



THE INFLUENCE OF INSTAGRAM'S PICTURES TOWARDS THE STUDENTS' ESSAY WRITING SKILL

Destia Herlisya¹, Riska Alfiawati², Irvan Dodo³

¹²³) STKIP PGRI Bandar Lampung

¹misadestia@gmail.com, ²riskaalfiawati@gmail.com

Abstract: This research reports on the effectiveness of Instagram's pictures towards the students' essay writing skill. Instagram becomes one of the famous social media in the world, in this research Instagram is used as a medium to improve the students' essay writing skill. The aims of the research were to know and to describe student's essay writing skill and to know and to describe whether there is influence of Instagram's pictures towards student's essay writing skill. The research was conducted by using a quasi-experimental design with pretest and post-test. The population of this research are the students at the sixth semester of English education major at STKIP PGRI Bandar Lampung, that consisted of 76 students in 2 classes. The sample of this research were two classes, they were as control class and experimental class. Control class was taught by Individual writing while experimental class was taught by Instagram's pictures. In getting the data, the writer used writing test. The result showed that based on the calculation, the writer got that $t_{cal} = 5.92$ and $t_{tab} = 1.67$ and 2.39 . It means that $t_{cal} \geq t_{tab}$. So, H_0 is rejected and H_a is accepted. From the result above, the writer states that there is a positive influence of Instagram's pictures towards students' essay writing skill.

Keywords: Writing, Social-Media, Instagram

INTRODUCTION

English is an international language. That statement sounds simple but actually, there are so many meanings in it. In this era globalization, people around the world need to communicate each other for their things. It can be about politics, economy, business, medical, education, culture, etc. Those things need to be discussed. However, we speak in different language. For instance, a Chinese man wants to buy a new apartment in Indonesia but he cannot speak Indonesian, also the Indonesian

seller cannot speak Chinese, they will be confused. There is one way to make this communication success, by using English. We should admitted that the ratio of people that using English is higher than people that using Chinese or Indonesian.

Today, English in every country is not a taboo anymore. Everyone learns it and even is demanded to master it. Still and all, in our country, many people cannot use English fluently in spoken or written version. Most of them said that English is difficult, especially in writing. Writing is one of the bridges of communication that

cannot be considered trivial today. For instance, if we work in a foreign trade company, we will often write formal letters in English. We are also asked to be able to reply letters that come from foreign parties properly and correctly. Therefore, offices today really require their employees to be able to have good English writing skill.

English is taught to the Indonesia students since they are in elementary school, or even kindergarten. This should be something that is not difficult anymore but, the theory is inversely proportional to the facts and the actual situation. Writing in English is still a scourge for Indonesian students especially in writing essays for college student's level in STKIP PGRI Bandar Lampung.

Based on the preliminary research, the writer found that the students' ability in writing essays still need to be increased. Essay is one of the text types that is learned in college. However, still many students that faced problem in writing essay for example like they confused what words that they should write, how to state their opinions, they also found difficulties in writing main idea and then developing it into a good writing. This often makes the students stuck and causes their writing feels empty.

Based on the background problem above, the writer wants to implement a suitable media in teaching writing. The media has to relevant to students' interest. This research was intended to explore the way to solve the problem by showing the implementation of teaching writing essay text by using social media instagram.

Based on the explanation above, the researcher formulated the hypothesis as follows, how is the influence of social media Instagram towards students' essay writing skill and how is the average score of students' essay writing skill who learn writing through social media Instagram. The objective of this research were to know and to describe the influence of social media instagram towards students' essay writing skill and to know and to describe whether the average score students' essay writing skill who learn through social media instagram is higher

than those who learn writing through conventional media.

THEORIES

Every day we need to write because we communicate each other not only by spoken but also written. This supported by Caswell and Mahler (2003) who stated that, "Writing is the vehicle for communication and a skill mandated in all aspects of life. Parents write notes for their children. Doctors write prescriptions. Automotive technicians write work orders. Politicians write speeches. Grandparents write letters. Friends write emails. Writing as communication is daily activity."

Writing is hard for most of Indonesian students but it does not mean that it cannot be made easy. We cannot escape from writing. We also as teachers, have a responsibility to always guide and help students to be able to produce good writing. With so many problems faced by both students and teachers, then we must find a way out by going through these difficult things through methods, techniques and medium that are fun. In writing essays, students often find difficulties to express and develop their opinions into a good writing. Besides that, the problem of grammar errors and diction is still an obstacle that cannot be underestimated.

The essay itself is a prose that discusses a problem from the personal point of view of the author. In other words, an essay is written in the form of an opinion of someone on an issue that is being talked about or attracts the attention of the writer. This is supported by Eunson (2012:225) who stated that, "Essays are documents on specific topics that contain a mix of fact and opinion, laid out in logical sequences and employing appropriate strategies of expression".

Since essays are a merging of facts and opinions, interesting techniques and media are needed, which can stimulate the college students to write essays well. In this research, the researcher used a very famous social media application; instagram to solve the problem by showing the

implementation of using Instagram in teaching writing essay. Instagram can help students be more creative in writing essays.

Instagram was launched on October 6, 2010. Based on (Chante et al., 2014; Solomon 2013) Instagram is generally known as a novel photo-sharing social networking platform.

Instagram itself is a social media application that is commonly used by people to share photos and their stories in the form of a post. Not only photos, but also the users can share 15 - 30 seconds video. According to Handayani (2016:321) "Instagram can take many functions like create accounts, post content, apply filters, add caption, tag users, add locations, add has tags, like content, add comment, browse and follow other account, check a feed generated by followed accounts and explore (search for) has tags/users." In fact, now Instagram also provides Instagram TV for people who want to share videos that are longer in duration. And also video call.

The experts stated about some activities that can be done in using Instagram for language teaching. Based on Bell (2013), "The activities involve having students on field trips, having students create photo stories and essays based on curriculum expectations, and having the entire class or school participate on Instagram by using one universal "hashtag" to share their work with others."

The statement above is actually appropriate and supports the writer's research that Instagram can indeed be used as a learning tool to write essays.

In addition, Spencer (2012) stated that there are some activities that teachers can use to implement Instagram in their classes; utilizing digital storytelling, practicing grammar on photo captions, doing photojournalism, creating photo prompts for themselves, finding metaphors within chosen photos, creating photo blogs, finding and documenting context within photos, doing an ethnographic study, sharing art, and exercising creative and artistic expression through taking their own pictures."

Considering that there are so many positive learning activities that can be done on Instagram social media, there is no doubt that this media can be one of the fun and interesting media for students in learning English essay writing. This media is very up to date and it is not difficult to implement it because it is always in the hands of students. This media can also make social relations between students become a good connection, as well as social relations between students and the lecturer. This statement is supported by (Ali:2014) in Handayani (2016) that stated that, "Instagram seems to be a perfect tool to support learning English for the following reasons. First, it offers a plethora of contextualized visual data that can provide aid in language classroom. Second, using Instagram in classroom can assist in creating a socially connected community of learners, as the tool itself gives room for students to communicate and socialize each other beyond classroom constraints. Third, Instagram is a commonly used social media outlet that young learners are now almost fully immersed in and accustomed to; including it in their learning process can be seen as a form of applying topics learned in class in real life environment. Finally, ease to access to Instagram and availability in most handled devices makes it more inviting to consider this platform for use in language classroom."

Instagram today is really loved by people all over the world, especially the younger generation. They cannot live without Instagram. Therefore, the researcher tries to use this media not only as entertainment but also as a medium for effective learning, especially in writing essay. After all, advances in technology must be balanced with positive things.

From the theories above, the writer assumed that the social media Instagram is a highly recommended for the college students level to learn not only effective writing skills, but also a real-world social and professional skills.

Below is the procedure on how to use the media social Instagram for teaching and learning essay writing :

1. The students have to follow the instagram @creativewriting.id
2. The researcher will post three photos per a day. Each photos has hashtags as a clue from the themes.
3. The students are asked to choose the picture and the theme
4. After they decided which photo they choose, they are asked to write a comment and stated their reasons why they choose it.
5. The students are asked to look at the photo well and try to find the implicit meaning in the photo.
6. The students are asked to write an essay text based on the photo they choose.
7. If there are questions, the students can ask through DM or direct message.

METHODOLOGY

In this research, the researcher intended to find out the influence of using instagram social media in teaching writing essay text, so, this is based on the experimental method, especially quasi experimental design. It means that the writer involved herself in learning and teaching process. In this cases, the writer uses two classes. One class as experimental class and the other class is the control class. The classes were taken from the sixth semester of students from English education major in STKIP PGRI Bandar Lampung. The first as an experimental class that was taught by using media social instagram and the second class as a control class that was taught through direct writing.

The population on this research was taken from STKIP PGRI Bandar Lampung of the English education major in the sixth semester 2018/2019. There are 76 students from 2 classes. The writer took two classes as the sample of the research. One class as experimental class where the writer taught writing descriptive text through collaborative writing technique, and the other class as the control class where the writer taught writing through individual writing. In this case, the writer asked the students to write individually. The number of the sample which I used in this research are 76 students. The

experimental class consist of 38 students. The control class consist of 38 students. In getting the sample of research, the writer used total sampling technique because the total of the sample is same with total population.

To know the students' descriptive writing ability, the writer used writing test. The students were asked to make composition based on the topic or title provided. In scoring system, the writer adapted from John.B.Heaton (1988:146).

Table 1
The Scoring System

Content 30-27	Excellent to very good	Knowledgeable- substantive- etc.
26-22	Good to average	Some knowledge of subject adequate range-etc.
21-27	Fair to poor	Limited knowledge of subject little substance-etc.
16-13	Very poor	Does not show knowledge of subject-non- substantive- etc
Organization 20-18	Excellent to very good	Fluent expression- ideas clearly stated-etc.
17-14	Good to average	Somewhat choppy loosely organized but main ideas standout-etc.
13-10	Fair to poor	Non-fluent- ideas confused or disconnected- etc.
9-7	Very poor	Does not communicate

		-non organization-etc.			rules.
Vocabulary				Mechanics	
20-18	Excellence to very good	Sophisticated range-effective word/idiom choice and usage-etc.		5	Excellent to very good Demonstrates mastery of conventions-etc.
17-14	Good to average	Adequate range-occasional errors of words/idiom, form, choice, usage, but meaning not obscured.		4	Good to average Occasional errors of spelling, punctuation,-etc.
13-10	Fair to poor	Limited range-frequent errors of words/idiom, form, choice, etc.		3	Fair to poor Frequent errors of spelling, punctuation, capitalization -etc.
9-7	Very poor	Essential translation-little knowledge of English vocabulary		2	Very poor No mastery of conventions-dominated by errors of spelling, punctuation, capitalization, paragraphing -etc
Language Usage					
25-22	Excellence to very good	Effective complex construction-etc.			
21-19	Good to average	Effective but simple construction-etc.			
17-11	Fair to poor	Major problems in simple/compl ex.			
10-5	Very poor	Construction virtually no mastery of sentence construction			

1. Content (The ability to think creatively and develop thoughts)
2. Organization (The ability to write in appropriate manner)
3. Vocabulary (The ability to use language effectively)
4. Language use (The ability to write and appropriate sentences)
5. Mechanics (The ability to use correctly those convention peculiar to written language e.g. punctuation, spelling)

Based on the indicators of writing test, the score of each student is 20-100.
(Heaton,1988:146)

The last activity in this research is the researcher analyzed the data to know the result of the research. In analyzed the data, the writer used quantitative analysis and some formulas to calculating the data formed score from the test given from experimental and control class. The formula that was used is t-test.

FINDING AND DISCUSSION

RESEARCH FINDING

In the hypothesis test, there were equality test of two averages and difference test of two averages.

It was used to prove the hypothesis proposed by the researcher they are accepted or not by using t-test formula. The formula of t-test is as follows:

$$t_{test} = \frac{\bar{x}_1 - \bar{x}_2}{s \sqrt{\frac{1}{n_1} + \frac{1}{n_2}}}$$

In which:

$$s^2 = \frac{(n_1 - 1)S_1^2 + (n_2 - 1)S_2^2}{n_1 + n_2 - 2}$$

Notes:

- n_1 : total number of students experimental class
- n_2 : total number of students control class
- \bar{x}_1 : the average score of experimental class
- \bar{x}_2 : the average score of control class
- S^2_1 : the variance of experimental class
- S^2_2 : the variance of control class

From the table above, it was obtained:

- n_1 : 38
- n_2 : 38
- \bar{x}_1 : 77.29
- \bar{x}_2 : 64.45
- S^2_1 : 70.39
- S^2_2 : 107.56

Then the data is included into the following t-test formula:

$$t_{test} = \frac{\bar{x}_1 - \bar{x}_2}{s \sqrt{\frac{1}{n_1} + \frac{1}{n_2}}}$$

With:

$$s^2 = \frac{(n_1 - 1)S_1^2 + (n_2 - 1)S_2^2}{n_1 + n_2 - 2}$$

$$s^2 = \frac{(38-1)70.39 + (38-1)107.56}{38 + (38 - 2)}$$

$$s^2 = \frac{2604.43 + 3979.72}{74}$$

$$s^2 = \frac{6584.15}{74}$$

$$s^2 = 88.975$$

$$s = \sqrt{88.975}$$

$$s = 9.43$$

After standard of deviation was found, the researcher calculated them into t-test as follow:

$$t_{test} = \frac{\bar{x}_1 - \bar{x}_2}{s \sqrt{\frac{1}{n_1} + \frac{1}{n_2}}}$$

$$t_{test} = \frac{77.29 - 64.45}{9.43 \sqrt{\frac{1}{38} + \frac{1}{38}}}$$

$$t_{test} = \frac{12.84}{9.43 \sqrt{0.026 + 0.026}}$$

$$t_{test} = \frac{12.84}{9.43(0.23)}$$

$$t_{test} = \frac{12.84}{2.17}$$

$$t_{test} = 5.92$$

The hypotheses are:

H_0 : $\mu_1 = \mu_2$ (There is no influence of instagram's pictures towards students' essay writing skill at the sixth semester of english education major at STKIP PGRI Bandar Lampung 2019/2020).

H_a : $\mu_1 \neq \mu_2$ (There is influence of instagram's pictures towards students' essay writing skill at the sixth semester of english education major at STKIP PGRI Bandar Lampung 2019/2020).

The Testing Criterion:

H_0 is accepted if $t_{test} > t_{table}$

$$t_{table} = t(1 - 1/2 \alpha) (dk)$$

$$\begin{aligned} dk &= n_1 + n_2 - 2 \\ &= 38 + 38 - 2 \\ &= 74 \end{aligned}$$

For the significant level 5% ($\alpha = 0.05$) obtained:

$$\begin{aligned} t_{table} &= t(1 - 0.05) (74) \\ &= t(0.95) (74) \\ &= 1.67 \end{aligned}$$

For the significant level 1% ($\alpha = 0.01$) obtained:

$$\begin{aligned} t_{table} &= t(1 - 0.01) (74) \\ &= t(0.99) (74) \\ &= 2.39 \end{aligned}$$

Based on the data analysis, it has got $5.92 > 1.67 > 2.39$. It means that H_0 is accepted. So, the writer could conclude that there is influence of Instagram's pictures towards the students' essay writing skill at the sixth semester of English education major at STKIP PGRI Bandar Lampung.

The Testing of the Different of Two Average Scores

The hypotheses are:

$$H_0: \mu_1 < \mu_2$$

(The average score of students' essay writing skill which is taught through Instagram's Pictures is smaller than which is taught through conventional technique at the sixth semester of English education major at STKIP PGRI Bandar Lampung in 2019/2020).

$$H_a: \mu_1 > \mu_2$$

(The average score of students' essay writing skill which is taught through Instagram's pictures is higher than which is taught through conventional technique at the sixth semester of English education major at STKIP PGRI Bandar Lampung in 2019/2020).

The Testing Criterion:

H_0 is accepted if $t_{test} > t_{table}$

$$\begin{aligned} t_{table} &= t(1 - \alpha) (dk) \\ dk &= n_1 + n_2 - 2 \\ &= 38 + 38 - 2 \\ &= 74 \end{aligned}$$

For the significant level 5% ($\alpha = 0.05$) obtained:

$$\begin{aligned} t_{table} &= t(1 - 0.025) (74) \\ &= t(0.975) (74) \\ &= 2.00 \end{aligned}$$

For the significant level 1% ($\alpha = 0.01$) obtained:

$$\begin{aligned} t_{table} &= t(1 - 0.005) (74) \\ &= t(0.995) (74) \\ &= 2.66 \end{aligned}$$

Based on the data analysis, we can see that $t_{test} > t_{table} = 5.92 > 1.67$. It means that the score of students which is taught through Instagram's pictures is higher than the score of students which is taught through conventional technique.

DISCUSSION

Based on the data analysis, testing of hypothesis, and the result of the calculation, it was found that null hypothesis (H_0) was rejected and the alternative hypothesis (H_a) was accepted. It was supported by the average score of experimental class (77.29) and the average score of control class (55.83).

From the hypothesis, the writer also found that the students who learned essay writing through Instagram's pictures got better average score than those who learned essay writing through conventional technique. After conducting the research, the writer also finds the conditions as follows:

First, the writer finds that with using Instagram's pictures the students feel excited and *up to date* with the new media in their class. They enjoy and happy in learning writing, especially in writing an essay. The Instagram's pictures not only allow them to see new things but also motivate them to be able to develop their ideas and creativity in writing.

The second is the writer found that the students often face the difficulties in developing their line into a good paragraph, but, through this media, the students can learn from each other because they have time to discuss and share, so they still feel positive although they have faced the difficulties. Instagram's pictures can increase the students' motivation in writing, in the beginning of the process,

they will start to see and then think what kind of words that can be put in their essay only through seeing the pictures. It is absolutely make them fresh, as we know that the young generation cannot be separated from their social media in their hands, so, to make them stay connect with the teaching and learning process is let that happen in their hands too.

In this case, the writer would like to inform that using instagram's pictures is one of the good ways to motivate students in learning English especially in learning writing although there are still several students from experimental class and control class that got the low scores, but the result is enough to show that this media has a positive impact for the students.

The writer also found that there are some problems when applying this technique. For instance, when the writer asked the students to open the instagram @creativewriting.id sometimes they *online* in another application or sometimes they open something unnecessary. Besides, sometimes they also state the reason that they have no the data package for their internet so the writer gave solution by giving the writer's personal hotspot for all the students.

CONCLUSION

Based on the result of the data analysis and computation which is used t_{test} formula, it was found that the students' essay writing skill which was taught through Instagram's pictures is better than through conventional media. So, the writer gives the conclusion and suggestion as follows:

1. Instagram's pictures is one of the media which can be used to teach English, not only in writing but also in every skill. It can help students to reach the good final product in writing. There is positive influence of instagram's pictures towards students' essay writing skill at the sixth semester of the English education major at STKIP PGRI Bandar Lampung in 2019/2020.

2. The students who were taught through instagram's pictures get better score that those who were not. It can be seen from the result of the hypothesis testing and average score of experimental class was higher than control class. By using this media, the average score of experimental class is 77.29 and the average score of control class is 55.83. It means that the instagram's pictures can be applied as one of the media in teaching English, especially in teaching writing. It also can be seen that there is a positive influence at the significant level of 0.01 and 0.05 the t_{test} is higher than t_{table} ($t_{test} > t_{table}$), that is $5.92 > 2.39$ for significant level 0.01 and $5.92 > 1.67$ for significant level 0.05.

REFERENCES

- Al-Ali, S. (2014). *Embracing The Selfie Craze: Exploring the possible use of instagram as a language mLearning tool*. *Issues and Trends in Educational Technology*, 2(2).
- Bell, M.A. (2013). *Picture This! Using Instagram With Students*. *Internet @schools23.4* (23-25).
- Caswell, R. & Mahler, B. (2003). *Strategies For Teaching Writing: An ASCD Action Tool*. Association for supervisor and curriculum development..
- Eunson, B. (2012). *21C: Communicating in the 21st Century*. 3rd edition. John Willey And Sons Australia Ltd. Australia.
- Handayani, F. (2016). *Instagram as a teaching tool? Really?*. *Proceedings of the 4th international seminar on english language & teaching. (ISELT 4)*.
- Heaton, J.B. (1985). *Writing English Language Test*. Longman.
- Solomon, D. (2013). *Moving On From Facebook: Using Instagram To Connect With Undergraduates And Engage In Teaching & Learning*. *College and research libraries news*. 74(8). 408-412.
- Spencer, J. (2012). *Ten Ideas For Using Instagram In The Classroom*. Available at:<http://www.educationrethink.com/2012/07/ten-ideasfor-using-instagram-in.html>

