

ENGLISH LEARNING USING INSTAGRAM (A STUDY AT SMK ISLAMIC CENTRE CIREBON)

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Abstract.

Instagram is one of mobile photo (and video) capturing and sharing service application. Instagram can be applied in class activity, especially in teaching writing. This application we can use this tool to make students interest in writing class, with feature of instagram photo share, social, community, and education on share humanity teacher can make students interested to write descriptive text. The objectives of this study are explaining: 1) the implementation of using caption on instagram in teaching writing, 2) what are the student perceptions of using caption on instagram in teaching writing. In this research writer uses qualitative descriptive and the sample of this research were XI MM (multimedia) class. The aims of this research is to investigate the student perceptions about the use of caption on instagram in teaching writing. In the end of the paper, the writer tries to analyze the data as the result from observation and questionnaire. After those steps, finally the writer finds in observation shown that the use of caption on instagram in teaching writing is ran well, students are enthusiastic in learning writing process and more confident to understanding writing material. Besides that, the result of questionnaire shown that the students is gave positive respond toward using caption on instagram in teaching writing in general their assumed instagram is helpful to understanding writing material and create situation of writing class be fun, interesting, and enjoyable.

Key Words: *Instagram, Writing Skill, multimedia*

Introduction

In teaching and learning process, teacher needs strategy or media to make lesson easier. Permendikbud No.81A 2013 “Learning strategies are necessary to support the realization of the whole competence as stated in curriculum of 2013.” It means that the curriculum includes what should be taught to student, while learning is a way of what has been taught can be mastered by learners. Caption on instagram is an interesting strategy and might as well a good strategy for the teacher to apply in the classroom. Therefore, instagram can be the solution to help students working on descriptive text. Instagram is a social network based on sharing pictures and fifteen-second videos which can be posted to other social media sites.

Students can upload a picture, fill the caption (a description of the picture) in unlimited provided spaces, and give comment to others' pictures. Starting in this point the writer was sure that the combination between instagram and a good atmosphere of teaching learning process can lead student to the increase of their motivation and their ability in writing.

Instagram

Handayani (2017:25) state that "Instagram one of mobile photo (and video) capturing and sharing service application, and start from mid 2013 instagram services expanded to sharing 15 second video." It gives users an instantaneous way to share and capture their life moment with other friends through a series of pictures and videos. The apps Instagram was created by Kevin Systrom and Mike Krieger, it was launched in October 2010. Since its launch in October 2010, it has attracted more than 150 million active users, with an average of 55 million photos uploaded per day, and more than 16 billion photos shared. Listiani (2016:4) state also "instagram can be used as learning media due to its supporting features, such as":

Photo Share, Social, The Community, And education on our Shared Humanity

The Process of Writing Teaching and Learning Writing

Writing is a very complex process. We write differently at different times, depending on whom our readers are and what conditions are. That is, we write about a definite topic, to a particular reader, with a specific purpose in mind, using appropriate language we prefer for that occasion. Bratcher, S., Ryan, L. (2004:28). "A fifth component of writing is the process used by the writer to produce the product. While the sophistication of the activities writers carry out at each point in the process varies as students get older and more experienced, the components of the process remain the same". Tahvildar, Zade. (2013:53). "We write about a definite topic, to a particular reader, with a specific purpose in mind, using appropriate language we prefer for that occasion. Harmer (2004:4-6) stated, "There are four stages in the writing process; planning, drafting, editing, and final revision". There are explained as follow:

1. Planning
2. Drafting
3. Editing
4. Final Revising

Research Method

In this research, the writer used a qualitative research method to find out the purpose of the research. Fraenkel et.al (2012:429) State that “every qualitative study has a distinct starting and ending point. However, it begins when researcher identifies the phenomenon he or she wishes to study, and it ends when the researcher draws his or her final conclusions.” The writers believe that this research is qualitative which design to find out facts/ data about the use instagram in learning English.

Collecting the data is the most fundamental purpose in the research. There are several steps that the writer used to collect the data, the step can be seen below:

This study used observation for technique of collecting data. According to Fraenkel et.al (2012:445), observed the people as they do daily activities and take a note what they do. This observation adopt from Harmer (2004:4) is 4 stages to observe the process of writing. The study need to see the activity of students in the implementation of using caption instagram in teaching writing. Therefore, observation is appropriate technique of collecting data to do this research.

In the process of observation, the writer delivered the material and presented the implementation of using caption on instagram in the writing class. The observation sheet has column evidence to strengthen the data of observation.

The writer gave questionnaire after gave the material and students collect their project. The writer was used the questionnaire to strengthen and to dig students' perception deeper. As explained above, the writer only analyses those data obtained from the students.

This questionnaire adopt from Shin and Son (2007:7). In the process of questionnaire, the questionnaire' statements were given in Bahasa Indonesia, in order to help students' express their thought and feeling more easily. The questionnaire consist of 10 statements, each statement has three alternatives answers that should be choose by the students that is Strongly Agree, Agree, Disagree. Furthermore, the questionnaire sheet has blank column to give reason about their choices.

The main formula of the problem in this study is to describe the implementation of caption on instagram in teaching writing. The implementation of using caption on instagram was in the multimedia class. The result of the observation is presented that contains steps as follows:

1. Planning

Teacher showed the instagram and gave project to write descriptive text that should upload the project on instagram, it was made students were motivated in the activity. The evidence in the activity students enthusiastic to follow the lesson, many of them listened carefully to get well the instruction and there were some of them, prepare the project very well. Before the students write a descriptive text, teacher gives a way to easy make a descriptive text (planning, drafting, and editing, final revising).

For the first time before they write descriptive text, students should make a plan. Teacher gives some instruction to write the plan on the paper and with teacher's guidance students start to write they plan on the paper. In this activity students are free to choose the topic, title, and also students write the topic and title on paper. After getting the plan, students discuss with other friends, in this activity students come to the other table to discuss the plan with their friends, and teacher just controlling the students. The result in the evidence of observation stated that the students ask the teacher about their writing. Some students raised their hand to get attention from the teacher and ask about the result of their plan. At students' participation in giving their opinion in the class about the plan actively, the evidence of this activity was the students coming forward to ask the plan and almost all of the students give opinion about the result of writing his/her friend, discussion between students 1 and other students overseen by the teacher.

After that, at making students' comprehension of target language easily, the evidence was students understanding the instruction easily. In the activity, teacher gives some instruction to look for the picture and biography of their description. When teacher gave instruction there were no question from the students and almost all the students can do what was ordered by teacher. At students' interesting in learning writing by using instagram, the evidence of this activity was all the students having the instagram to follow the learning activity. Almost all the students can follow the instruction very well and make a good plan to write the descriptive text.

2. Drafting

After get the plan, teacher gave instruction to write a draft in sequence, started from write the title, write identification and description of the text, and the last look for the picture. The evidence of the activity, students followed the teacher instruction well. After getting the instruction from the teacher, the students can used the instagram as guidance in their writing. The evidence of this activity was the students looking for some people who write a caption on their

instagram account as the example before they write descriptive text. All of students can opened their smart phone and scroll on instagram to found picture and caption like descriptive text, in this section some students have a problem to found the picture that have a caption like descriptive text, and then teacher give instruction to discuss with their friends. Students can found the picture and caption like descriptive text, it can be guidance their writing to make descriptive text.

At writing the descriptive text enthusiastically, Students write identification at least 6 sentences and 7 sentences to write description. After that students came to other friends and showed the result of their writing, the evidence of this moment was the students feeling proud to tell their friends about the result of their writing especially show the picture. Some students asked to their friends about what are they write on the paper. At discussing students' writing with their friends, based on the evidence, the students checked their friend's result and gives opinion, if found something on the result of writing, they could tell to their friend. Almost all the students asked about the result of their writing whether the mistake or not.

3. Editing

The result of observation on the editing, it showed that the students edited their writing. At rechecking their draft, focus on the generic structure and tenses of the text, based on the evidence students used notes to rewrite their draft. After that students started to arrange it into a paragraph on instagram with teachers' guidance.

4. Final Revising

At the last, making change to consider it if it is necessary, the evidence of this activity was the students with their friends checking all their projects if there was an error in their writing, almost all of students did not making change because on planning, drafting and editing their always ask and discuss with teacher and their friends.

The result and percentage each statements of students perception

Based on table 4.3 above shows the presentations students answer of the result of statements. From that statements on the table there are many of the data obtained in results of percentage. 11.56% students choose I am very interest in the process of learning writing by using instagram. 8.38% students choose I really want to know learning writing by using instagram. 12.14% students choose I sure that the process of learning writing by using instagram is beneficial for

me. 9.83% students choose I am sure learning to use instagram is a way to get an understanding of the text written in learning writing. 10.12% students choose I am sure learning to use instagram can motivate them in learning writing. 8.67% students choose I believe that learning using instagram can help me to be more confident in making descriptive text in learning writing. 7.80% students choose I feel confident in learning writing by using instagram. 11.27% students' choose I'm happy in learning writing by using instagram. 9.83% students choose I feel comfortable in learning writing by using instagram. And the last 10.40% students choose I am satisfied by using instagram media in learning writing. Besides from the result form the high percentage 12.14% students choose I am sure that the process of learning instagram is beneficial for students. The small percentage 7.80 students choose I feel confident in learning writing by using instagram. From the questionnaire that has some categories, the categories of statement 1 and 2 it is about students' interest in learning writing by using instagram. Statement 3 until 5 it is about the advantages of instagram in teaching writing. Statement 6 and 7 it is about students confident about learning writing by using instagram. The last categories of statement 8 until 10 it is about students' satisfaction in learning writing by using instagram.

The result of questionnaire shows the presentation students answer, from that the statements on the table there are many of the data obtained in results of percentage. 19.94% students' are interested in learning writing by using instagram. 32.09% students' feel that the many benefits they can get in learning writing by using instagram. 16.47% students' feel confident in learning writing by using instagram. 31.5% students' feel satisfaction learning writing by using instagram.

Result and Discussion

Results

This section presents the discussion based on the research findings of the study that referred with research questions of this paper, they are: (1) How is the implementation of using caption on instagram in teaching writing? (2) What are student perceptions of using instagram in teaching writing?

1. The implementation of using caption on instagram in teaching writing The first is the implementation of using caption on instagram in teaching writing. The writer applied this

application as a tool in learning activity and gave the material, the writer observed the learning process. There were four stages which the writer observed planning, drafting, editing, and final revising. Based on the observation result, it showed the process writing of Harmer combined with the used of instagram in writing class going well and give some beneficial effect to the students on their experience. By using this strategy, students were easy to understand the concept of part to whole, improve their writing skill, can motivate students and active in classroom. Handayani (2017: 28) claim that “Instagram is a kind of tool which can give beneficial effect in guiding students to write effectively.”

The used of caption instagram in teaching writing also it can make students creative and innovative. Ali (2014: 13) claimed that “give the project for students to upload their writing. It engendered a sense of competition to see who could be the most creative and artistic with their pictures”. Handayani (2017: 28) also claim “it can be emphasized that using Instagram in foreign language learning can be an effective an innovative tool as it is used by students and teacher for educational aims appropriately”. It means that the implementation of using caption on instagram in teaching writing was going well.

2. Students’ perception toward using instagram in teaching writing.

This was intended to find out the students perceptions toward the use of instagram in teaching writing. To answer the research question, the writer used questionnaire sheet. The statements above means questionnaire which is use to gain information from respondents about their knowledge, belief, etc. the questionnaire was given to students at eleven grade of SMK Islamic Centre Cirebon that distributed after giving material and collect the project. In the questionnaire sheet was contain 10 statements that has relation with this study. The writer was given questionnaire’s sheet to 20 students in multimedia class after their collect the project. Based on the result of the questionnaire’s sheet, the use of caption on instagram in teaching writing was positively responded by the most of students.

Based on the questionnaire result, there were some benefits in using caption on instagram in teaching writing, that was showed based on the student perceptions. It could be interpreted that most of students found that learning become more; interesting, fun, enjoy, make them confidence, was not get easy bored during learning process. It was supported

by Anggraeni (2017:73), “viewpoints toward the advantages of using instagram to upload their writing assignments, It meant that they had positive perspective about the use of instagram for posting their assignment.”

Based on the result above, positive perceptions by students were also considered as the advantages of the use of caption on instagram in teaching writing. It could be interpreted that most of students found that the use of caption on instagram in teaching writing can motivated them in learning writing, increased their confidence to faced writing lesson, and helped them enhance their writing skill. It can be concluded that the most student perceptions toward caption on instagram were given positive perceptions.

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