

UTILIZING INSTAGRAM TO DEVELOP STUDENT'S WRITING SKILLS

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Abstract

English is important to learn, English language has four skills that have to learn by students. There are Listening, Speaking, Reading, and Writing. In this research, the writer wants to make some research about how to increase the writing skill of the students in class X Fashion Design SMK Negeri 8 Surabaya. By using Instagram as a media to teach the student with the method of Classroom Action Research (CAR) for this research. The subject of the research is 36 students of Class X Fashion Design 2. Based on the research the writer finds, that in cycle 1, the writing skill of the students was just 36,10 %. Of 36 students only 13 students can be passed the minimum score. After using the Instagram media method or on cycle 2 the writer finds 88% or 32 students from 36 students can be passed the score minimum. It means if the writer succeeds in using the method to improve the students writing skills especially on Descriptive Text.

Keywords: CAR, Descriptive Text, Instagram, Writing, Vocational School

INTRODUCTION

Writing is one of the parts of communication, and one of the four elements of the basic English language. Hossain said (2015) that writing is mentioned some purposes writing. Writing can be a medium for the writer to communicate with a reader, and explore the subject. The writer can express their idea and feeling without the pressure face to face communication. Meanwhile, Pratiwi's (2015) & Cheung (2016) has a statement that writing is a complex activity. It involves some skills, such as getting an idea to write, organizing ideas, deciding the topic to write, and determining to convey the words into a written form. English as an international language is an important language to be mastered both written and spoken (Shobikah, 2017).

Because it is necessary to equip our students to be able to master English as well as possible. Teachers should be able to grow and arouse students' self-confidence so that they will be able to face the era of globalization in the future. In everyday life, people usually judge a person's language skills from the ability to write. According to Ibnian (2017), there are several writing problems, such as choosing vocabulary, structuring, and organizing content, including spelling, capitalization, and punctuation corrections. Based on Ceylan (2019), several possible

factors that make writing a difficult skill are first, they fail to develop their concepts and develop their ideas in writing. Furthermore, they might lack understanding of writing and how to write.

From the fact in SMK Negeri 8 Surabaya especially majoring fashion class of tenth-grade. That students often complain and say it is difficult when the teacher gives assignments to students to write. Students often say they cannot even though they have not started yet. Students do not look confident when given the task of writing. They are afraid of not being able to complete the writing task because they do not know what to write their ideas, and how to start and end them. That there are problems faced by students, they do not feel confident when the teacher should look for ways so that students are not discouraged when given the task of writing. The students feel poor in the content, theme, or topic to use for their writing. So, the writer is looking for ways to use Instagram media that are interesting for students. So that, they can motivate them to be excited and able to write. And because in KD 3.6 one of the competencies to be achieved is writing a simple text in the form of a descriptive with the correct rhetorical steps, the writer conducted a study on the use of Instagram media.

Instagram is one of the most popular social media that is currently booming among young people. By using Instagram media, the writer hopes to improve students' writing skills. Adapted from Kaplan & Haelein (2014). The definition of Instagram social media according to experts, is that Instagram social media is a group of applications using an internet base and web 2.0 technology that allows the exchange and creation of user-generated content. Meanwhile, M Nisrina (2015) statement Instagram is an application that is used to share photos and videos.

Instagram itself is still a part of Facebook that allows Facebook friends to follow. We are on Instagram social media accounts. Instagram is getting more and more popular Instagram is an application used to share photos resulting in many users who plunged into the realm of business such as a business social account that also promotes its products through Instagram.

By use Instagram media can make the students feel confident when they write in English in front of the public. The writer uses Instagram media as a trigger tool for students to increase their confidence when they write English. Besides that, Instagram is very easy to use media, with amazing features. Therefore, the writer trust that by using this media, students are expected to be more interested and motivated to develop their English writing skills. Because many features on the Instagram application to make them feel confident, such as many topics, many

contents and many themes, and actually they can increase their writing skill because of many topics, and contents to be increasing. Such as when they upload their photos and videos, they have to give the caption on their content. To make their follower give love and comment on their content.

The more people react to their content, the more interesting their captions will be. Then show how much exist and their hits. It is one of the goals of the millennial generation. So in addition to good content, they must also be good at making captions or descriptions of the image. In this era, if you only post photos without a description, it will not be interesting, it will reduce insight, and also affect their content. That is why the writer took classroom action research using Instagram as a tool to improve students' writing skills. Besides Instagram is very famous, but the feature is very helpful to improve their writing skill.

In research by Linda Jayanti (2020) with the title "Use Instagram Media to Improve Skills of Writing Text Companying Images or Caption Text In Students Of Class XII KI 3 SMK NEGERI KABUH". After using Instagram as a writing medium, the results are as follows. Study Class action is said to be successful when the student has reached the criterion value Minimum completeness (KKM) is 70 and achieves classical completeness, namely 75%. After using Instagram, the results show an improvement in Caption text writing skills. Classical completeness in the pre-test cycle 1, and cycle 2 increased from 39%, 64%, and 86%. Thus, the action hypothesis is accepted or it can be concluded that the use of Instagram media can improve students' writing skills and captions.

METHOD

This research used Classroom Action Research. The writer adopts the procedure of CAR from Arikunto (2013) which consists of planning, action, observation, and reflection. In class X Fashion Design 2 SMK N 8 Surabaya as a research subject. There are 36 students 1 male student and 35 female students. One of the reasons why the writer chooses that class as a subject of this

research is, the students always feel difficulties when the teacher gives the task to write something such as choose the content and the theme, and the last they did not feel confident with their writing.

This research is collected through which observation and testing. In observation in short, the observation was given to know the students' activities, students' attention, and students' responses to the learning process using Instagram Media. For test the writer diagnostic test and End cycle test. In the diagnostic test and end cycle test, in cycle 1 the writer asked students to write a simple descriptive text based on the topic given which consisted of 5-10 sentences. In cycle 2 the writer asked the students to write a descriptive text using Instagram Media as a method. Descriptive text writes as a caption on the picture there were the students uploaded on their Instagram accounts.

In these two cycles implemented in this research as in the first cycle, the success indicator could not be achieved. The success indicator states that 85% of students have to reach ≤ 70 in their score. The procedure of data analysis in the first cycle and the second cycle was the same except in the classroom activities, as follows:

1. Pre-Cycle

In this step is called preliminary observation of students in tenth-grade Fashion Design 2 of SMK N 8 Surabaya. The preliminary was conducted by test and interview. This step is aimed at knowing the factual condition and problems faced in English teaching and learning. Especially the student's competency in English writing.

2. Planning

In this phase, the researcher and English teacher made some planning based on the problems found. The following activities in this section were:

- 1) designing the lesson plan,
- 2) preparing the materials for students and exercises in each session to improve students' skills in writing descriptive text,
- 3) constructing the test that should be administered at the end of the cycle, and preparing the observation sheet.

3. Acting

The action was the step of implementing all of the things made in the planning phase. In this step, the researcher used the Instagram media method in the learning process to help students improve their skills in writing descriptive text.

4. Observing

The observation was used to capture the process during the implementation of the Instagram media method in the classroom. The important aspects of observation were the source of data and instruments used to collect the data. The writer observed students' responses, student improvement and also obstacles during the learning process. Furthermore, the writer should also observe students' written work in writing descriptive text in order to know their progress.

5. Reflecting

The reflection was accomplished after the cycle of the research had been completed. For the teacher's reflection, it used observation sheets to know the teacher's progress in teaching. For the students' reflection, all the data that had been collected would be analyzed in order to figure out students' progress in writing descriptive text through the Instagram media method. If there was no improvement, another cycle would be applied.

FINDINGS AND DISCUSSION

The finding of this research showed the implementation of using the Instagram media method to improve the student's writing skills. The improvement was from the results of students writing skills. There were two cycles done in this research the result could be seen in the following table:

<i>No</i>	Name	Primary Score	Cycle 1	Cycle 2
1	FF	58	58,75	80
2	FJ	86	91,25	96,25
3	ARD	68	68,75	83,75
4	AAM	56	67,5	77,5
5	ACKT	60	65	82,5
6	ARA	70	83,75	91,25
7	B	68	68,75	82,5
8	CDE	65	86,25	96,25
9	DODS	66	58,75	78,75
10	DRS	62	66,25	82,5

11	FMW	68	86,25	95
12	FFR	56	63,75	83,75
13	INA	58	81,25	90
14	LAR	66	63,75	87,5
15	LPW	68	86,25	91,25
16	MS	56	58,75	82,5

1. The result of Pre-Cycle

The preliminary study was conducted to get information about students' condition and their ability in writing descriptive text. Moreover, the writer also needs to find out the problems encountered by the students during writing activities. In this step, the writer gave the test to the students in order to measure how was students' ability in writing descriptive text and what problems they had while writing.

There were 36 students who followed the test. During the test, the writer found that the students seemed to have low motivation and did not understand well how to write the text. Based on the pre-cycle result showed that there were only 6 students or 16.66% of students that reached the minimum standard score. Meanwhile, 30 students or 83.34% of students failed to reach the standard minimum score of (KKM) which is 70. It means that the English-writing competency of X Fashion Design 2 is very low. After the writer's analyzing the result of the preliminary study. It can be concluded that most of the students of X Fashion Design 2 had problems in writing especially because they are confused how to start their writing, and confuse to choose the content and the theme. The teacher needs a new strategy to make the students easy to start their writing, choose the theme and content to write a text.

2. The result of Cycle I

In the first cycle, the writer discussed related the activity in the classroom in the first and second meetings. The activity was planning, acting, observation, and reflection. In the planning stages, the writer prepared the lesson plan, prepared the activities to conduct the study. Prepared the material and media needed, making an observation sheet After this stage, the writer implemented all the activation steps in the RPP starting from the opening, core activities, and closing. In the core activity, the writer conducted observation activities. The writer showed a

video about descriptive text with the theme of the thing. Then the writer asked the students to watch the video carefully and then the writer asked some questions about the video. After the writer gave a video about descriptive text to the students, the writer provided specific information about the material. After that, the writer gives the example of the descriptive text. Students are divided into several groups, each group consisting of 4-5 members. The writer asked them to look for information from the text. The writer asked students to make questions to do writing activities in front of the class. Then, each group has a host to lead the discussion and the students then write in turn in front of the class.

Based on the results of students' writing skills from the data above, there were 12 students who passed the minimum standard score (KKM) of 70. The percentage of students who passed the test was 36% of the 12 students. While students who failed and did not pass the minimum standard (KKM) were 24 students as many as 64% and the minimum standard score was still below 85%, in accordance with the research target in cycle I. Researchers found several factors that made students unable to improve in cycle 1, namely:

- 1) The given topic does not attract students to write English.
- 2) They cannot write too much because the topic is monotonous so students cannot enjoy the English lesson.

3. The result of Cycle II

After analyzing the result from cycle 1, students' writing scores did not reach the target the writer and English teacher designed the new lesson plan for the meeting in cycle 2 based on the reflection from cycle 1. Then the writer also prepared a picture as additional media to support the teaching and learning process. The researcher implemented all the activation steps in the lesson plan, the writer played a video describing favourite things. Then the writer asked the students to watch the video carefully then the writer asked some questions about the video. After that, the writer gave specific information about the material. Students were divided into several groups, each group consisting of 4-5 members. Writers give students the freedom to choose the topics they want to discuss and present according to their interests. The students were also suggested by the writer to use the generic structure of the descriptive favourite thing that has been described previously. The writer asked the students to upload a photo of their favourite thing on their Instagram account, and then give the caption which describes it. The

writer and give feedback on their writing performance. They are also allowed to ask questions related to the topic. The writer gave his feedback as usual after the other students finished with their feedback and questions.

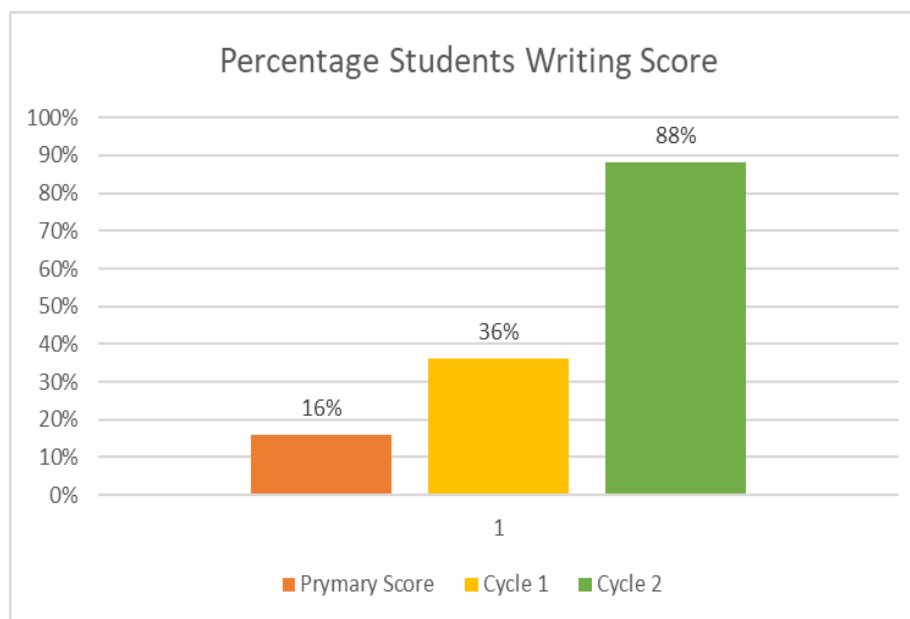
Based on the results of writing performance, it shows that there are 32 students or 88% of students in X Fashion Design 2 just 4 students who cannot pass the minimum standard value. Several factors affect their improvement. Namely, first, the material provided is easy to understand. Students are interested in the topics they want to convey because they have the freedom to choose their own topics. Finally, they started to make the good text as a caption on Instagram, an application which makes them famous, it can be motivating for the students because if their English is poor, it will make them embarrassed. Besides it, Instagram is a famous application for too many people in the world.

DISCUSSION

Using Instagram media in the learning process of speaking English can improve the writing skill of tenth-grade X Fashion Design of SMK N 8 Surabaya, it can be seen as the result of Pre-Cycle, Cycle 1 and Cycle 2. In the pre-cycle, the writer did a preliminary study in order to know students' skills in writing descriptive text. In cycle 1, the writer had done the action using Instagram Media in the teaching process. The writer continued to cycle 2 in order to prove the implementation of using Instagram Media can improve students' skills in writing descriptive text.

This is in line with the findings from a study conducted by Linda Jayanti (2020) with the title "Use Instagram Media to Improve Skills of Writing Text Companying Images or Caption Text in Students of Class XII KI 3 SMK NEGERI KABUH" written by Linda Jayanti Kabuh State Vocational High School. Moreover, after using Instagram as a writing medium, the results are as follows. Study Class action is said to be successful when the student has reached the criterion value Minimum completeness (KKM) is 70 and achieves classical completeness, namely 75%. After using Instagram, the results show an improvement in Caption text writing skills. Classical completeness in the pre-test cycle 1, and cycle 2 increased from 39%, 64%, and 86%. Thus, the action hypothesis is accepted or it can be concluded that the use of Instagram media can improve students' writing skills and captions.

It means that using Instagram Media can stimulate the students to be more enthusiastic about learning the material and doing the task. In this research, the findings reveal that the students are more active in learning the topic, and they also look excited in doing the tasks and the writing test. Hence, the teaching and learning process feels more effective and livelier.



CONCLUSION

The implementation of using Instagram Media can improve students' writing skills in descriptive text where this is in line with Aisyah et al. (2023) & Warda et al. (2017). The student's achievement in writing significantly increases after the use of using Instagram Media in the teaching and learning process. This method can help the students to gain motivation in learning and doing the writing task. They can understand the material well and produce good writing at the end of the learning process. This is due to the fact that there is an improvement in the quality of students' descriptive text from the first cycle to the second cycle. The percentage of students' scores also increase from 36.10% to 88%.

The result of the first cycle shows that 13 from 36 students achieve the criteria of success which each student must get a score minimum of 70. Meanwhile, 63.9% of the students have not reached yet the criteria for success. Then the result of the second cycle serves that 32 of 36 students can achieve the standard score minimum. It means that the second cycle successfully improved students writing skills in descriptive text with a

percentage is 88%. From the result gained, the writer concludes that using Instagram Media can improve students writing skills in descriptive text.

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