and interact with others by leaving comments or sending direct messages. Accordingly, Instagram could provide a pleasant and ideal atmosphere for students to produce written text.

Instagram appeared to be a great place for students to practice explanation writing. This research focused on using Instagram as one of medias to increase students' writing abilities, particularly in writing explanation text. In this study, instagram was thought to be an excellent

media for teaching explanation texts since it was assumed that students would be more enthusiastic and driven to write explanation texts if they utilized it. In addition, the teacher must be innovative in designing and utilizing instagram. The teacher reduced the difficulty of the students by encouraging them to use Instagram to produce explanation text. As a result, pupils would perceive it as a novel approach to learning English.

Nowadays, most students used social media (facebook, whatsapp, instagram) to communicate with their friends. They thought that they were up to date and intelligent if they took part in those development. Nevertheless, social media had important role in language proficiency of students. Currently, most of students were connected through social media so that they also took part of language trends.

Social media has affected our daily life like it broadened our social surroundings and changed the communication methods through online connection. Students are able to communicate with their friends, families, and others by using smart phones. They also can meet other people in different country who have different language so that they can learn new language through social media. Most of them use it in different style of communication such as using abbreviations or slang words. Therefore, our social life has undergone several changes.

Before the advent of the Internet, most people wrote a letter to communicate with other people. Now, we can contact many people with a single post. Students can share their opinions, feelings, and ideas by writing something in their social media. They can easily connect and communicate with others at that moment. Their writing is also changing because they usually use shorthand writing, poor grammar, and symbols to deliver their ideas. Those habits also have an effect on their formal writing. However, social media is not only has a negative effect in students' writing, but it also encourages students to acquire new language and improves their writing in English.

Teachers need tools and strategies that are close to students' world and can be accepted as something fun to be used by 11th grade students. One solution to solve the problem is adapting the Flipped Classroom or Blended Learning strategy. Since both of them can support implementation of the learning process in class and outside the classroom. The use of this strategy is possible in light of the fact that most students have smartphones and internet connections that can be used to acces the internet. For those who do not have smartphone, they usually use computer and laptop at home or in internet cafes. The class survey also proved that all students have

an Instagram account. On the other hand, the teacher also has smartphone and an active account.

Writing is one of the most complex activities for human (József, 2001). It includes developing design ideas, capturing mental illustrations of knowledge and experience with the subjects. It also requires students to be able to express their ideas into several sentences and produce good sentences. This ability is required by the students in order to be able to create clear and effective writing, so that students can express their opinions or thoughts. Moreover, students must be able to express their ideas well, their writing must also represent their knowledge regarding the issues they carry. Students will be easier to convey what they are going to write by mastering several writing skill techniques, so that it can be understood by readers.

According to Savage and Mayer (2005), there were five stages of writing process. First, brainstorming. Students had to collect any informations before writing, and brainstorm ideas or vocabularies about the topic. Second, creating an outline. Students classified ideas in the form of chart, web, or list of main ideas, then wrote the outline. Third, writing first draft. At this stage, students developed the outline into full sentences regardless of mistakes. Fourth, editing. Students fixed the writing if they found any mistakes and focused on grammar or mechanic. Fifth, writing final draft and submitting. In this last stage, students had to rewrite the draft and tidy up the writing in the correct format.

In assessing writing, there were three methods in scoring, namely holistic, primary trait, and analytic scoring (Brown, 2004). In addition, analytic scoring was used to assess class based achievement test because it provided more targeted feedback to students and teachers (Brown & Hudson in Becker 2010). There were five categories for writing component in analytic scoring, such as content (the substance of writing, the expression of the main idea), grammar (the use of grammatical form and syntactic pattern), mechanic (focus on spelling and punctuation), organization (logical organization of the content), and vocabulary (the selection of word that suitable with the content).

In the field of writing, explanation text was one of texts that must learn for senior high school students. Students could think academically and scientifically through explanation text. Explanation text was one of the academic genres and important for students to learn (Ting, Campbell, Law, & Poh, 2013). They were not only required to understand technical discourse, artistic discipline, and also subjects such as history involve textual features of causal explanations that are similar to science.

According to Law (2013), explanation text was written to explain how something works or happens. The process of the events was explained sequentially and with time-related information. Nesi & Gardner (2012) stated that explanation text required students to share the fact of knowledge and understanding, to answer questions like "What is X?", and to explain how something works or function.

Whenever students write explanation texts, they faced challenges such as a lack of motivation, infrequent practice, and an inappropriate learning technique. Furthermore, the generic structure and language qualities contributed to the difficulty in writing explanatory texts. The teacher should be aware that student participation is an important aspect in writing. To make the learning process exciting and enjoyable, students must be directly involved. As a result, it should be accompanied with a good and engaging teaching style as well as the media employed in the learning process.

On the other hand, teachers had to prepare good techniques that make the students interested in English writing skills. As defined by Saifuddin (2016), writing was a useful skill that requires close concern, and teachers must receive particular training for the learning interaction to be successful. Teachers as facilitators were encouraged to introduce students to various types of methods and strategies as well as various learning resources. In the 21st century, learning resources were not only from teachers or books, but also from the surrounding environment and the technology.

There were many researchers conduct research to find out how social media influences students' language. More cases showed positive effects exceed negative ones. By considering the findings of a research about the impact of digital social media in writing (Anika Belal, 2014), it showed that social media has influence in the students' writing as the students are able to learn new word/idiom/phrase from their friends in social media and then they use those in their formal writing (assignment, exam).

One of references from other researcher that related to this research was from Nugraheni (2018). The study aimed to find out the effectiveness of utilizing Instagram to teach writing for the tenth graders of MAN Salatiga during the academic year of 2019/2020. It used Experimental Research as the method. The population was tenth grade students and the samples were two classes, namely one class as the experimental group and the other class as the control group. Pre-test and post-test were used to collect data and measure the student's proficiency in writing skill, notably in Descriptive Text by using Instagram. Based on the result, the researcher concluded that Instagram was effective to teach writing for tenth grade students.

Other reference was from Sulistyorini and Rahmawati (2019). In their research, they explained how effective Instagram is in improving students' skill to write procedure texts, as well as the factors that cause Instagram improves students' ability to write procedure texts. It used quasi-experimental. There were two groups in this study, control group and experimental group. There were 24 students in each group. Conventional method was used to teach the control group, while Instagram was used to teach the experimental group. The result showed that the mean scores of the experimental group was increased and 51.61% of the students agreed that the use of Instagram assists their writing. As a result, Instagram was effective for teaching writing procedure text.

Those two previous studies were used as references to conduct this research. The previous studies and this research have a similarity, specifically using instagram in teaching writing. However, there were some cases that distinguished this research and the previous research, such as the genre of text was explanation text, the subject was eleventh grade students from one of Gresik's Senior High Schools, the pre-test and post-test were designed for one group since it used pre-experimental research.

In view of the above clarification, this research focused on the utilization of Instagram to enhance students' writing skills while creating Explanation Text for eleventh grade students. Therefore, this research was guided by a research question: "Does the use of Instagram improve students' writing skills in Explanation Text for eleventh grade students?"

To answer the research question, it was provided two hypothesis as follow:
1. The alternative hypothesis (Ha)
   The use of Instagram can improve students' writing skill in writing explanation text.
2. The null hypothesis (Ho)
   The use of Instagram cannot improve students' writing skill in writing explanation text.

METHOD

Pre-experimental research was used in this research. Pre-test and post-test designs from the same group were employed, specifically by using paired sample t-test. This test model was used to analyze pre-post research model. It used to evaluate certain treatments on the same sample in two different observation periods (Pramana, 2012). The pre-test tested a characteristic that was tested prior to treatment in the experiment, whereas the post-test examined some of the characteristics that were tested after treatment for experimental participants. Then, it was

discovered the percentage of students who improved their writing after utilizing Instagram.

The test was utilised in this research as an instrument. A test, as indicated by Ary et al. (2010), was "one set of stimuli given to a person to generate reactions from which a mathematical score can be alloted." Tests included placement tests, diagnostic tests, achievement tests, formative tests, summative tests, pre-tests, and post-tests, among others. A written test as a pre-test and captioning as a post-test were employed in this study. The students were given several explanation text exercises in those tests.

Other instrument was writing rubric. This was used to get consistent score across all students. Rubrics allowed students to be more aware of their writing performance and improved their writing performance consequently. This research used analytic scoring to assess the students' writing skills. The test results were analyzed and graded utilizing content, organization, vocabulary, grammar, and mechanics as assessment components. According to Dahnianti (2018), there were five parts of writing that were evaluated: content, grammar, mechanic, organization, and vocabulary.

The research was carried out at one of Gresik's Senior High Schools. It took place in the second semester of the academic year 2020/2021. The students were given the test in an online conference utilizing the Google Meet technology. 32 eleventh grade students were selected from one of Gresik's Senior High Schools using a purposive sampling methodology. These students were chosen dependent on data from the teacher and the features of the class. In this case, the population consisted of 32 students in Science 3 Grade XI, 15 boys and 17 girls.

This research was conducted in four meetings. During data collecting, the pre-test, treatment, and post-test were conducted as follows:

Pre-test

The students joined the online class via Google Meet and they were told what to do. When pre-test, the students were asked to write a paragraph of explanation text about their surrounding(s). The purpose of the pre-test was to get initial information from students before experimenting.

Treatment

The treatment was conducted in two meetings. First of all, the treatment was applied by showing Instagram photos with a good caption. The students were asked to write paragraph about the picture, and students expressed their thoughts according to the picture. Next, the students were provided with the topic in the form of an image. After that, the students discussed the topic. If the students understood the topic, the students had to find an image that relevant to the topic. The students lined up their ideas in paragraphs and expressed their ideas on their Instagram. Students could use a dictionary to find a word or new vocabulary in their writing. Last, the students were given a quiz about the material as evaluation and reinforcement.

Post-test

The last method of data collection was post-test. Students received a post-test after being exposed with Instagram as a treatment. The purpose of post-test management in this study was to observe and measure any changes in students' ability to write explanation text after being taught by Instagram. Post-test were conducted to obtain a student's writing score after treatment.

To analyze the data, this research used quantitative data analysis. It was utilized to identify a substantial difference in the students' writing in producing explanation texts before and after they utilized Instagram as a learning tool. SPSS Statistics 26 was used to perform the data analysis, which included a paired sample test and a normality test. Paired sample t-test was used if the data was normally distributed.

To make the data valid, this research used two validities, namely content validity and predictive validity. Huck (2012) stated that content validity was done by having expert judgment to compare the test and the syllabus, core competence, or basic competence used. Accordingly, the pre-test and post-test designs were based on the syllabus of eleventh grade students. While Cohen, et al. (2007) explained that predictive validity was achieved when the data obtained in the first round of research was highly correlated with the data obtained at a future date. The pre-test was given as the data of first round and post-test as a future data. Other than that, this research used test-retest reliability. Creswell (2012) stated that this reliability was when one sample scores were stable over time from one test administration to other. The test was given in two different times to the same participants at adequate time interval. The pre-test and post-test were given to Grade XI of Science 3 in different time.

RESULTS AND DISCUSSION

Results

As stated in the research method, a test was given twice, namely pre-test and post-test. The pre-test was given before treatment to know the students' ability in writing explanation text before the treatment. Whereas, the post-test was delivered to determine the learning outcomes

after treatment. Then, the post-test result was used to answer the research question which intended to find the improvement of students' writing skill in writing explanation text.

Table 1. Paired Samples Statistics

	Paired Samples Statistics			
	Mean	N	Std. Deviation	Std. Error Mean
PRE-TEST	67.97	32	5.976	1.056
POST TEST	79.56	32	4.493	.794

From table 1, we could see that the mean of the pre-test was 67.97, while the post-test was 79.56. The number of subjects used as the research sample was 32 students. The standard deviation in the pre-test was 5.976, while the post-test was 4.493. The value of mean's standard error in the pre-test was 1.056, while the post-test was 0.794.

Since the mean score of pre-test $67.97 <$ post-test 79.56, it implied that there was a difference between the pre-test and the post-test results. Furthermore, to indicate if the difference was statistically significant or not, it was necessary to construe the results of paired sample test found in table 4.

Table 2. Paired Samples Correlations

	Paired Samples Correlations		
	N	Correlation	Sig.
PRE-TEST & POST TEST	32	.239	.189

In view of table 2 over, the correlation value of 0.239 and the p-value of 0.189. It showed that there was no relationship between the pre-test and post-test variables since the significance value > 0.05.

In analyzing the data, a normality test was done to determine if the research data were normally distributed or not. There were two kinds of normality tests that were often used, namely Kolmogorov-Smirnov and Shapiro-Wilk. The normality test results of pretest and posttest could be seen in the table below with a significance level of 0.05.

H_a = Data is distributed normally if the significance probability (Sig.) > 0.05.

H_0 = Data is not distributed normally if the significance probability (Sig.) < 0.05.

Table 3. Tests of Normality

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	df	Sig.
PRE TEST	.132	32	.172	.927	32	.132
POST TEST	.094	32	.200*	.981	32	.824

*. This is a lower bound of the true significance.

Lilliefors significance correction

In light of the results of the normality test, it was known that the significance value of the pretest in Kolmogorov-Smirnov was 0.172 and in Shapiro-Wilk was 0.132 so that the data could be proven to be normally distributed. Furthermore, the posttest in Kolmogorov-Smirnov was 0.200 and in Shapiro-Wilk was $0.824 > 0.05$, so it was normally distributed. Thus, H_a was accepted and H_0 was rejected.

To find out the significance level of pre-test and post-test, this research used t-test analysis on the significance level (p) + 0.05, degree of freedom (df) = N – 1 and the number of participant (N) was 32 students. The analysis of t-test was applied by using SPSS 26 program.

The result of t-test calculation was showed in the following table.

Table 4. Paired Samples Test

	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std.Deviation	Std.Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
PRE TEST-POST TEST	-11.594	6.564	1.160	-13.960	-9.227	-9.991	31	.000

Based on Table 4, the significance value was .000 and the result of t was -9.991 which implied that the null hypothesis was rejected, while the alternative hypothesis was accepted. It tended to be presume that there was significant difference in students' writing skills when the treatment was carried out.

Discussion

Finally, this research was conducted successfully. The result showed that the use of Instagram could improve students' writing skills of grade XI students indicated by the Paired Sample Test. The paired sample t-test results obtained a significance value of $.000 < .05$ and the result of t was -9.991. It could mean that the null hypothesis was rejected and the alternative hypothesis was accepted. The correlation value of 0.239 and the significance value of $0.189 > 0.05$. It meant that there was no correlation between the pre-test and post-test variables.

The use of Instagram had an influence on students' writing skills. Instagram could make the students easier to write explanation text. Instagram could be a useful social media for students to improve their writing skills. Teachers could also utilize Instagram to help kids develop their creative and critical thinking skills, according to Kelly research 2005 (Boardman & Frydenberg, 2008).

This research was supported by Irawan (2015) which stated that social media made the learning process more interesting. In addition, the lessons became more effective because students no longer need paper to submit their work. They only operated their smartphone and the teacher directly got their work. In discussing student work, Instagram was a good media to display students' work. Therefore, utilizing Instagram to learn could increase the effectiveness and efficiency of the learning activity in terms of time, energy, and equipment. As a result, students' writing skills could be improved properly.

According to Zidny (2007), including Instagram to the teaching and learning process improved students' writing skill significantly. The students' content, grammar, mechanic, organization, and vocabulary were improved dramatically. The use of social media improved students' interest, focus, and writing ability. They were more engaged in the teaching and learning process and more focused in the classroom. They also had more opportunities to practice their skill using social media.

CONCLUSION

Based on the research result and discussion, Instagram could help students improving their writing skills, especially when creating explanation texts for eleventh grade students. It was represented by the increase of mean score between the pre-test and post-test. It could be the reason that using Instagram to teach students how to write explanation texts would improve their writing skills. Besides, the data analysis revealed that the t-test value indicated a significant difference. Because of this, H_0 was rejected and H_a was accepted. So, the use of Instagram could improve students' writing skill in explanation text.

Suggestion

Based on the conclusion, there were several sugesstions related to the learning process using Instagram, including:

The teachers can create an optimal learning environment by using Instagram and develop teachers' teaching skill especially in writing skill. The teachers can make their students enjoy writing explanation text so that students can improve their writing skill.

The students will be helped in improving their writing skills by using Instagram.

The readers can use it as a reference for those who want to conduct a research in English teaching and learning process.

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