

INSTAGRAM POST: BOOSTING STUDENTS' WRITING ACHIEVEMENT

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Abstract:

This study looked into the use of Instagram to boost students' recount text writing achievement at MAN 2 Palembang. A quasi-experimental design was used, with an experimental and control group. A pre- and post-test was given to both (before and after treatment). Purposive sampling was used by the writers with 42 people in each group. Based on the paired-samples t-test with $t_{\text{get}} > t_{\text{table}}$ and a pre-test mean of 53.90 to 74.74 in the post-test, students' performance in writing recount has improved significantly. As a result, the sample t-test was intact by the experimental and control groups' post-test results. In the two-tailed degree-of-freedom test, the sig.level 0.05 output was 82, and the critical t-table value was 1.663 because the t value obtained 28.66 was greater than the critical value of t-table. Therefore, there was a significant difference between the tenth grade students' writing achievement of Madrasah Aliyah Negeri 2 Palembang who were taught using Instagram and those who were not.

Keywords:

Instagram;
Writing achievement;
Recount text

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INTRODUCTION

Language is essential in people's lives because it serves as a means of communication, thinking, and learning. Language is a collection of arbitrarily conventional linguistic, written, and gestural symbols that allow members of a specific community to communicate with one another intelligibly (Brown, 2000). Humans can talk to other people to express their ideas, facilitate the process of questioning, and remember information by using language. One of the languages that plays a crucial role in the world is English. Clyne (2008) assumed that English is used in multilingual societies both worldwide for international communication between countries and domestically as a language of wider communication. In Indonesia, English has been learned as a foreign language and this is taught in formal education from elementary school to middle school. Aulia et al (2013) also proposed that beginning from middle school to high school, English is a required subject. Based on the 2004 curriculum, teaching English as a Foreign Language (TEFL) should include English skills, namely speaking, listening, reading and writing. Mulyasa (2004) argues that the 2004 curriculum can be understood as a curriculum concept that highlights the development of the capacity to carry out tasks (qualifications) in accordance with specific performance standards, allowing students to interpret outcomes in terms of having mastered a particular skill.

In contrast, Curriculum 2013 takes a scientific approach to teaching and learning, in which students can become the focus of the learning process and teachers serve as facilitator (Permendikbud 81A, 2013). According to Mulyasa (2013), the primary factor determining curriculum design success is the teacher's creativity. When it comes to carrying out the planned program, the teacher should be competent and take on more responsibility. In this case, the teacher was expected to motivate students to be fertile, ingenious, and novel in order to gain the national education goal. Some changes have been made to the curriculum in 2013, they are as follow: 1) SKL (Standard of Passing), the competency standard for university graduates in the 2013 curriculum could be reduced to basic competencies, and indicators. A subject base for constructing core competencies, and indicators is indeed the Graduate Competency Standard. The college graduate competency standard could earlier be separated into competency standards, core competencies, and measure. 2) Standard of Process, The scientific approach will direct the methods of teaching and learning. There are five items in the scientific approach, or five M. Observing, questioning, gathering information, associating, and communicating are all part of it. 3) Assessment In curriculum 2013, K-13 assessment is effective not only in terms of

knowledge (cognitive), but also in terms of affective and psychomotor abilities. The K-13 assessment shows a focus on all aspects.

The 2013 Curriculum is evaluated not only on knowledge (cognitive), but also on affective and psychomotor skills. It focuses on all aspects. The four language skills are still required for teaching English in the 2013 curriculum. However, they can communicate, write, listen, and are gendered. There are still thirteen different genres to choose from. Each genre has four distinct language abilities. As a consequence, the 2013 English curriculum can be called a gender-based curriculum because English teachers support genders. These four language skills were also required in the previous program, but the genres are not particularly noticeable.

When learning English, one of the most important skills students must master is writing. Writing has always been a crucial component of the English curriculum (Harmer, 2004). Writing is recognised as the most difficult skill because it is both a process and a product. Technique is the stage at which students create a product (text) and start writing it. Due to the general spelling, the product is the text. Students require a lengthy process from planning to production before producing a text. When writing, It is absolutely necessary to master language components such as grammar and vocabulary.

Based on the writers' observations, the students of Madrasah Aliyah Negeri 2 Palembang encountered some difficulties in writing; When they first started writing, they had no idea how to write a good paragraph and were afraid of making mistakes. The writers, on the other hand, discovered the following factors that contribute to writing difficulty: (1) the students lacked ideas for what to write; (2) the students lacked motivation to express themselves; and (3) the students were bored with the classroom lecturing method.

According to the simplification of the writing problems, these issues are caused by the teacher's teaching style. When teaching students to write, the English teacher may employ a common teaching technique. The teacher only supplied textbook explanations and activities. As a result of the teacher's teaching technique, students understood the material less well and may perceive English as a boring subject.

To make the writing lessons more effective, the writers used social media such as Instagram as a teaching medium. The first reason why using Instagram for students to write was so effective was because Instagram was so adaptable. Instagram can be accessed at any time and from any device, including mobile and computer. Another reason was that the students could demonstrate and say what they were going to discuss. the students can display some photos and share them on Instagram, as well as others.

Instagram, as Indonesia's most popular website, is an important environment for students to improve their writing skills. Instagram can also be a useful tool. Students can share the outcomes of their story through photos instead of writing narrative text, descriptive text, or narrative essays. According to Kelly (2015), photo essays, in which students post photos to share their knowledge, can be created in almost any subject area. Comprehension and add captions with crucial details or other information. The students can provide feedback and comments to their friends so that they can get benefits from learning English.

To support this research, several studies have been proposed. First, Listiani (2016) suggested on "The effectiveness of Instagram writing versus teacher-centric writing in teaching repeat text to students with high and low motivation". Second, Mubarokah (2017) focused on using Instagram to motivate students to write descriptive texts for SMAN 1 Gresik's second grade students. Both results show that using Instagram to improve students' writing skills had a positive effect. As a consequence, the writers largely focused on using Instagram as one of the media to help students improve their recount text writing skills.

LITERATURE REVIEW

Writing Achievement

Writing is one of the productive talents in Indonesia, where English is employed as a foreign language. It's similar to speaking. The primary distinction between writing and speaking is found in the product. Speaking produces a spoken text, which might be monologue or conversation, whereas writing produces a written text on paper. According to Langan (2008), college writing skills are a talent that assists us in acquiring, developing, and using the ability to think and communicate effectively. Writing is a productive language ability that involves the use of visual symbols (Spratt, Pulvernes, and Williams, 2005). So, through writing, people could share their idea or what they are thinking in the form of text.

In other words, writing is a critical skill for students to possess in order to be an effective communicator. Langan (2001) also supported that writing ability is vital for two reasons. To begin, writing proficiency is a basic requirement for English learners in order to advance academically. The performance of the written assignment may also demonstrate English learners' competence. Second, English writing ability is a skill or talent that will benefit them in the future

There are three reasons why students should write as part of their learning process. First, writing helps students practise the structures, idioms, grammatical rules, and vocabulary that their teachers have taught them.

Second, when pupils write, they use languages other than what they have just learnt to pronounce. Third, when students wrote, they were compelled to learn a new language, implying that writing is an effort to express ideas and the constant use of the brain, eyes, and hand (Annisa and Hafiz, 2013). Actually, this is a novel method of learning.

Writing will become increasingly significant in higher education and the business since it is one of the forms of written communication that should be employed, such as memos and emails. Professional communication is done in writing: reposts, memoranda, proposals, preliminary interviews, applications, e-mail, and so on are all part of a college student's or successful graduate's daily routine (Walsh, 2010).

Teaching Instagram in Classroom

Spencer (2012) proposed that teachers can use Instagram in their classrooms to rehearse grammar on photo captions, do photo journalism, generate photo prompts for themselves, find metaphors within chosen photos, establish photo blogs, find and document context within photos, conduct an ethnographic study, share art, and practise creative and artistic expression through photography.

According to Handayani's (2016) investigation, there are certain techniques for incorporating Instagram in the classroom. These were their names:

- 1) The teacher makes a new group page.
Students, like the teacher, can find their peers on this website and contact them further. Teacher is permitted to create a teacher account before incorporating Instagram into classroom activities. It's a separate account that's only used to communicate with students. Teacher should also consider the name they choose for their Instagram account. They should use a professional, brief, and familiar username to their students. A handle, such as experimental class, conveys the instructional nature of the page and makes it easy to find for students.
- 2) The teacher expands students' understanding of the subject.
One of obstacles that students face when writing is the difficulty in generating ideas. Instagram can be used as a concept fairy that can utilize as a notification for students' writing. Teachers can post an interesting photo and ask students to comment with a recount caption. The image can assist students in coming up with ideas for what to write.
- 3) The teacher provides an example of recount text.
The teacher uploaded a picture that was related to the recount text. He or she can provide useful materials for students learning English. He or she can post anything that will help students learn a language effectively.

Teachers can also share information and resources from other Instagram accounts.

- 4) The teacher asks students several questions to help them write recount text.

While posting the image, the teacher encourages students by asking questions about it. Students are tasked with commenting on and expressing their thoughts on this image. Students are asked to comment on and share their thoughts on this image. Students' responses to the photograph can be used as a prompt for a creative writing assignment.

- 5) The students write their recall text in response to their Instagram response.

The photographs are provided for students' inspiration, which they are allowed to share. Through this practice, teachers can learn how students construct concepts that are supported by the provided visual. The teacher provided some criticism while guiding a discussion of the recount text students had produced.

- 6) The teacher instructs students to write the content, edit it, and then turn it in to the group.

Teachers may invite students to present a collection of photos. Students are asked to use linguistic structure they learned in class to create stories based on the image. Students will have the opportunity to practice their writing skills through this assignment.

- 7) The students assess one another in classroom.

Teachers can share a compelling image and request that students leave a comment with a retelling. A comment and opinion regarding this image are required of the students. Asking students questions regarding the image can serve as a starting point for a creative writing assignment.

- 8) The final grade for students' writing is assigned by the teacher.

Students are instructed to write captions using specific sentence types, parts of speech, clauses, prepositional phrases, and words from their current vocabulary. Finally, teachers can give out a prize for the most simple caption. Students can practice spelling, grammar, and sentence structure, and they will be more careful with their writing if they know the entire world can see it (Mette, 2009).

RESEARCH METHODOLOGY

In this study, the writers used a quasi-experimental design with a pre-test, treatment, and post-test. Because the configuration did not allow for

control and modification of all key variables, the writers used this strategy. The experimental group A and control group B are not assigned at random in the design (Creswell, 2014). Prior to treatment, both groups received a pre-test. Both groups were given a post-treatment test. The post-test scores became the data to be analyzed. To compare the writing scores of students in the experimental and control groups, the T-test was used. The experimental and control groups received different treatments. The author used Instagram as a medium for teaching writing to the experimental group and lecturing to the control group.

This study's population was the tenth grade students of Madrasah Aliyah Negeri 2 Palembang in 2019, with a total of 332 individuals. They were divided into 5 classes from X MIA – 3 classes X IIS. The writers used Madrasah Aliyah Negeri 2 Palembang because it provided full facilities to support teaching and learning process. Everybody in this school had already familiar with the using of the internet. This school even had its own website (<https://www.man2palembang.sch.id>), and students were permitted to bring mobile phones. Furthermore, this school provided adequate computer sets for teachers and administrators in their classrooms, as well as for students in the computer laboratory.

In this study, samples were drawn from the general population and divided into two groups. Purposive sampling was used by the writers. Purposive sampling, according to Creswell (2012), is a non-probability sampling method in which the elements chosen for the sample are chosen based on the researcher's judgment. Purposive sampling was used because the writers had some factors to consider before selecting the samples. The factors considered were: 1) the students' low writing ability, 2) their level of competence was quite similar, 3) they had the same average score of the students in English achievement, 4) a similar total number of students in both classes, and both classes were taught by the same teacher. Table 1 showed the sample of this study.

Table 1
Sample of Study

No	Group	Number of Students	Groups
1	X MIA 4	42	Control
2	X MIA 5	42	Experimental
	Total	84	

The writers used a test to collect data. According to Brown (2004, p. 3), a test is a method of assessing a person's ability, knowledge, or performance in a specific domain. It means that the teacher should

administer a test to assess students' abilities, particularly in writing recount text. There were two tests given to the students in this study: a pre-test and a post-test. The pre-test would be administered prior to treatment to determine the student's level of English. The post-test was administered following treatment and was used to assess the students' performance on the writing test.

FINDING AND DISCUSSION

FINDING

Descriptive Analysis of Experimental Group

The pre-test results in the experimental group revealed that 42 (100%) students failed. Meanwhile, the results of the post-test experimental group revealed that 1 (2.4%) student was in the good category and 41 (97.6%) students were in the sufficient category. The score distribution of score of experimental group is presented in Table 2 and 3.

Table 2
The Score Distribution in Experimental Group (*Pre-test*)

Score Interval	Category	Pre-test	
		Frequency	Percentage
90-100	Very Good	0	0%
80-89	Good	0	0%
70-79	Enough	0	0%
60-69	Low	0	0%
<59	Failed	42	100%
Total		42	100%

Table 3
The Score Distribution in Experimental Group (*Post-test*)

Score Interval	Category	Post-test	
		Frequency	Percentage
90-100	Very Good	0	0%
80-89	Good	1	2.4%
70-79	Enough	41	97.6%
60-69	Low	0	0%
<59	Failed	0	0%
Total		42	100%

Furthermore, the minimum and maximum pre-test scores were 51 and 59, respectively, with a mean score of 53.90 and a standard deviation score of 1.795. The post-test results for the experimental group revealed that the minimum score was 70 and the maximum score was 80. Meanwhile, the mean score was 74.74, with a standard deviation of 2.043. The descriptive analysis is presented in Table 4.

Table 4
Descriptive Analysis of Experimental Group

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Pretest	42	51	59	53.90	1.795
Posttest	42	70	80	74.74	2.043
Valid N (listwise)	42				

Based on the data from the pre-test and post-test in the experimental group, 42 students in the experimental group appear to have scored lower than the 59 threshold. In the experimental group, 41 students scored 70-79 on the post-test, while only one student scored 80.

Descriptive Analysis of Control Group

The pre-test results for the control group revealed that 42 (100%) students failed. The post-test results for the control group revealed that 41 (97.6%) students were in the low category and 1 (2.4%) student failed. The score distribution of score of control group can be shown in the Table 5 and 6.

Table 5
The Score Distribution in Control Group (*Pre-test*)

Score Interval	Category	Pre-test	
		Frequency	Percentage
90-100	Very Good	0	0%
80-89	Good	0	0%
70-79	Enough	0	0%
60-69	Low	0	0%
<59	Failed	42	100%
	Total	42	100%

Table 6
The Score Distribution in Control Group (*Post-test*)

Score Interval	Category	Post-test	
		Frequency	Percentage
90-100	Very Good	0	0%
80-89	Good	0	0%
70-79	Enough	0	0%
60-69	Low	41	97.6%
<59	Failed	1	2.4%
Total		42	100%

In addition, minimum and maximum pre-test scores were 51 and 57, respectively, with a mean score of 52.54 and a standard deviation score of 1.575. The post-test results for the control group revealed that the minimum score was 57 and the maximum score was 66. Meanwhile, the mean score was 62.61, with a standard deviation of 1.830. The descriptive analysis of control group showed in Table 7.

Table 7
Descriptive Analysis of Control Group

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Pretest	42	51	57	52.54	1.575
Posttest	42	57	66	62.61	1.830
Valid N (listwise)	42				

According to the above figure of pre-test and post-test in the control group, the result of the pre-test in the control group showed that forty-two students scored less than 59. Furthermore, the results of the post-test in the control group revealed that 41 students received scores ranging from 60 to 69, with only one receiving a score of 59.

The Result of Paired Sample T-test

The result of analysis paired sample statistic and paired sample test of experimental group showed in Table 8 and 9 below.

Table 8
The Result of Paired Sample Test in Experimental Group

Paired Samples Statistics					
		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pretest	53.90	42	1.795	.277
	Posttest	74.74	42	2.043	.315

Based on the above table, the student's score without treatment was 53.90 and after treatment, the student's score was 74.74. The number of students were 42 with the standard deviation of pre-test was 1.795 and standard error mean 277, while the standard deviation of post-test was 2.043 and standard error mean was 315.

Table 9
Paired Sample T-Test of Experimental Group

Paired Samples Test							
		Mean	Std. Deviation	Std. Error Mean	T	f	Sig. (2-tailed)
Pair 1	Posttest	20.83	2.563	.395	52.68	1	.000
	Pretest						

The mean difference between pre-test and post-test in the experimental group was 20.83, the standard deviation was 2.563, and the standard error mean was 0.35, according to the results. Then, degree freedom was 41 and t-obtained was (52.68) higher than t-table was (1.682) and the significance level was lower than alpha value ($0.00 < 0.05$), it was assumed that there was a significant improving students writing achievement after they were taught by using instagram.

Moreover, the result of analysis paired sample statistic and paired sample test of control group showed Table 10 and 11.

Table 10
The Result of Paired Sample Test Control Group

Paired Samples Statistics					
		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pretest	52.54	42	1.575	.243
	Posttest	62.61	42	1.830	.282

Based on the above table, the student's score without treatment was 52.54 and after treatment, the student's score was 62.61. The number of students were 42 with the standard deviation of pre-test was 1.575 and standard error mean 243, while the standard deviation of post-test was 1.830 and standard error mean was 282.

Table 11
Paired Sample Test of Control Group

		Paired Samples Test					
		Mean	Std. Deviation	Std. Error Mean	T	f	Sig. (2-tailed)
Pair 1	Posttest	10.07	2.740	.423	23.8	1	.000
	Pretest	1			41		

The output showed that the mean difference between pre-test and post-test in control group was 10.071, the standard deviation was 2.740 and the standard error mean was 0.423. Then, degree freedom was 41 and t-obtained was 23.8 higher than t-table was 1.682 and the last significance (2-tailed) was 0.000.

As a results, the writers concluded that students in both groups improved their post-test scores, but the experimental group scored higher than the control group. It was also confirmed by the post-test score difference between them. The result of the mean score in post-test experimental group was 74.74 while the mean score in post-test control group was 62.61, so the alternative hypothesis (H_{a1}) was accepted and the null hypothesis (H_{01}) was rejected.

The Data Analysis of Independent Sample T-Test

Based on the data collected from both the experimental and control groups, the writers used the SPSS 20 program's Independent sample t-test to compare the results of the post-test between the experimental and control groups. The result of this analysis was displayed in the Table 12 below.

Table 12
Independent Sample T-Test

Group		Mean	Mean Difference	T	Df	Sig. (2-tailed)
Posttest	Experimental	62.61	12.131	28.666	8	0.000
	Control	4.74	12.131	28.666	882	0.000

Based on the analysis in the preceding table, the writer discovered that the significance (2-tailed) was 0.000 lower than alpha (0.05) with the degree of freedom 82, and t -obtained (28.666) was greater than t -table (28.666). (1.663). It means that there was a difference between the experimental and control groups' post-test results. Alternatively, the alternative hypothesis ($H_{\alpha 2}$) was accepted while the null hypothesis (H_{01}) was rejected. As a result, students at Madrasah Aliyah Negeri 2 Palembang's tenth grade who were taught via Instagram demonstrated significantly higher levels of achievement in recount text composition than those who were not.

DISCUSSION

According to the results of the study, some explanations can be drawn. Instagram has helped students improve their writing skills when it comes to recounting stories. It may be because the use of Instagram can make students active, and it is concluded that the students in the experimental group have significantly improved compared with the students in the control group. Second, from Instagram as the teaching medium, the text of the students' writing achievement level has increased, which can be seen from the score distribution table of the experimental group. The last test from independent samples yielded a significant result. Level 0.05 in a two-tailed test with 82 degrees of freedom and the t -table critical value (1.663) because the obtained value of t (28.666) was higher than the critical value of the t -table (1.662) from the result of t -test. It could be interpreted that the writing achievement of tenth grade students differed significantly when they recounted text.

CONCLUSION

The use of Instagram resulted in a significant improvement in the writing achievement of tenth grade students at Madrasah Aliyah Negeri 2 Palembang. The result paired sample t -test, It can be seen that t -obtained (52.678) was higher than t -table (1.682), and the significance level was lower than alpha value (0.05). It was found that alternative hypotheses ($H_{\alpha 1}$) was accepted and null hypotheses (H_{01}) was rejected.

The independent sample t -test t -value (28.666) was greater than the t -table t -value (1.663), and the significance level was less than the alpha value (0.05). The null hypothesis (H_{01}) was rejected, while the alternative hypothesis ($H_{\alpha 2}$) was accepted, resulting in a significant difference in writing achievement between students taught using Instagram and those who were not. As a result, the treatment involving the use of Instagram as a teaching medium could be considered successful in terms of improving students' writing achievement of recount text.

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