

THE USE OF INSTAGRAM IN IMPROVING STUDENTS' SKILL OF WRITING PROCEDURE TEXTS

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Abstract

This research was a study which attempted to explain how effective the use of Instagram in improving students' skill of writing procedure texts is, and to explain the factors that make Instagram improves students' skill of writing procedure texts. This study used quasi-experimental. The subjects of the study were the 53rd batch students of 4th semester of Technical Department of Politeknik Bumi Akpelni. There were two groups in this study, TB as the control group and TC as the experimental group, in each group there was 24 students. The control group was taught by using conventional method, while the experimental group was taught by using Instagram as a medium. The result analysis of the quantitative data shows that the mean scores of the experimental group increases from 64.13 to 82.45. The result indicates that the working hypothesis is accepted. It means that there is significant difference between students who were taught by using Instagram and those who were taught by using conventional method. In addition, the analysis of the questionnaire shows that 51.61% of the students agree that the implementation of Instagram assists their writing. Therefore, the analysis reveals that Instagram is effective in teaching writing procedure text.

Keywords: *Instagram, writing, procedure text, quasi-experimental*

Introduction

Writing is considered as a means of communication. It tends to involve a thinking process from human being. When we write, we do not only keep our purpose of writing in our mind, but we also have to think about how to organize them in composition. Besides, writing is very important to express what is in our mind. Therefore, students need to realize the essential role of writing skill. Written form is used when the spoken communication cannot be understood by people whom we talk to because it communicates our thoughts or ideas, so it can be clearer and understandable. Some people have difficulties in spoken language because they cannot express their ideas freely because they feel nervous. That is because they think that their grammar is not good and they have few vocabulary.

According to Heaton (1975:135) states that the writing skills are complex and sometimes difficult to teach, requiring mastery not only of grammatical and rhetorical devices but also conceptual elements. From the Heaton's definition of writing, in order to encourage the students' enthusiasm in writing the teacher as a facilitator must be creative in the teaching and learning process. Students were not interested in writing because they felt that writing was so boring because they had to revise what they had written. Also, students were frustrated by seeing compositions marked up, and they rarely pay attention to the teacher's suggestions or corrections even when the teacher asked them to rewrite. Moreover, Murray (2002:19) states that writing is a process of dealing with not-knowing, a forcing of what and how. In addition, writing is not just novels and

poems, writing are memos and proposals and reports and plans and agreements.

Besides, Experience in teaching Maritime English in Politeknik Bumi Akpelni shows that many students in Technical department of Politeknik Bumi Akpelni where the researcher also teacher was teaching have so many difficulties in mastering English. Actually, the students are interested in learning English because when the researcher taught them, they were active and exited. The problem was from the way the students study English and seldom apply it in Dormitory or their daily activity. They felt that the teaching and learning process were so boring. They thought teacher teaches those very complicated materials, the students can not understand what the teacher is talking about. It makes the students have low motivation in learning English. Also, the medium that is used by the teacher is only power point or video, the students want more innovation in teaching process so that the process will be fun and enjoyable. The researcher is also as the teacher found that students in Technical Department felt that writing is the most difficult skill because its complexity. They had hesitation when they asked by the teacher to write a simple sentence because in their mind, when they write something they need to look at grammar, diction, vocabulary, and their creativity in arranging the words to be a sentence. These make students felt a bit under pressure because they cannot express their idea freely, and they thought that every word should be grammatically perfect.

In addition, medium is needed to make a variation in the teaching and learning process so that the process itself can be more fun and interesting. If the teaching and learning process is fun, the students will be exited to listen to the teacher and be active during the lesson. The researcher chose Instagram as a medium to improve the students' skill of writing

procedure texts because nowadays it becomes a very popular medium among young people. They play Instagram everyday to keep updates what is trending around the world, and share their daily activities through the features of Instagram. In this technology era, teenagers spend hours to open Instagram. They open some Instagram accounts to stalk and get information that is trending. The researcher wants to use social media in this case is Instagram to make to social media is more useful for educational purposes.

Moreover, the researcher decided to use procedure text because of uploading foods, snacks, and drinks are being trending topic among people nowadays. The researcher is going to make the contents of Instagram more useful. Using procedure texts would be a great idea because it can give information in the content (photos or videos) so that people not only enjoying the content but also get new knowledge. Based on Sanggam and Kisno (2008:9) in Generic Text Structure, in this book Sangga and Kisno use term *Process* instead of procedure text, they adefine *process* is any written English Text in which the researcher describes how something is accomplished through a sequence of action or step. Besides, According to Anderson & Kathy (1997:50) in Text Types in English 2 defines procedure text is a text that gives us instructions for doing something.

Besides, in this research, the researcher wanted to know whether or not Instagram can improve the students' writing skill of procedure texts of 53rd Batch of Technical Department semester 4th in Politehcnic Bumi Akpelni.

Through this research, the researcher wants to explain how effective the use of Instagram in improving students' skill of writing procedure texts is, and to explain the factors that make Instagram improves students' skill of writing procedure texts.

METHOD OF INVESTIGATION

The researcher used quasi-experimental research because this study was going to establish cause and effect among variables. In this study, the researcher applied quantitative approach. It used and dealt with statistical analysis. Besides, this study also used pre-test post-test design to know the improvement of students' skill of writing procedure texts. After having treatments, the researcher gave students questionnaire to know whether the research had any effect on teaching and learning process. The questionnaire was also used to find out students' interest and difficulties in learning English and the improvement of students after the treatments. It is included in true experimental design. The design of this study is presented below:

E	O ₁	X	O ₂
C	O ₃	Y	O ₄

Where:

- E : Experimental group
- C : Control group
- O₁ : Pre-test for the experimental group
- O₂ : Post-test for the experimental group
- O₃ : Pre-test for the control group
- O₄ : Post-test for the control group
- X : Treatment using Instagram
- Y : Treatment using conventional method

(Tuckman in Saleh, 2011)

There were two groups that got different treatments. The first group was an experimental group which was taught by using Instagram. The second group was control group which was taught by using conventional method. After both of groups were given different kind of treatments, the same writing procedure texts test was given to the two groups. By conducting the test, the researcher could find out that using Instagram effectively improved students' skill of writing procedure texts.

This study was conducted in Politecnic Bumi Akpelni in the academic year of 2018/2019. The subject of the study was 53rd batch of 4th semester in Technical Department, and the samples of the research were TB as the control group and TC as the experimental group. TB students were taught by using conventional method, while TC students were taught by using Instagram as a medium. There were four meetings for both groups. The first meeting was for pre-test to know normality and homogeneity scores from both experimental and control group. the second and third meeting were for treatments. The last meeting was for post-test to know the significant difference between two groups, after that the researcher gave the questionnaire.

FINDINGS AND DISCUSSIONS

The researcher conducted pre-test and post-test to examine students' initial level of ability to comprehend procedure text. Students from both experimental and control groups were asked to write a procedure text based on topic given. Students had forty-five minutes time allocated to make the text.

No	Group	Mean Score	
		Pre-test	Post-test
1	Experimental	64.13	82.45
2	Control	65.94	79.35

From the data above shows the score of pre-test for control group. After the researcher calculated through Ms. Excel 2013. The pre-test mean score from experimental group was 64.13, while from control group was 65.94 Besides, the post-test mean score from experimental group was 82.45, while from control group was 79.35.

Normality

After getting all the pre-test scores, the researcher analyzed the normality of the

data before proving the significant difference of the scores. Normality was used to show if such data was normally distributed. Test of normality data distribution by using SPSS 16.0 resulted *Kolmogorov-Smirnov Statistics* or *One-Sample K-S Test*. The hypothesis was accepted if *Asymp. Sig.(2-tailed)* was higher than 0.05. The following table was the analysis of normality by using *One-Sample Kolmogorov-Smirnov Test*.

Pre-Test

The test shows that the value of *Asymp.Sig.(2-tailed)* of experimental group pre-test scores is 0.855. It is higher than 0.05. It means the data is normally distributed. In addition, the pre-test scores of control group is also normally distributed. It can be concluded from the value of *Asymp.Sig.(2-tailed)* of the group, which is 0.843. It is higher than 0.05. In short, the score of pre-test from both groups are normally distributed.

Post-test

One-Sample Kolmogorov-Smirnov Test

		EXPERIMENTAL	CONTROL
N		24	24
Normal Parameters ^a	Mean	82.45	79.35
	Std. Deviation	5.026	4.744
Most Extreme Differences	Absolute	.203	.180
	Positive	.203	.180
	Negative	-.156	-.135
Kolmogorov-Smirnov Z		1.132	1.000
Asymp. Sig. (2-tailed)		.154	.270

The table showed that the value of *Asymp.Sig.(2-tailed)* of experimental group post-test scores is 0.154. It is higher than 0.05. It means the data is normally distributed. In addition, the post-test scores of control group is also normally distributed because the value of *Asymp.Sig.(2-tailed)* of the group is 0.270. It is higher than 0.05. In short, the score of post-test from both groups are normally distributed.

One-Sample Kolmogorov-Smirnov Test

		EXPERIMENTAL	CONTROL
N		24	24
Normal Parameters ^a	Mean	64.13	65.94
	Std. Deviation	9.549	8.756
Most Extreme Differences	Absolute	.109	.111
	Positive	.093	.098
	Negative	-.109	-.111
Kolmogorov-Smirnov Z		.607	.616
Asymp. Sig. (2-tailed)		.855	.843

HOMOGENEITY

The hypothesis of this study could be called homogeneous if *Significance* value is more than 0.05. The researcher analyzed the data by using SPSS 16.0, below was the analysis of homogeneity of pre-test and post-test scores.

Pre-test

Test of Homogeneity of Variances

GROUP

Levene Statistic	df1	df2	Sig.
.222	1	60	.639

According to the analysis above, it shows that the *Significance* value is 0.639. The hypothesis is accepted if the *Significance* value is more than 0.05. The pre-test scores from both groups are homogeneous because the *Significance* value is higher than 0.05.

Post-test

Test of Homogeneity of Variances

GROUP

Levene Statistic	df1	df2	Sig.
.574	1	60	.452

Based on the analysis of homogeneity test of variances, it shows that the *Significance* value is 0.452. The hypothesis is accepted if the *Significance* value is more than 0.05. Thus,

it could be concluded that the post-test scores from both groups are homogeneous.

t-Test

The significant differences of pre-test from both groups indicated their initial ability to write procedure texts. The researcher used *Independent Sample T-Test* to compare the means scores of pre-test of both groups. The t-test would indicate the significant difference of pre-test and post-test scores between control and experimental groups.

If working hypothesis (Ha) was less than 0.05, it meant the working hypothesis (Ha) was accepted, and it could be concluded that students' initial level of ability were equivalent. On the contrary, null hypothesis (Ho) was accepted if there was no significant difference on students who were taught by using Instagram to those who were taught by using conventional method. The following table showed the *Independent Sample T-test* of pre-test.

Pre-test

Independent Sample Test

	GROUP	
	Equal variances assumed	Equal variances not assumed
Levene's Test For Equality of Variances	F .222 Sig. .639	
t-test for Equality of Means	t -0.776 df 60	-0.776 59.554
Sig. (2-tailed)	.441	.441
Mean Difference	-1.80645	-1.80645
Std. Error Difference	2.32688	2.32688
95% Confidence Interval of the Difference	Lower -6.46090 Upper -2.84800	Lower -6.46162 Upper -2.84871

Upper		
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The analysis of pre-test could be seen from the table above. The researcher analyzed the data by using SPSS 16.0 program. The table shows that the value of *Sig. (2-tailed)* is 0.441. Moreover, Ha is accepted if t_{value} was less than t_{table} . The t_{value} is -0.776. For $\alpha = 5\%$, $df = 31 + 31 - 2 = 60$, the t_{table} is 2.000. Because t_{value} is less than t_{table} ; thus, Ha is accepted. Based on the results; it means that students are initially in the same level of ability. Therefore, students' initial ability to write procedure text is equivalent. It can be concluded that students from both control and experimental groups have the same level of writing skill of procedure text before the treatments were given.

Post-test

	GROUP	
	Equal variances assumed	Equal variances not assumed
Levene's Test For Equality of Variances	F .574 Sig. .452	
t-test for Equality of Means	t 2.495 df 60	2.495 59.801
Sig. (2-tailed)	.015	.015
Mean Difference	3.09677	3.09677
Std. Error Difference	1.24122	1.24122
95% Confidence Interval of the Difference	Lower .61397 Upper 5.57958	Lower .61380 Upper 5.57975

The result of *Independent Sample T-test* could be seen from the table above. The

researcher analyzed the data by using SPSS 16.0 program. The table shows that the value of *Sig. (2-tailed)* is 0.015. It is less than 0.05. Moreover, H_a is accepted if t_{value} was less than t_{table} . Because t_{value} is less than t_{table} ; thus, H_a is accepted. Therefore, it could be concluded that there is a significant difference on both groups after treatments. The researcher concluded that students' ability of writing procedure text from both groups has improved after getting the treatments.

Statements	Strongly Agree	Agree	disagree	Strongly disagree
I really like English	74.19%	9.67%	12.90%	3.22%
I will be very excited if the teacher gives media (pictures or videos) in teaching and learning process.	80.65%	19.35%	0%	0%
I think that I can write better with pictures or videos.	48.39%	38.71%	12.90%	0%
I understand about procedure text clearly.	64.51%	32.26%	3.22%	0%
Instagram made English lesson enjoyable.	80.64%	19.35%	0%	0%
I liked writing a procedure text after the teacher applying Instagram.	51.61%	45.16%	3.22%	0%
I had known about procedure text clearly.	70.96%	25.80%	3.22%	0%
I could write a procedure text easily using Instagram.	45.16%	45.16%	9.67%	0%
I could arrange correct generic structure of procedure text after teacher used Instagram.	48.39%	48.39%	3.22%	0%
My writing skill had improved after the teacher applying Instagram.	61.29%	32.25%	6.45%	0%

In order to support the data, the researcher used questionnaire to see

whether the research had any effect on teaching and learning procedure texts. The followings are the discussions of the questionnaire: (1) In the first statement of the questionnaire, the purpose of the item was to know whether students liked English lesson or not. The result was 74.19% students strongly agreed with the statement. It meant that lots of students liked English lesson; (2) The second item intended to know whether students were excited or not if the teacher gives media (pictures or videos) in teaching and learning process. The result showed that 80.45% students were excited if the teacher gives media (pictures or videos) in teaching and learning process; (3) The third item was to know whether students could write better with pictures or videos or not. The result showed that 48.39% students were strongly agreed. It meant that students can write better with pictures or videos; (4) The fourth statement of the questionnaire was to know whether students understood about procedure text clearly or not. 64.51% students were strongly agreed that they understood procedure text clearly after having treatments; (5) The fifth item intended to know whether Instagram made English lesson enjoyable or not. The result showed that 80.65% students were strongly agreed that Instagram made English lesson enjoyable; (6) The sixth item was to know whether students liked writing a procedure text after the teacher applying Instagram or not. The result showed that 51.61% students were strongly agreed that they liked writing a procedure text after the teacher applying Instagram; (7) The seventh item was to know whether students had known about procedure text clearly or not. The data showed that 70.96% students were strongly agreed. It meant that they had known about procedure text clearly after having treatments; (8) The eighth statement intended to know whether students could write a procedure text easily using Instagram or not. The result of the data

showed that 45.16% students were strongly agreed. It meant students could write procedure text easily after using Instagram as medium; (9) For the ninth item, 48.389 students were strongly agreed that students could arrange correct generic structure of procedure text after teacher used Instagram. It meant the medium helped students to resolve their difficulties in arranging correct generic structure of procedure texts; (10) The last item was to know whether students writing skill had improved after the teacher applying Instagram or not. The data showed that 61.29% students were strongly agreed. It meant that Instagram was needed to improve students' writing skill especially procedure texts.

Conclusions

Based on the first goal of this study which is to explain how effective the use of Instagram is in improving students' writing skill of procedure texts of the 53rd of 4th semester of Technical Department Politecnic Bumi Akpelni, and according to the data analysis in fourth chapter, it can be concluded that Instagram is more effective in improving students' skill of writing procedure texts than using conventional method. The implementation of Instagram improves students' skill of writing procedure texts appropriately. It can be seen from students' writing from experimental group in post-test gained higher scores than control group. The mean of the students' scores from control group in post-test was 79.35, and for the experimental group was 82.45. The improvement is quite significant. Instagram was easy to be applied in teaching writing to students.

Furthermore, according to the second goal of this study that is to explain the factors that make Instagram improves students' writing skill of procedure texts and the computation of the questionnaire, it showed most of students agreed with all statements given on the questionnaire. In

addition, the factors that cause improvement from using Instagram are; (1) Using Instagram is a welcome break from the usual routine of the English lesson, (2) Instagram is popular among teenagers nowadays so that students can be more excited and be more motivated in teaching-learning process, (3) The overall features of Instagram are appropriate for teaching procedure texts because there are pictures, videos, etc. (4) Students can be easily learning using Instagram because it is available on PC and mobile phone.

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