

THE EFFECT OF USING INSTAGRAM ON STUDENTS' ENGLISH WRITING SKILL OF
 PROCEDURE TEXT AT EIGHTH GRADE OF SMP ISLAM
 AL-ULUM TERPADU

Oleh

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Abstract

The objective of the research was to determine whether there was a significant effect of the use of Instagram media on student achievement in students' writing mastery in procedural texts. This type of research is quantitative research and was conducted using two classes as research samples, namely class VIII-A as the experimental class consisting of 31 students and class VIII-C as the control class consisting of 31 students. In the data collection technique, the researcher conducted a pre-test, treatment and post-test by giving a test in the form of an example of a procedure text. The results of this study indicate that there is a significant effect of using Instagram on students' vocabulary mastery. This can be seen after the calculation and analysis of t-table df 60 ($n = n - 2 = 31 + 31 - 2$) at t-critical 0.05 obtained 1.67. If the comparison of the values of t_o and t_t , then the observed value is greater than the value of t-table or $9.59 > 1.67$. This means that the eighth grade students of Al-Ulum Islamic Junior High School Terpadu apply Instagram media in learning procedure texts higher than those without Instagram media. After testing the research hypothesis, it turns out that the hypothesis is accepted.

Keywords : Writing Skill, Procedure Text, Instagram.

INTRODUCTION

Writing is one language skill as means of communication by someone which can express their ideas or information written from by arranging letter, sentences, and paragraph by using structure and related with sentences. Writing is usually considered the most difficult skill to acquire and should only be taught after students have learned other skills.

Most of the writing problems that arise today are usually due to a lack of in-depth knowledge. It also affects one's writing efficiency by influencing one's reading preferences. Various studies have found that many students have reasons for being less interested in writing. According to Chris (2003)" that students feel challenged to write texts because they find it difficult to develop ideas, they often find it difficult to track their thoughts when they write down their ideas on paper and some students have poor

understanding because the teacher only gives instructions. to write texts without additional information about how to write in the learning process".

Writing is also considered as a form of communication that allows students to put their feelings and ideas on paper, to organize their knowledge and belief to convincing, arguments, and to convey meaning through well constructed text. According to Putri, (2020) writing is an activity to express ideas, feeling, and opinion through words to readers in written from writer communicates his idea in the form of a written text. It means that writing is one of the important skill to organize ideas into written text to give information. Writing is one language skill as means of communication by someone which can express their ideas or information written from by arranging letter, sentences, and paragraph by using structure and

related with sentences . there are some definition of writing proposed by experts.

There are four skills they need for complete communication. These are called the four language skills: listening, speaking, reading and writing skills. Based on these skills, students must be able to master all skills well. Harmer (2004) argues that writing requires hard work and takes time to develop ideas. Writing is believed to play an important role in helping students more easily influence other skills in understanding English.

In the teaching and learning process, students may experience some difficulties when learning to write. Students have ideas in their minds but do not know how to translate them into text. Recently, there have been many research articles explaining the importance of writing in learning and teaching English. One of those is from Alves (2008) claims that witing helps students in gaining independence, comprehension, fluency and creativity in write and express student thought, feeling and opinion. In the process of writing. On the other hand, writing is one of the skills in the high school curriculum that must be mastered by students. Therefore, students must be able to write various types of texts. There are 13 types of text in English, such as 1) Descriptive Text, 2) Recount Text, 3) Narrative Text, 4) Report Text, 5) News Item Text, 6) Explanation Text, 7) Analytical Exposition Text, 8) Hortatory Exposition Text, 9) Discussion Text, 10) Review Text, 11) Anecdote Text, 12) Spoof Text, 13) Procedure Text in the teaching and learning process. One of these texts is procedure text. Procedure text is one of the many short functional texts in the form of writing that must be mastered by students in learning English. Students should be able to write procedure texts as best they can in their English class. Procedure text is a text that explains, inform or helps reader on how to make or use something. There are many possible ways to make it easier for students to write texts and become familiar with procedure texts. One of them is life experience.

For example, students can discover how to cook and use a computer.

Procedure text is a text that explains, inform or helps reader on how to make or use something. Pardiyono (2016:39), procedure text gives information about something is accomplished through a sequence of action or steps. The procedure text is to tell the procedures, to tell the steps to accomplish a job. This might include instruction for how to do something or how to make something. Procedure text is a kind of text which aims to give guidance about steps to do something.

Admittedly, the form of procedural texts were not satisfactory. One of the reasons is that teachers still use traditional methods in learning. Many teachers still use traditional writing tools and games to motivate students to write procedural texts, causing students to make many grammatical errors when writing procedural texts. Therefore, to overcome this problem, teachers need to equip students with the right tools to improve students' writing skills. As an effective teacher, the teacher must use interesting media, methods that influence learning, and the teacher must be able to motivate students to write procedural texts. Media is a means of communication channel. The word media comes from Latin which is the plural form of the word medium. Literally, media means an intermediary, namely an intermediary between the source of the message (a source) and the recipient of the message (a receiver).

In terms of writing procedural texts, researchers have found ways to improve students' performance in writing procedural texts, especially the role of Instagram video scrolls. In this study, the researcher used videos on Instagram scrolls to help students write procedure texts.

Based in the explanation above, the problems of ethis research are formulated as follow:

- 1) Lack of student motivation in the teaching and learning process without media.

- 2) The student of Junior High School lack of knowledge of vocabulary and grammar.
- 3) Students are afraid to make mistakes and express their ideas into procedure text sentences, so students feel bored in the learning process.

The objective of this research are:

- 1) To find out the influence of Instagram on students in writing procedural texts
- 2) To find out students' abilities in writing procedural texts without Instagram social media.

RESEARCH METHOD

This research designed by quantitative research. This research will be conducted by using an experimental research design. In experimental method, the students divided into two groups. There are two groups of the students namely experimental group and control group. The experimental group is the group received video media in writing procedure text. Where as, the control group is the group wrote procedure text without video media.

It means that, in this research of experimental groups received video media and we knew the significance influence video media on the students' ability in writing procedure text while the control group did not receive video media. As a result we knew the difference both of them.

Table 3.1
Design of the Research

Group	Pre-test	Treatment	Post-test
Experimental group	X1	Using video media	X2
Control group	Y1	Without video media	Y2

Where:

- X1 : Pre-test of experimental group
- Y1 : Pre-test of control group
- X2 : post-test of experimental group
- Y2 : post-test of control group

The population is the whole objects of a research. Based on Sugiyono (2013) said

population is a formalization consisting of subject who have certain qualities and characteristic that are released by researchers to draw conclusion. The Research population of this research is all of the 8th grade students which consists of 2 classes . The total number populations are 62 students. The researcher took the sample from eighth grade students of SMP Islam Al-Ulum Medan in the academic year 2021-2022 The researcher only took two classes as the sample. In this study, the researcher only took two classes which both of classes are equal in the school to determine the group as the sample. As sample, the random sampling method used to select the sample which assumes that each subject has the same right to get the opportunities to be selected as the sample (Arikunto, 2006). The sample of the study is class VIII which both of classes consist of 62 students. Therefore, class VIII A is the control class while VIII C is the experimental class.

This study uses tools to collect data. This tool is a test method like a test. This study was conducted pre-test, treatment and post-test. There were different experiments between the experimental class and the control class.

Validity is the extent to which the observation and interpretations of a casual connection drawn from research hold true (Bryman,2004). Reliability of the test is a good of test. Reliability refers to the consistent of the measurement.

According to the research design, this research conducted based on the following steps. There were : Pre-test, Treatment and Post-test.

The pre-test administered of the test to measure the score before the treatment. The test was given to booth of group. The test was the from of essay that to find out the high score and lower score. The question was drawn how to make something that based on the video teacher prepared.

Treatment is the major limitation of one group design. In treatment there was no video media to control group. It meant that only

experimental received explanation about video media as material in writing procedure text to stimulate their thought would be easy. Furthermore, the teacher was given them opportunity to ask related with material. And then, the student wrote the procedure text based on the video which is prepared.

Post-test was measured the students' achievement in writing procedure text . After gave the treatment, the similar test was given to both of to find out the score again. And then, the score of data was taken from the test to be compared both of them. In post-test, the researcher was known there was significant influence of video media or not the students' ability in writing procedure text.

After all the require data have been collected. To analyze the data in order found the difference scores from pre-test and post-test both of experimental group and control group. We can analyze used by the following pattern by Arikunto (2010:345)

$$t = \frac{X_1 - X_2}{\sqrt{\left(\frac{\sum x^2 + \sum x^2}{n_1 + n_2 - 2}\right)\left(\frac{1}{n_1} + \frac{1}{n_2}\right)}}$$

Where:

X₁ : The mean of experimental group

X₂ : The mean of control group

X₁² : The deviation of experimental

X₂² : The deviation of control group

n₁ : The total sample of experimental group

n₂ : The total sample of control group

The mean of experimental group (X₁) is the average value. It equals to the sum of all the values divided by the numbers of observations from experimental group. The mean of control group (X₂) is a group of subject or conditions that is matched as closely as possible with an experimental group. The deviation of experimental group (X₁²) is a measure of how spread out numbers are of experimental group. The deviation of control group (X₂²) is a measure of how spread out numbers are of control group. The total sample of experimental

group (n₁) is the number of total score from experimental group. The total sample of control group (n₂) is the number of total score from control group.

RESEARCH RESULTS

The experimental was conducted in class VIII-A and class VIII-C of SMP Islam Al-Ulum Terpadu Medan. Below are the result of pre-test and post-test of the two class, namely the experimental class and control class which were used as research data.

Table 1
The Result Of Pre-Test and Post-Test of Experimental Class

NO.	Students' Initial Name	Pre-Test	Post-Test
1.	AAM	60	89
2	ASA	65	80
3	ANF	55	80
4	AHM	69	85
5	AJ	66	90
6	CSAA	59	80
7	DF	70	95
8	FM	35	78
9	FAFHR	55	90
10	INP	60	90
11	I	65	85
12	LNP	65	85
13	LMH	65	95
14	MAS	71	80
15	MFP	55	85
16	MRA	70	90
17	MPAS	45	78
18	MY	35	78
19	NES	35	88
20	NI	50	95
21	NA	55	85
22	NIA	60	90
23	NIS	65	90
24	NGN	45	80
25	NBS	45	80
26	RI	50	80

27	RFW	55	80
28	SAA	60	85
29	SA	65	95
30	SRY	70	90
31	ZCA	35	75
TOTAL		1755	2646
MEAN SCORE		56,61%	85,35%

Based on the result of experimental group above, it can be known that the sum of the students' score of pre-test is (1755) with mean score is (56,29) and post-test is (2646) with the mean score is (85,35). Based on the experimental group above, it can be seen that the highest score of the students' is (95) and the lowest score is (75).

The result pre-test and post-test acquired by students of control group are as follow :

Table 2
The Result of Pre-Test and Post-Test of Control Class

NO.	Students' Initial Name	Pre-Test	Post-Test
1.	AF	50	75
2	AKCH	45	70
3	ADR	45	80
4	AS	45	50
5	AA	50	65
6	ACA	55	70
7	AASS	40	70
8	ASM	35	70
9	DZF	35	75
10	DA	40	80
11	FLF	60	80
12	FFY	50	65
13	IPD	60	65
14	IFU	40	60
15	KPD	35	60
16	KN	35	60
17	KPC	45	70
18	MAR	55	65
19	MAJ	60	75
20	MDFP	65	77
21	MFWA	65	80
22	MHI	65	70

23	NPA	40	65
24	NAH	45	65
25	NAH	50	70
26	SARA	55	70
27	TSS	50	75
28	ZARH	50	65
29	ZRR	55	70
30	ZR	60	70
31	RA	69	78
TOTAL		1549	2160
MEAN SCORE		49,96%	69,67%

Based on the result of experimental group above, it can be known that the sum of the students' score of pre-test is (1549) with mean score is (49,96) and post-test is (2160) with the mean score is (69,67). Based on the experimental group above, it can be seen that the highest score of the students' is(80) and the lowest score is (50).

After got the data and the result of test, then the data was analyzed by applying test to prove hypothesis by calculating as the table bellow:

Table 3
The Difference Result of Pre-Test and Post Test of Experimental Group

No	Students' Initial Name	Pre-test T ₁	Post-test T ₂	Y=T ₂ -T ₁
1	AAM	60	89	29
2	ASA	65	80	15
3	ANF	55	80	25
4	AHM	69	85	16
5	AJ	66	90	24
6	CSAA	59	80	21
7	DF	70	95	25
8	FM	35	78	43
9	FAFHR	55	90	35
10	INP	60	90	30
11	I	65	85	20
12	LNPD	65	85	20
13	LMH	65	95	30
14	MAS	71	80	9
15	MFP	55	85	30

16	MRA	70	90	20
17	MPAS	45	78	33
18	MY	35	78	43
19	NES	35	88	53
20	NI	50	95	45
21	NA	55	85	30
22	NIA	60	90	30
23	NIS	65	90	25
24	NGN	45	80	35
25	NBS	45	80	35
26	RI	50	80	30
27	RFW	55	80	25
28	SAA	60	85	25
29	SA	65	95	30
31	SRY	70	90	20
31	ZCA	35	75	40
Total				891

Based on the table above, it can be conducted that total score of $Y=T_2-T_1$ is (891), in order to find out the mean of experimental group the score is calculated as below:

Based on the table above, it can be conducted that total score of $Y=T_2-T_1$ is (891), in order to find out the mean of experimental group the score is calculated as below:

$$\begin{aligned}
 Mx \text{ or } M_1 &= \frac{\sum X}{N_1} \\
 &= \frac{891}{31} \\
 &= 28,74
 \end{aligned}$$

Then, the table below has shown the difference score of pre-test and post-test of control group.

Table 4
The Difference Result of Pre-Test and Post-Test The Control Class

No	Students' Initial Name	Pre-test T ₁	Post-test T ₂	Y=T ₂ -T ₁
1	AF	50	75	25
2	AKCH	45	70	25
3	ADR	45	80	35

4	AS	45	50	5
5	AA	50	65	15
6	ACA	55	70	15
7	AASS	40	70	30
8	ASM	35	70	35
9	DZF	35	75	40
10	DA	40	80	40
11	FLF	60	80	20
12	FFY	50	65	15
13	IPD	60	65	5
14	IFU	40	60	20
15	KPD	35	60	25
16	KN	35	60	25
17	KPC	45	70	25
18	MAR	55	65	10
19	MAJ	60	75	15
20	MDFP	65	77	12
21	MFW A	65	80	15
22	MHI	65	70	5
23	NPA	40	65	25
24	NAH	45	65	20
25	NAH	50	70	20
26	SARA	55	70	15
27	TSS	50	75	25
28	ZARH	50	65	15
29	ZRR	55	70	15
31	ZR	60	70	10
31	RA	69	78	9
Total				611

Based on the table above, it can be conducted that total score of $X=T_2-T_1$ is (611) in order to find out the mean of control group the score is calculated as below:

$$\begin{aligned}
 My \text{ or } M_2 &= \frac{\sum X}{N_2} \\
 &= \frac{611}{31} \\
 &= 19,70
 \end{aligned}$$

Table 6
The Calculation to Find the "T"

No	X	Y	X ²	Y ²
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			(X-MX)	(Y-My)		
1	29	25	-1,74	-5,74	3,0276	32,9476
2	15	25	-15,74	-5,74	247,7476	32,9476
3	25	35	-5,74	4,26	32,9476	18,1476
4	16	5	-14,74	-25,74	217,2676	662,5476
5	24	15	-6,74	-15,74	45,4276	247,7476
6	21	15	-9,74	-15,74	94,8676	247,7476
7	25	30	-5,74	-0,74	32,9476	0,5476
8	43	35	12,26	4,26	150,3076	18,1476
9	35	40	4,26	9,26	18,1476	85,7476
10	30	40	-0,74	9,26	0,5476	85,7476
11	20	20	-10,74	-10,74	115,3476	115,3476
12	20	15	-10,74	-15,74	115,3476	247,7476
13	30	5	-0,74	-25,74	0,5476	662,5476
14	9	20	-21,74	-10,74	472,6276	115,3476
15	30	25	-0,74	-5,74	0,5476	32,9476
16	20	25	-10,74	-5,74	115,3476	32,9476
17	33	25	2,26	-5,74	5,1076	32,9476
18	43	10	12,26	-20,74	150,3076	430,1476
19	53	15	22,26	-15,74	495,5076	247,7476
20	45	12	14,26	-18,74	203,3476	351,1876
21	30	15	-0,74	-15,74	0,5476	247,7476
22	30	5	-0,74	-25,74	0,5476	662,5476
23	25	25	-5,74	-5,74	32,9476	32,9476
24	35	20	4,26	-10,74	18,1476	115,3476
25	35	20	4,26	-10,74	18,1476	115,3476
26	30	15	-0,74	-15,74	0,5476	247,7476
27	25	25	-5,74	-5,74	32,9476	32,9476
28	25	15	-5,74	-15,74	32,9476	247,7476
29	30	15	-0,74	-15,74	0,5476	247,7476
30	20	10	-10,74	-20,74	115,3476	430,1476
31	40	9	9,26	-21,74	85,7476	472,6276
Total					2.855,69	6.554,09
					56	56

Related to the data on the above table in order to know the standard deviation. Based on the calculation of the scores in tables above, the following formula of t-test was implemented to find out the critical value of both samples in groups as the main basic implementation to the hypothesis of this research.

$$t = \frac{X_1 - X_2}{\sqrt{\left(\frac{\sum x^2 + \sum x^2}{n_1 + n_2 - 2}\right)\left(\frac{1}{n_1} + \frac{1}{n_2}\right)}}$$

Its means that:

- X¹ : 28,74
- X² : 19,70
- ΣX^{1 2} : 2.855,6956
- ΣX^{2 1} : 6.554.0956
- n¹ : 31
- n² : 31

After knowing the value as stated above, thus, the each value calculated as follows:

$$t = \frac{28,48 - 19,74}{\sqrt{\left(\frac{2.855,6956 + 6.554,0956}{31 + 31 - 2}\right)\left(\frac{1}{31} + \frac{1}{31}\right)}}$$

$$t = \frac{8,74}{\sqrt{\left(\frac{9.110,7912}{60}\right)(0,06)}}$$

$$t = \frac{8,74}{\sqrt{(151,84652)(0,06)}}$$

$$t = \frac{8,74}{151,84652 \times 0,06}$$

$$t = \frac{8,74}{9,1107912}$$

t = 9,59301975

t = 9,59

The testing of hypothesis should be done in order to know whether the hypothesis is accepted or rejected. Based on t-table with df60(n+n-2 = 31+31-2= 60) at t- critical 0.05 it's obtained 1,67. if compared the value of t_o and t_t, so it shows that the value of t-observed is bigger than the value of t-table or 9,59>1,67. It means that the hypothesis is accepted.

Based on the calculations and explanations above, it is concluded that “ there is a significant effect of using instagram on students’ English writing skill of procedure text” and the hypothesis is accepted, in other words the writing skill of procedure text who are taught using instagram media in teaching writing of procedure text is higher that those who are not using instagram media

CONCLUSION

After the researchers conducted research, the conclusions that can be drawn are as follows:

1. Based on findings of the research, the researcher found that the students’ procedure text writing ability was on highly reliable category.
2. Student achievement in learning writing skill on instagram before applying instagram media, it can be seen from the average pre-test score of the experimental group of 56,61.
3. Student achievement in learning writing skill on instagram media was good category, it can be seen from the post-test average value of the experimental group of 85,35.
4. There is a significant effect of using instagram on student English writing skill of procedure text . This can be seen from the results of hypothesis testing, where based on t-table with df (degree of freedom) 60 ($n + n - 2 = 31 + 31 - 2 = 60$) at the-critical 0.05 it’s obtained 1.67. If compared the value of t_0 and t_t , so it shows that the value of t-observed is bigger than the value of t-table or $9.59 > 1.67$. It means that the hypothesis is accepted.

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