The Effectiveness af using Instagram as a Media in Students' Writing Ability for Tenth Grade

Keefektifan Penggunaan Media Instagram dalam Kemampuan Menulis Siswa untuk Kelas Sepuluh

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Abstract

The objective in this research is to find out of the effectiveness in students' writing ability by using Instagram as a media on tenth grades of MA Al-Bairuny Jombang in academic year of 2020/2021. This study used an experimental design. To collect the data, researcher used test as a the instrument. Data was collected through a descriptive text writing test. The researcher used two groups: control group and experiment group. Control group used Google Classroom media and Experiment group used Instagram. The population of the study was tenth grade of MA Al-Bairuny. In this study, the mean of the control class is 73.89 while the mean of the experimental class is 79.30. This shows that the mean value of the experimental class is higher than the control class. The calculated result of Independent Sample T-test was 0.034. It means that sig. (2-tailed) is 0.034 less than 0.05 and it can be said that Ha is accepted and H0 is rejected. In conclusion, the result of the test indicated that Students who are taught to write using Instagram media get better achievement than students who are taught to use Google Classroom media.

Keyword: Instagram, Google Classroom, Writing ability, Descriptive Text, Effectiveness.

Abstrak

Tujuan dalam penelitian ini adalah untuk mengetahui keefektifan kemampuan menulis siswa dengan menggunakan media Instagram pada siswa kelas X MA Al-Bairuny Jombang tahun ajaran 2020/2021. Penelitian ini menggunakan desain eksperimen. Untuk mengumpulkan data, peneliti menggunakan instrumen tes. Pengumpulan data dilakukan melalui tes menulis teks deskriptif. Peneliti menggunakan dua kelompok yaitu kelompok kontrol dan kelompok eksperimen. Kelompok kontrol menggunakan media Google Classroom dan kelompok Eksperimen menggunakan Instagram. Populasi penelitian ini adalah siswa kelas X MA Al-Bairuny. Dalam penelitian ini, rata-rata kelas kontrol adalah 73,89 sedangkan rata-rata kelas eksperimen adalah 79,30. Hal ini menunjukkan bahwa nilai rata-rata kelas eksperimen lebih tinggi daripada kelas kontrol. Hasil perhitungan Independent Sample T-test adalah 0,034. Artinya sg. (2-tailed) 0,034 lebih kecil dari 0,05 maka dapat dikatakan Ha diterima dan H0 ditolak. Kesimpulannya,

hasil tes menunjukkan bahwa Siswa yang diajar menulis menggunakan media Instagram memperoleh prestasi yang lebih baik daripada siswa yang diajar menggunakan media Google Classroom.

Kata kunci: Instagram, Google Classroom, Kemampuan Menulis, Teks Deskriptif, Efektivitas.

INTRODUCTION

As a communication system, language is used to express one's thoughts to others. As stated by Delahunty & Gavey (2010: 5), Language is a system that connects thoughts, which cannot be heard, seen, or touched, with sounds, letters, manual signs, or tactile symbols (for example, Braille). In English it has 4 skills, they are reading, speaking, listening, and writing. In this study, researchers used writing skills. According to Tarigan (2008: 3), writing is a language skill used to communicate indirectly, not face-to-face with other people.

Richards and Renandya (2002: 303) explain that the most difficult skill for second language or foreign language students to master is writing. Not only in drafting concepts, but also difficulties in translating these concepts into readable text. Teaching writing for students learning English is one important thing that must be done well because it will affect students' abilities in improving their writing skills. Social media is a tool that can be used as a learning media and language specialist as an alternative method for teaching and learning (Bani-Hani, Al-Sobh & Abu-Melhim: 2014). During the pandemic, students and teachers are required to be able to maximize all existing media. Teachers must be more innovative in using media in teaching students to stay enthusiastic in learning even though not through face-to-face activities.

In this research, researcher chose two media to researched, Google Classroom and Instagram. According to (Randy J.M & Karen L.A: 2017) said that Google Classroom is useful in assignment and platform as a tool for learning. So, many teachers used it when online class activity. Google Classroom is an internet-based service provided by Google as an online learning system (Martínez-Monés et al., 2017). In addition, Google Classroom helps teachers create and distribute assignments to students in a paperless manner and users of this service must have an account with Google. Meanwhile, Instagram is a social networking platform where students usually use it to share their personal information, such as uploading their photos or videos and writing Instagram captions (Anggraeni, 2017). In this study, the two media were applied in different classes. Google Classroom in this study as a conventional media which is a comparison medium with Instagram media. Google Classroomused as conventional media because Google Classroom media is a medium that is used during a pandemic.

In this research, the researcher used Instagram as a experiment media to measure the effectiveness of using Instagram media in writing learning for students. The researcher chooses Instagram media with the hope that it can increase students' creativity in writing descriptive text. According to Handayani, Cahyono, and Widiyati (2018: 113), Instagram is an online mobile photo and video-sharing. The advent of social media can be a proper educational instrument which attracts students' attention in learning process.

The gap in this study was conducted to determine the effectiveness of Instagram media when compared to other media in students' writing learning activities. Therefore, researchers conducted research using Instagram media by comparing Google Classroom media which had not been studied by other researchers before. This study conduct to measure the effectiveness of using Instagram media in writing learning for tenth grades of MA Al-Bairuny Jombang.

RESEARCH METHODS

In this research, Researcher used an experimental design. According to Ary (2010:26) experimental research involves the study of the effect of systematic manipulation of one variable on another variable. This study was conducted to determine whether students who are taught using Instagram media have better than students who are taught using Google Classroom media. This study used a quasi-experimental design. Quasi experiment is defined as an experiment that has treatment, impact measurement, experimental unit but does not use random assignment to create comparisons in order to conclude changes caused by treatment (Cook & Campbell, 1979). Learning in this study uses a smartphone or laptop and an internet network, in this way students and teachers can still carry out learning activities without having to meet face to face.

Researchers used non random sampling that is accidental sampling. In this study, the researcher took a sample selected by the English teacher at Ma Al-Bairuny Jombang and because the research does not have much time.. The reseacrcher used two classes. The first class will be the experimental group and another one as control group. Both groups will get pretest and posttest. Only the experimental group takes the treatment. The experimental class is given treatment by Instagram and in control class is taught by google classroom and not given treatment.

The researcher took two classes, that are: X social 1 as control class used google classroom media and not given treatment, and X social 2 as experimental class used instagram media and took the treatment. The researcher gave a pre test and a post test in both classes. The researcher gave a pre-test using paper because the school had already conducted face-to-face learning. If the school still do online learning class, the researcher will used google classroom to do pre-testin both class. And the researcher gave a post test for the control class in Google Classroom and for the experimental class on Instagram.

In this study, researchers used SPSS 19 to analyze the data that had been obtained. After the researcher presented the data using descriptive statistics, the researcher analyzed the normality and homogeneity of the data. Normality test is used to test whether the data is normally distributed or not. In this study, researchers will use the Shapiro-Wilk for normality. The sample is normally distributed if Sig. value > 0.05, then the data is normally distributed, and if Sig. value < 0.05, so the data is not normally distributed. Furthermore, the homogeneity test is used to determine whether the data on student learning outcomes is homogeneous or not. To determine the homogeneous distribution with the criteria, if Sig. value of 0.05, so that the data is homogeneously distributed.

After the data was said to be normal and homogeneous, the researcher analyzed the hypothesized data using SPSS 19 independent sample t-test to find out there was a significant difference between the control class and the experimental class. Ha is accepted if the significant value is < 0.05 and Ha is rejected if the significant value is > 0.05.

RESULT AND DISSCUSSION

The researcher used essays for tests as an instrument to collect data. The form of pre-test and post-test have the same form but on different topics. The topic taken is about descriptive text. The score of the pre test and post test based on the five aspects in writing, there are: content, organization, grammar vocabulary, and mechanics. Researchers calculated student scores using the SPSS 19 program.

First, researcher calculated the overall of student results using descriptive analysis. The researcher presented the data from all of classes. Post test is the final test that is conducted after receiving treatment for the experimental class. The post test score in control class would be shown in the table.

Table 4.3

Descriptive Statistics

	N	Range	Minimum	Maximum	Sum	Mean		Std. Deviation	Variance
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Statistic
post test control class	27	33	54	87	1995	73.89	1.667	8.662	75.026
Valid N (listwise)	27								

From the table 4.3, the students' scores from the post test in control class are: the lowest student score is 54. The highest student score is 87. Mean of post test score in the control class is 73.89 and std. deviation is 8.662. The post test score in experiment class would be shown in the table.

Table 4.4

Descriptive Statistics

	N	Range	Minimum	Maximum	Sum	Mean		Std. Deviation	Variance
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Statistic
post test in experiment class	27	38	55	93	2141	79.30	1.836	9.543	91.063
Valid N (listwise)	27								

From the table 4.4, the students' scores from the post-test in experimental class are: the lowest student score is 55. The highest student score is 93. Mean of post-test score in the experimental class is 79.30 and std. deviation is 9.543.

Besides descriptive analysis, an inferential analysis was done as well. Then, researcher calculated to know the data is normal or not used Shapiro-Wilk test using SPSS 19. The normality test for the control and experiment class was carried out using the Shapiro-Wilk test using SPSS 19 with a significance level of 0.05. After calculating the data, the output display can be seen in the table below.

Table 4.5

Tests of Normality

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	df	Sig.
Control	.138	27	.200[*]	.926	27	.056
Eksperiment	.245	27	.000	.926	27	.054

a. Lilliefors Significance Correction

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

Based on the results of the normality test output using the Shapiro-Wilk test in table 4.5 above, the significance value in the data significance column for the post-test value in

the control class is 0.056 and the experimental class is 0.054. Because the significance value of the two classes is more than 0.05, it can be said that the values of the control class and the experimental class are normally distributed.

Based on the post-test data normality test, the data scores of the two classes were normally distributed, so that, the analysis continued by testing the homogeneity of the two variances of the post-test data for the control class and the experimental class using Levene's test using the SPSS 19 program with a significance level of 0.05. After calculating the data, the output display can be seen in the table below.

Table 4.6

Test of Homogeneity of Variances
Result

Levene Statistic	df1	df2	Sig.
1.692	1	52	.199

Based on the results of the homogeneity test output using the Levene test in table 4.6 above, the significance value is 0.199. Because the significance value is greater than 0.05, it can be concluded that the control class and experimental class students come from populations that have the same variance or the class is homogeneous.

After calculated normality and homogeneity the data, researcher calculated hypothesis testing used Independen Sample T-test SPSS 19. the results of the t-test are determined with the following significance level: Ha " Students who are taught to write using Instagram media get better achievement than students who are taught to use Google Classroom media". So Ha is accepted if the significant value is < 0.05 and Ha is rejected if the significant value is > 0.05. The results of the Independent Sample T-Test can be seen from the table below.

Table 4.8

Independent Samples Test

	Levene's Test for Equality of Variances		t-test for Equality of Means					
	F	Sig.	T	df	Sig. (2-taile	Mean Differ ence	Std. Error Differ	95% Confidence Interval of the Difference

					d)		ence	Lower	Upper
r Equal e variances s assumed	1.692	.199	-2.180	52	.034	-5.407	2.480	-10.384	-.431
u Equal l variances not t assumed			-2.180	51.520	.034	-5.407	2.480	-10.385	-.429

From table 4.8, after the researcher calculates the hypothesis using the SPSS 19 program independent test sample t-test, the researcher has obtained the result that Ha is accepted. Because the results of the data analysis is (0.034 <0.05). It means that sig. (2-tailed) is 0.034 less than 0.05 and its called that Ha is accepted and H0 is rejected. In conclusion, the result of the test indicated that Students who are taught to write using Instagram media get better achievement than students who are taught to use Google Classroom media. In conclusion, the result of the test indicated that Students who are taught to write using Instagram media get better achievement than students who are taught to use Google Classroom media. So Instagram media is effective in students' writing skills when compared to Google Classroom media.

CONCLUSION

Based on the results of the analysis in this study using SPSS 19. This can be seen from the post test results in the experimental group that applied Instagram the average value was higher than the control group (79.30 > 73.89), with a significance value of Independent Sample T -Test (0.034) it shows that the significance value is lower than the alpha value (0.05), which means that Students who are taught to write using Instagram media get better achievement than students who are taught to use Google Classroom media. All results have been presented and it is proven that the use of Instagram as a media in the students' ability to write descriptive texts is more effective and efficient than using Google Classroom as a media.

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