

THE USE OF INSTAGRAM AS LANGUAGE LEARNING TOOL TO DEVELOP STUDENTS' WRITING SKILLS

Vini Aqilla Ramadhanty^{1*}, Yuvita², Sanday Jamaludin³

¹²³English Department, Universitas Pancasakti Tegal (Indonesia)

*Corresponding author: viniaqila@gmail.com.

Abstract

The objectives of this research are to find out the effect of using Instagram to develop students' writing skills and to find out whether there is a significant difference between students who are taught Instagram and those who are not.

This research used the experimental design with control group and experimental group. The sample was 72 students from tenth grade, consisting of 36 experimental groups and 36 control groups.

It has been demonstrated that using Instagram as a tool for language learning can increase students' writing ability. The results of the paired sample t-test on the scores obtained from the pre- and post-tests for both the experimental group and the control group shed light on the differences and similarities between the two groups. The results of these computations show that the two-tailed significance level for pair 1 is 0.000, which is lower than 0.050. Moreover, the significance level of the t-table for the value of 0.050 is 0.291, however, the value of the t-count is 9.531, suggesting that t-count is higher than t-table.

In terms of their capacity to write, there are substantial disparities between students who are taught using Instagram and students who are not taught to use Instagram. Instagram is a social media platform that allows users to share photos and videos. According to the results of the independent sample t-test, a Sig value of 0.000 has a two-tailed significance level that is less than 0.050. It indicates that Instagram is useful in helping students improve their writing skills.

Keywords: Instagram, Writing Skills, Language Learning Tools, etc.

1 INTRODUCTION

In this age of modernity, humans are very dependant on technology. As a result, technology has become an absolute need in every culture. From parents to their children, particularly students. Numerous students have lately used social media to learn about new information and possibilities. In today's educational environment, there is no repetition in the learning and teaching process. The teaching and learning process is not dependent in any way, form, or manner only on the material that is acquired within the framework of a traditional classroom; rather, in order to stay up with the times, educational activities are also carried out within another virtual room (Aji, 2017). The usage of social media in an educational setting can be thought of as a combination of offline and online learning.

Teachers, on the other hand, should give powerful learning models and learning approaches to ignite students' enthusiasm in studying English, particularly writing skills (Wil et al., 2019). Writing is another productive talent that requires careful attention, and teaching such abilities need specialized training to ensure that the learning process is effective (Paula & Dias, 2019).

As a result, it would appear that Instagram is an excellent platform for children to use while writing descriptively. For the purpose of this investigation, the researcher will be focusing on how students might enhance their writing skills by utilizing Instagram as a language learning method, particularly with regard to the generation of descriptive text. Because it is presumed that students who use Instagram will become more excited and motivated to write about descriptive text, it generally agrees that Instagram is an effective platform for teaching descriptive text. This is because it is thought that students will become more enthusiastic and driven to write about descriptive text when they use Instagram (Sari & Wahyudin, 2019). Also, the instructor must be innovative in building and using Instagram. The teacher can make it easier for students by having them post descriptive language on Instagram. As a result, pupils will perceive it as something novel in their English study.

The researcher chose the title "The Use of Instagram as a Language Learning Tool to Develop Writing Skills" after considering the information provided in the previous paragraph.

2 METHODOLOGY

The researcher used an experimental methodology to carry out the quantitative investigation. The researcher utilized a quasi-experimental approach with non-randomized or nonequivalent pre- and post-tests. The normality test, homogeneity test, and t-test were employed in the study to compare writing skills between the experimental and control groups. There were two groups: experimental (taught via Instagram) and control (taught about writing in the conventional way).

The study's population consists of SMA Al-Irsyad Tegal students and the sample size was 72 students, including 36 students in each subject. The control group used standard teaching techniques, whereas the experimental group used Instagram. Both classrooms contain students with the same level of English proficiency.

According to the research's title, the independent variable is the usage of Instagram as a language learning aid. Meanwhile, the dependent variable is the element that is observed and tested to determine the influence of the independent variables. This research's dependent variable is student writing achievement.

The researcher provided two pictures in the pre-test and asked students to make a simple caption and posted on the Instagram (Experimental class), while control class posted on the Whatsapp group. The researcher then started the treatment step after the pre-test. In the experimental class, students were taught ways to use Instagram, whereas, in the control class, they learned an easy technique using PowerPoint. Following treatment, the researcher inquired of the students to compose a simple caption on their favorite food pictures and posted on the Instagram (Experimental class), while control class posted on the Whatsapp group. The purpose of the post-test was to determine the differences in the students' learning outcomes after receiving the treatment. The test result would be statistically assessed.

To determine students' Writing performance prior to treatment, the researcher administered a pre-test to obtain information or data regarding students' writing performance scores without the use of Instagram. The sort of test in this study was a writing test, and the type of exam was writing a caption as a media. When the kids have had their therapy, the data was examined. The researcher provides the identical content with a different treatment to both classes, the control class handled without Instagram and the experimental class treated with Instagram.

Following therapy, a post-test administered. For example, the researcher may assign students assignments assessed their writing abilities. A writing test is the sort of test. The sort of test used in this study was writing a caption as media. The test results will be compared to the data from the pre-test. Following the therapy, a post-test is given to assess if the use of Instagram impacts students' writing ability. When the post-test was performed at the last meeting following treatment to assess if Instagram contributed to the writing ability of experimental class being greater than the control class's or whether there was a significant difference between the experimental class and control class results.

Table 1. Scheme of the Research Design.

No	Experimental class(Instagram)	No	Control Class(Instagram)
1.	<u>Pretest</u> (writing test)	1.	<u>Pretest</u> (writing test)
2.	<u>Treatment</u> Using Instagram: Explained about caption on Instagram, advantage and disadvantage of Instagram, and use of Instagram as media to increase writing ability.	2.	<u>Treatment</u> Without using Instagram: Explain about caption used powerpoint and simple technique.
3.	<u>Posttest</u> (writing test)	3.	<u>Posttest</u> (writing test)

The rubric was used to evaluate the pupils' writing abilities. The rubric is given to the pupils after the researcher has administered the therapy. The researcher utilized the iRubric criteria to determine the scores.

Table 2. Rubric Score.

Score	Level	Description
Content	60-40	EXCELLENT TO VERY GOOD: knowledgeable, substantive, through development of ideas, relevant to assigned topic
	39-28	GOOD TO AVERAGE: some knowledge of the subject, adequate range, limited development of ideas, mostly relevant to the topic but lacks detail
	27-17	FAIR TO POOR: limited knowledge of the subject, little substance, inadequate development of ideas
	16-13	VERY POOR: does not show knowledge of the subject, non-substantive, non-pertinent, or not enough to evaluate
Vocabulary	40-28	EXCELLENT TO VERY GOOD: sophisticated range, effective word/idiom choice and usage, word from mastery, appropriate register
	27-14	GOOD TO AVERAGE: adequate range, occasional errors of word/idiom form, choice/usage but meaning not obscured
	13-10	FAIR TO POOR: limited range, frequent errors of form/idiom form, usage, choice, meaning confused or obscured
	9-7	VERY POOR: essentially translation, little knowledge of English vocabulary

3 RESULTS

This chapter describes the results of the study and discusses. The purpose of this research to find out the use of Instagram as language learning tool to develop students' writing skills: an experimental research at SMA Al-Irsyad Tegal. This chapter consists of findings and discussion.

3.1 Results

3.1.1 Descriptive Statistics

Table 3. Descriptive Statistics.

	N	Minimum	Maximum	Mean	Std. Deviation
Pretest Experimental	36	44	100	69,11	17,07
Posttest Experimental	36	60	100	88,67	11,69
Pretest Control	36	28	76	56,44	11,93
Posttest Control	36	12	80	59,87	15,37
Valid N (listwise)	36				

From the following descriptive data table, there were a total of 36 experimental group samples (N). The experimental group had a minimum pretest score of 44 and a maximum score of 100. The average pre-test score was 69,11, and the standard deviation was 17,07. Using Instagram Application for the writing process, the experimental group scored between 60 and 100 on the post-test after receiving the treatments. The average score was 88,67, while the standard deviation was 11,69.

The total number of participants in the control group, denoted by the letter "N," was 36. The lowest possible score on the pre-test was a 28, and the best possible score was 76. The standard deviation was 11.93 points, while the mean score was 56.44 points. Following completion of the writing process without the use of Instagram Application, the minimum possible score on the posttest for the control group was 12, while the maximum possible score was 80. The standard deviation of the scores was 15,37 points, and the average score was 59.87 points.

3.1.2 Normality Test

Table 4. Normality Test.

	Kelas	Mean	Std. Deviation	L Hitung	L Table
Hasil Belajar Writing	Pretest_Experimental	69,11	17,07	0,846059	1,6883
	Posttest_Experimental	88,67	11,69	0,982564	1,6883
	Pretest_Control	56,44	11,93	0,868622	1,6883
	Posttest_Control	59,87	15,37	0,971649	1,6883

In the pre-test for the experimental group, the L count was 0.846059, while it was 0.0868622 for the control group. In the post-test for the experimental group, the L count was 0.982564, whereas it was 0.971649 for the control group. This finding demonstrates that the data followed a normal distribution.

3.1.3 Homogeneity Test

The homogeneity test was intended to determine whether or not the two sample groups included in the research were chosen from populations with comparable variation values. 0.50 is the significance value. Following is a table of homogeneity test results:

Table 5. Homogeneity Test.

Levene Statistic	df1	df2	Sig.
.279	1	70	.599

In the table for the homogeneity test that was provided previously, the significant result was 0.599, which demonstrates that the significant result was greater than 0.050. It indicates that there is no discernible relationship between the independent variable and the variable being studied (the dependent variable).

3.1.4 Paired Sample T-Test

Table 6. Paired Sample T-Test.

	Paired Differences					t	df	Sig. (2-tailed)
		Std.	Std. Error	95% Confidence Interval of the Difference				
				Mean	Deviation			
Pair 1 pre-test experimental – post-test experimental	-19.556	12.311	2.052	-23.721	-15.390	-9.531	35	.000
Pair 2 pre-test control – post-test control	-3.556	20.469	3.412	-10.481	3.370	-1.042	35	.304

Using a paired t-test, the differences in experimental group scores before and after treatment were determined. The scores of the experimental and control groups were compared using a paired t-test. According to the data shown in Table 1, the significance level for Pair 1 was $0.000 < 0.050$. In addition, the researcher checked the t-table score. According to the table above, the (df) is 35 and two-tailed ($/2$) = $0.050/2 = 0.025$ with t-count (9.531) > t-table (0.025).

It meant Instagram improve student's writing ability in SMA Al-Irsyad Tegal. Due to t-count was greater than t-table, the research hypothesis (H_a) was accepted and the null hypothesis (H_0) was rejected.

3.1.5 Independent Sample

Table 7. Independent Sample.

	Levene's Test for Equality of Variances		t-test for Equality of Means						
	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper
hasil Equal variances assumed	.279	.599	9.110	70	.000	28.611	3.141	22.347	34.875
Equal variances not assumed			9.110	66.480	.000	28.611	3.141	22.342	34.881

The t-test result was 9.110, the degree of freedom was 70, and the sig. (2-tailed) value was $0.000 < 0.050$, according the table of independent sample t-tests.

The results of the normality test, the homogeneity test, the independent t-test, and the paired t-test on the pre- and post-test scores indicated that the experimental group's writing test scores improved after receiving the treatments. The last finding was that there was a significant difference between the mean scores of the experimental group and those of the control group. It was shown that there was a significant difference between the mean posttest scores of the groups who participated in the experiment and the mean posttest scores of the groups that served as controls. The experimental group finished with a score that was, on average, greater than the control group.

3.2 Discussions

This research aims to ascertain the extent to which Grade X students at SMA Al-Irsyad Tegal utilize Instagram applications to improve their writing skills. The researcher conducted both a pre-test and a post-test to gather data.

The process of teaching and learning on the student who are taught using Instagram by first explaining what "Caption" meant. Following that, the researcher requested that students access their Instagram apps to showed them what Instagram is, what the advantage and disadvantage using Instagram and how to increase writing skill by using Instagram.

After completing the act of accumulating and analyzing the data for the study with the help of the SPSS 22 program, the researcher presented a number of supporting data in the following order:

The sig. (2-tailed) value of the paired samples t-test is therefore $0.000 < 0.050$, taking into account the t-table for $\alpha = 5\%$ ($/2 = 0.050/2 = 0.291$), which revealed that ($t\text{-count } 9.531 > (t\text{-table } 0.291)$), indicating that there is a statistically significant difference between the mean scores on the pretest and the posttest in the experimental group. This shows that using Instagram can improve students' writing ability. Accordingly, H_a (Instagram was improved student's writing ability in Grade X of SMA Al- Irsyad Tegal) is accepted and H_0 (Instagram was not improved student's writing ability in Grade X of SMA Al-Irsyad Tegal) is rejected.

In conclusion, based on the outcomes of the t-test with independent samples, the level of significance is $0.000 < 0.050$. The researcher has great hopes that the findings of this study would serve as a helpful resource, not only for teachers but also for other scholars in the field.

4 CONCLUSIONS

It has been demonstrated that using Instagram as a tool for language learning can increase students' writing ability. The results of the paired sample t-test on the scores obtained from the pre- and post-tests for both the experimental group and the control group shed light on the differences and

similarities between the two groups. The results of these computations show that the two-tailed significance level for pair 1 is 0.000, which is lower than 0.050. Moreover, the significance level of the t-table for the value of 0.050 is 0.291, however the value of t-count is 9.531, suggesting that t-count is higher than t-table.

In terms of their capacity to write, there are substantial disparities the difference is between students who receive instruction via using of Instagram and students who do not receive instruction through the use of Instagram. Instagram is a social media platform where users can post pictures and videos. According to the results of the independent sample t-test, a Sig value of 0.000 has a two-tailed significance level that is less than 0.050. It indicates that Instagram is useful in helping students improve their writing skills. In conclusion, on the basis of the outcomes of the t-test with independent samples, the level of significance is $0.000 < 0.050$. It demonstrated that there is a significant difference between the student who are taught using Instagram mean post-test score and the student who are not taught using Instagram mean post-test score. From that, the researcher already knew that there are significant impacts of the Instagram for language learning tool towards students' writing skills and students who are taught with Instagram have a significant benefit over students who are not taught with Instagram. The two groups differ significantly from one another.

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