

MAXIMIZING STUDENTS' WRITING PRACTICE USING INSTAGRAM

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Abstract

This research was aimed at maximizing students' writing practice using Instagram. In this research, the Instagram was used as learning media in teaching English writing for students of the grade XI MIPA 8, SMA Negeri 1 Cilacap. The use of the media was meant to promote students' involvement in writing practice, especially writing narrative texts. This research therefore can facilitate students to study English writing individually by practicing writing some texts and uploading the texts into Instagram platform. This research is Classroom Action Research in which the stages cover planning, action, and reflection. The research was conducted at SMA Negeri 1 Cilacap, Central Java. The population of the research was the students in grade XI MIPA 8, SMA Negeri 1 Cilacap. The data were analyzed by using qualitative and quantitative design to know the benefit of the Instagram in maximizing students' writing practice. The research results revealed that Instagram could present an effective writing practice which fulfilled the students' needs by means of showing some pictures and videos to help them to understand the text and expressed their ideas in practicing writing individually. The research findings also revealed that the students who gained 60.4 in pre-test were able to increase their score up to 76.1 in the post-test. It indicated that there was an improvement score. In conclusion, the use of Instagram was proven to be effective to maximize students' writing practice.

Kata kunci: *Classroom Action Research, writing practice, Instagram, learning media*

Abstrak

Penelitian ini bertujuan untuk memaksimalkan praktek siswa untuk menulis menggunakan Instagram. Dalam penelitian ini, Instagram digunakan sebagai media pembelajaran dalam mengajar bahasa Inggris bagi siswa kelas XI MIA 8, SMA Negeri 1 Cilacap. Instagram berperan sebagai media yang digunakan oleh siswa dalam praktek menulis, yaitu menulis teks naratif. Penelitian ini juga memfasilitasi siswa untuk belajar menulis dalam bahasa Inggris secara mandiri dengan mempraktekkan untuk menulis beberapa teks dan mengunggahnya di Instagram. Penelitian ini adalah Penelitian Tindakan Kelas (PTK). Langkah- langkah penelitian ini adalah perencanaan, pelaksanaan, dan refleksi. Penelitian ini di laksanakan di SMA Negeri 1 Cilacap, Jawa Tengah. Pupulasi dari penelitian ini adalah siswa kelas XI MIA 8, SMA Negeri 1 Cilacap. Penelitian ini menggunakan pre-tes dan post-tes. Analisis data dalam penelitian ini menggunakan analisis kualitatif dan analisis kuantitatif untuk mengetahui manfaat dari Instagram dalam memaksimalkan praktek siswa untuk menulis. Hasil dari penelitian mendukung bahwa Instagram dapat memberikan keefektifan praktek menulis sehingga dapat memenuhi kebutuhan siswa dengan menampilkan gambar- gambar dan video-video untuk membantu mereka dalam memahami teks dan mengekspresikan ide- ide mereka saat praktek menulis secara mandiri. Dari hasil penelitian ini menyatakan bahwa siswa memperoleh nilai rata-rata 60.4 pada saat pre-tes dan nilai mereka naik menjadi 70.1 pada saat post-tes. Hal tersebut mengindikasikan bahwa ada peningkatan nilai. Kesimpulannya, penggunaan Instagram terbukti efektif dalam memaksimalkan praktek siswa dalam menulis.

Keywords: *Penelitian Tindakan Kelas (PTK), praktek menulis, Instagram, media pembelajaran*

INTRODUCTION

Writing is the most difficult skill to learn and to master because it is a productive skill. Students who are learning writing have to learn how to

find and express their idea into some meaningful sentences.

Based on the observation in SMA Negeri 1 Cilacap grade XI MIA 8, it seemed that the students were rarely taught to write in English.

They just did the assignment and discussed the answers with their friends. Furthermore, the students were expected to be able to write a good text. In fact, they could not do it well because they didn't have any ideas to write. Actually, the students confess that they did not have ideas when the teacher asked them to write a text, for example a narrative text. Therefore, some media were needed to bring out their ideas. Of course, the media might be appropriate for teaching a certain skill and it might be inappropriate for teaching other skills. In teaching narrative texts, Instagram is better to be used as a medium. Furthermore, in this digital era, Instagram can be used as a solution to catch the students' attention when they are bored in writing class.

As we know, Instagram is currently one of the popular social media that is used to post images and videos with a description in the profile. Moreover, it can be viewed publicly by anyone who visits the site when we use hash tag or setting our account become public account. Everyone has same opportunity to express their pictures, videos, and ideas (as a caption) in Instagram.

Students can use the Instagram to study about text using picture graphs in Instagram. They can upload the picture and add the caption to express their idea. Their friend can also see it and comment about the ideas. It's more effective because the students can do it everywhere and every time. So, in the teaching and learning process especially in writing narrative texts, using picture in Instagram are more effective than other media.

RESEARCH METHOD

This research was categorized as Action Research (AR). This research was conducted during October-December 2017 in the first semester of SMA N 1 Cilacap. The subject of this research was students of XI MIA 8 at SMA N 1 Cilacap. The total of the students were 32 students. The research procedure followed the model of action research proposed by Kemmis and McTaggart in Burns (2010: 9). The steps were reconnaissance, planning, action, observation, and reflection. This research used qualitative and quantitative data. The qualitative data were collected through observing the teaching and learning process, interviewing the English teacher and the students. On the other hand, the quantitative data were collected through distributing questionnaire to the students and conducting tests to assess the students' writing performance. The qualitative data were analysed by assembling the data, coding the data, building interpretations, and reporting the outcomes while the quantitative data were analysed using descriptive quantitative analysis in the form of mean. The validity of the data was obtained by applying democratic validity, outcome validity, process validity, catalytic validity, and dialogic validity. Thus, the reliability of the data was gained from time triangulation, method/technique triangulation, and researcher triangulation.

RESEARCH FINDINGS AND DISCUSSION

There were two cycles in this research. Each cycle consisted of two meetings. In addition, each cycle covered planning, actions,

observations, and reflection. During the implementation of the actions in every meeting, the researcher used Instagram to maximize students' writing practice. Besides, she also gave the students handouts and worksheets of today's materials, exercises, pictures as clues, videos as complement materials, games to break the students' boredom, and practice of writing..

The research findings and the discussion show that the students' writing skills of the grade XI MIA 8 at SMA N 1 Cilacap improved through the use of Instagram to practice writing. The learning activities in every stage of using Instagram helped the students to write texts easily. The students could write better texts gradually. In addition, using Instagram could encourage the students' motivation in writing English texts.

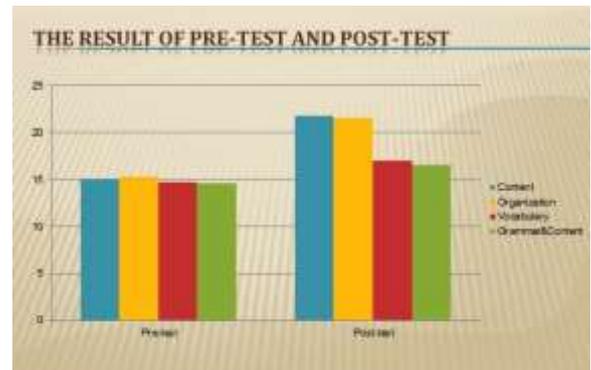
The following table shows students' writing improvement before action, the implementation of cycle 1 and the implementation of cycle 2.

Table 1. The Finding of Cycle 1 and Cycle 2

No.	Problems	Cycle I	Cycle II
1	The students' attitude	The students were showing positive attitude by not having too much conversation with their friends except it was to comment the story presented by the researcher.	The students felt relaxed and had fun during the class while they do their Instagram project to write a text in group and individually.
2	The students writing ability a. Content	 The students understood the story better because it completed with picture or picture. So, it helped visualization the story. They still had some difficulties in expressing their ideas, the results showed that it was better than before the actions implemented. Some of them made quite their narrative texts.	 Most of the students developed their ideas well as the results of their writing in the end of Cycle II as they were able write longer text. Most of them could provide more details in their texts.

b. Organization	Most of them were understood about the structure of narrative text. However, there were some of them who still could not be able to write texts with orientation, complication, resolution.	The students could provide more supporting details in writing the narrative texts. They have logical sequencing and cohesive text.
c. Vocabulary	They still had difficulties when there were unfamiliar verbs for them, especially in finding the past form of them. However, they were allowed to open their dictionaries. There were some students who often did mistakes in terms of word choice.	The students had better vocabulary mastery as they had memorized some words after getting exposure of narrative through using Instagram and reading stories. They seldom did mistakes in the terms of word choice and the correct form of the words. Most of the students were

To strengthen the qualitative data, the result of the pre-test, progress-test, and post- test were used. The following chart shows students' mean scores in the pre-test, progress-test, and post-test.



The graph showed the changes on students' score which increased significantly. They just gained 60.4 in the pre-test were able to increase their score up to 76.1 in the post-test. It indicated that they were successful in making considerable improvement.

CONCLUSIONS AND SUGGESTIONS

The research findings elaborated in chapter IV showed that the students' writing practice had been improved through the use of Instagram by several supporting actions. There were some positive changes as the results of the actions. They were related to the English teaching and learning process, the students' learning behavior, the English teacher and the researcher.

The suggestion is made based on the conclusions and the implications of this research that was mentioned before. Some suggestions are given to the English teacher, the school institution, and other researcher who are closely

related to this research. There are explained as follows:

1. For the English teacher

The English teacher should consider needs, wants, and lack of the students before designing the writing materials. The aspects are very important to create a variation of classroom activities and learning media in the teaching and learning process of writing. It can reduce the students' boredom. Besides, the teacher is required to collect some pictures related to the story that is taught to the students. It can also help the teacher deliver the materials easily and keeps the students' interest to explore their idea in creating a text using their own sentences.

2. For the school Institution

The school can provide some facilities to support in maximizing the students' writing practice using Instagram considering the problems that were mentioned before. One of the problem is they provide the appropriate media to support the teaching and learning process of writing. The school can provide internet access and language laboratory to support the use of Instagram in maximizing students' writing practice. Thus, the school can carry out a workshop among English teachers to use social media like Instagram in this digital era to increase the students' interest toward the materials in teaching and learning process.

3. For other Researcher

For other researchers who are interested in the same field are recommended to do some actions in a longer time to get more valid and

reliable results. So, the improvement of this study will be more significantly seen.

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