

THE UTILIZATION OF INSTAGRAM AS A SOCIAL MEDIA IN ENHANCING THE CADETS' ABILITY TO WRITE A RECOUNT TEXT

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Abstract

The objective of this research was about finding out if there is a significantly different use of the Instagram media for increasing the cadets' ability to write Recount text in Technical Department compared to the use of English book media on students' ability to write short recount texts. The samples in this study were two classes of cadets of the Technical Department, Politeknik Bumi Akpelni involving 48 cadets. The experimental group was taught using Instagram as a new way of learning through social media in sample groups and groups taught using English books or handouts in non-examples groups. To find out whether there is an important difference between the final examination scores of the sample and non-sample groups, the t-test was calculated, and it was found that the t-value was higher than the t-table (3, 109 > 2.00). According to the results of the research that has been carried out for 1 semester, the researchers conclude that there is an important effect on using the new method, namely the Instagram social media application, compared to the use of English books or handouts that have been used the old way on the cadets' ability to write recount texts. This means that the t-test is greater than the t-table. The alternative hypothesis (H1) is accepted and the null hypothesis (H0) is rejected. In addition, through a new method of following young people's technology, namely social media Instagram as a medium in teaching English, especially recount text, it is very significant to improve cadets' writing skills.

Keywords: English Handout, Instagram, Recount Text, and Writing Skill

INTRODUCTION

The process of writing makes us learn a lot of things. According to Harmer (2007), the process of writing actually helped us study as we went along and learned by doing. Learning about diction, grammar, punctuation, and content can be done through writing. Selecting the appropriate word or it is usually called as diction will make a text be worth and easy to understand. It is also an important thing in writing. Learning about grammar is also found when writing is done. The usage of proper grammar makes the readers understand the context easily, such as context related to the time. The readers will know what is going on in the text, whether it is in the past, present, or future. Punctuation helps the readers understand better about the content of the text. Writing the contents must be coherent and cohesive so that the text can reach the intended purpose without any

misunderstanding. The writing process is a process of learning and the application of other chapters of learning so that the writing process is very useful to be developed and enriched so that writing skills are getting better and avoiding misunderstandings in sending emails, assignments, work and others on board.

Besides that, one of the difficult English skills because of its complexity is writing. The cadets often find difficulties such as having no ideas to write, having no ideas to be developed, finding it too difficult to connect the ideas, finding it too hard to declare their minds into writing, etc. All of the problems about writing should be overcome, although teaching writing skills in English is not easy because English is a foreign language, the perception of learning English is difficult and the lack of motivation to learn English adds to the difficulty. Otherwise, there are many ways that can be done to enhance

the interest of the cadets to begin writing English well. Featuring new ways to learn writing is a good strategy.

One of the social media that is used by teenagers is the social media on Instagram, which has increased, according to research from Reportal Data showing that the number of Indonesian social media users reached 191.4 Million in January 2022. This figure increased by 21 million or 12.6 Percent from 2021. It's no wonder that many social media users download the Instagram application, especially teenagers.

Teenagers such as cadets can inform all their activities on Instagram. Usually the activity that occurs on Instagram status is the status of daily activities, photos of interesting events or state updates, songs they listen to, even news that they make after doing it or seeing it. This could be used as an interesting way to enlarge the activities they write on social media into scientific writings that become positive habits. They will love to learn more. They can play with social media and apply an exciting learning process. In overcoming writing problems, social media Instagram can be applied. Instagram social media will be very interesting for the cadets because they have a lot of dorm and campus activities. Social media on Instagram can be used as a solution to improve the writing skills of Politeknik Bumi Akpelni cadets who in their daily lives have many activities in the form of dormitories, physical and mental fields as well as religion so that it is interesting to watch and follow their habits of discipline and expertise. The cadets always recall the events they have gone through by looking at the moments of activity on Instagram social media. Instagram helps cadets to remember events that occurred chronologically. This has potential which is used as a medium for cadets recount texts and then write them themselves into interesting texts with past grammar that has been learned and

interesting photos added. In today's youth activities, they spend more time playing gadgets than studying and doing assignments. This is certainly very concerning, of course it needs to be changed as an activity that has a positive impact and inspires the surrounding environment. With the existence of an Instagram application, it will be useful as a place to practice English writing skills and make friends with foreigners. Lecturers must also keep up with the times and trends by utilizing these media in an easy way and following the habits of today's young people through internet technology.

Internet technology that is growing rapidly is increasing the cadet's ability to explore and see English learning in a more interesting and easy-to-follow way as a way of learning recount text. In using social media, cadets are always connected to the internet in their daily activities, especially when studying in the dormitory and doing assignments. Rogers (1986:4), technology communication conditions the user to perform demassification in controlling messages, conform to technical standards use of communication technology and increase interactions with other individuals without recognizing distance barriers. Said more clearly by McQuail (2005) where most of the media recently supports two-way communication with an interactive nature that supports collection and transmission of information so it can vary. Research from 2000 to 2022 shows that 85 percent of their online time is on social networks, thus demonstrating the popularity of social media platforms. There is an assumption that the increasing popularity of social media is caused by the widespread use of smartphones in life such as work, study, trade, business and services.

Moreover, social media must be beneficial to increase the English skills of the cadets. Along with this, several studies show that students' perceptions regarding

the use of social media has a positive influence on writing activities (Shazali, Shamsudin, & Yunus, 2019). According to Sakkir (2016), (2018) states that one of the interesting strategies for students is in writing chosen is social media. Social media is believed to have been born as a medium very useful technology for personal communication (Tess, 2013). Selection of social media as an intermediary communication tool to make it easier for students to convey ideas and problems in writing activities. In addition, this media is very familiar and often used and cannot even be separated by the current young generation. Indonesian students need to comprehend one of the genres of the text that it is called as a recount text.

As stated in Hartono (2005), recount had a social function to retell the past events in order to inform and entertain the readers. Similarly, Hyland (2004) also argued that giving the information about condition, providing the past events in temporal sequence, and presenting the past events into the present were the purpose of recount text.

From the above theory and previous research, it can be estimated that social media is an interesting and updated learning method in the current era, besides being able to help cadets' writing skills, it can also be used as an exercise in writing interesting recount texts with photos, locations, and other features. such as the following :

1. Editor

In the Editor section, Instagram has an editor tool where users can adjust photos taken through their device's camera to make them brighter or better. Through Instagram technology there are 10 full features to adjust, contrast and saturation move your finger.

2. Camera photo

Instagram has a number of excellent features that make it loved by millions

of users. The first is the camera feature, where through Instagram users could not only upload photos from the gallery. But you can also directly shoot or record the moment from within the application then edit, give a new caption & share it.

3. Tag and HashTag

Like social networks in general, Instagram also has a tag and hashtag feature whose function is to tag friends or group photos in one label.

4. Status

This application is used by users to upload the desired status using existing letters and emoticons. This feature is often used and the most interesting because it also shares information about the user's whereabouts and other useful information. This column can also be used in photo and status features.

5. Comment

In this feature, users can provide comments from fellow Instagram users that are shared by them whether it's about moments of figures, videos, activities, status and location. Users can share information and communicate with each other regardless of distance and time. This is very interesting.

6. Stories Map

In Instagram activities, cadets do stories that show daily activities. Meanwhile, the new Stories Map feature introduces maps and a personal calendar of Instagram Stories they have shared over the past three years, so they can revisit your favorite moments.

The cadets can develop some moments of daily activities on Instagram social media that they write themselves into a text that attracts Instagram followers and introduces the world of boarding schools on the cruise campus. Based on these explanations and observations, the purpose of this study is to find out whether there is

an important influence that becomes new knowledge so that this method is applied to English lecturers from the use of social media or Instagram compared to the use of monotonous and conventional English books in learning writing skills cadet recount text. Hopefully this research can make a useful contribution to an interesting way of teaching following current technological developments so that lecturers can follow the digital era and not be monotonous in teaching. However, specific research using social media or instagram to improve cadets' recount text writing skills has not been carried out. Therefore, the researcher assumes that instagram social media has the potential to be applied in improving the cadets' recount text writing skills.

METHOD

In this study, an experimental design was used because randomization could not be carried out. Researchers carried out research at the Engineering Department of Politeknik Bumi Akpelni with a population of semester IV in 2021. The cadets from TB (as the experimental group) and cadets from TA (as the control group) were chosen as examples because Teknik A had cadets with English skills that were not as high as Teknik B. The consideration in choosing these classes as samples was because their English learning achievement showed almost the same average, but Teknik A was much better because it had more students in the field of Science during high school.

Researchers in this study started using the instrument used through the stages of try-out, preliminary exam and final exam. The trial was conducted to determine the validity and reliability of the tests that would be used for the preliminary and final exam. The results of the cadets' final examination scores were analyzed using the T-test. The t-test was to find out whether there was an important difference in an ability to write cadets recount text between cadets who were treated with

social media or Instagram and cadets who were treated with ordinary teaching media (English books or ordinary handouts made by their lecturers). Based on the t-test calculation, if the t-value is greater than the t-table, it means that there is an important difference in the students' ability to recount texts between the two groups. On the other hand, if the value of t is less than t-table, it means that there is no significant difference in the ability to write cadet recount text between the two groups. Furthermore, before calculating the t-value, the researchers calculated the normality and homogeneity of the preliminary and final examination and control groups to determine that the data were normally distributed and homogeneous.

FINDINGS AND DISCUSSION

The Try Out Test Result

In the trial conducted, the researchers looked for reliability and validity in the implementation of the teaching for 1 semester. In testing the validity of the instrument, the researcher asked for opinions from experts or seniors who had carried out the research model, namely senior lecturers or colleagues (the expert's judgment). There needs to be a linguist's consideration whether the instrument is valid when applied in teaching recount text.

Then, this research instrument is designed based on competence and material which includes on the basis of recount text. The basic competence is that cadets are able to write simple recount texts based on past experiences that have been experienced in daily life. The instructions for the research test are "Write a recount text about your activities during last semester's vacation." Therefore, the test has content validity because the competencies tested are in accordance with the curriculum requirements of the Maritime English for Technical Department.

In addition, to find the test

instrument reliability, inter-rater reliability was done. The result of inter-rater reliability of the try out test was 0.8195. According to Sekaran (1992) in Priyatno (2014:64), how to calculate the reliability coefficient of Cronbach's Alpha if value Cronbach's Alpha > 0.6 then it can be concluded that the statement that used to measure each variable can be trusted. The test was reliable since the result of the reliability was 0.8195. It was more than 0.60. It could be drawn as $0.8195 > 0.60$. From the figures above, the research can be said that the trial test is reliable and can be used as a preliminary test.

Preliminary and Final Examination

Result

In the comparison of the cadets' English Learning ability between the control and experimental groups, all data must be calculated from preliminary exam to final exam. The visible data shows the value of cadets who are taught by means of books or handouts from lecturers and cadets who are taught using social media, namely Instagram. It is highly recommended to have a look to find out which of the media can be the most effective. The cadets' result of both groups is presented below.

Table 1. Preliminary examination and Final examination Result of Experimental and Control Group

Group	Preliminary exam	Final Exam
Experimental	66.67	75.63
Control	66.50	70.40

Based on table 1, it can be seen that the experimental group has a higher understanding in writing recount texts because the final-exam score of the experimental group increased more than the control group. The average final - exam score of the experimental group was 75.63. However, the final mean of the final - exam control group was 70.40. It has been noted previously that the mean scores of the

preliminary exam in the two groups have almost the same results. However, there was a notable improvement in the final exam scores of the experimental group.

Before performing the t-test calculation, the researcher conducted a normality test to determine whether the data were normally distributed or not. This is very important, to ensure that the data is normal. Data were obtained from the preliminary-exam and final exam results from the results of writing recount texts in the control and experimental groups. Theoretically, if the value of $X < X_{table}$, it can be said that the data is normally distributed. Preliminary-exam and final-exam normalities in the control and experimental groups were calculated. The results can be seen below.

Table 2. Preliminary-exam and Final - exam Normality of Control and Experimental Groups

	X_{value}	X_{table}
Control Group Preliminary-exam	6.9	7.81
Experimental Group Preliminary-exam	2.33	7.81
Control Group Final Exam	5.8	7.81
Experimental Group Final Exam	1.81	7.81

From the results of the analysis, all preliminary-exam and final-exam X scores in both groups were lower than X_{table} (X

value $< X_{table}$), it can be said that the initial and final exams in this study were normally distributed. The next step is the homogeneity test which is important to do to find out whether the data for each group is homogeneous or not. Theoretically, if $F_{value} < F_{table}$, this indicates that the control and experimental groups have the same variance. F_{table} is 2.1 because the research sample in each group is 24. The results of the homogeneity test of the preliminary and final exams can be seen in the following table.

Table 3. The Result of the Homogeneity Test of Preliminary-exam

	Control Group	Experimental Group
Total Score	1965	1970
n	24	24
Mean	66.50	66.67
Variance (s^2)	46.19	35.33
Standard Deviation (S)	6.80	5.94
Homogeneity (F)	1.	3073

Table 4. The Result of the Homogeneity Test of Final-exam

	Control Group	Experimental Group
Total Score	2112	2269
N	24	24
Mean	70.40	75.63
Variance (s^2)	26.93	37.42
Standard Deviation (S)	6.12	5.19
Homogeneity (F)	1.3895	

Based on the results in table 3, it can be seen that the homogeneity of the preliminary exam is 1.3073, lower than F_{table} ($1.3073 < 2.1$). In this case, both the control and experimental groups have the same variance. In addition, table 4 shows that the final homogeneity exam result is 1.3895 which is lower than F_{table} ($1.3895 < 2.1$). So, it can be determined that both control and experimental groups have the same variance. Then the next test can be carried out, namely the calculation of the t-test.

From the t-test calculation, the t-test value is 3.573. The critical value was consulted with the t-table using 5% alpha significance and $df = 24+24-2 = 46$, so that the result was 2.00. Because the results of tcount 3.573 and ttable 2.00, the value of tcount is greater than ttable ($3.109 > 2.00$). Therefore, it can be concluded that there is an important influence for the use of Instagram social media compared to the use of English book media or handouts on the ability to write cadet recount texts.

DISCUSSION

Preliminary calculation data have shown that the average value of cadets in the control and experimental groups is almost the same. The average pre-test score in the control group was 66.50 and the average pretest score in the experimental group was 66.67. Therefore, there was no significant difference in the ability to write texts between the control and experimental groups in the introduction. However, the calculation of the final exam data showed an increase in the ability to write cadet texts in both groups. The average score of the control group was 70.40 and the experimental group was 75.63. So it can be said that after getting treatment using Instagram, the experimental group obtained higher and better results than the control group who was taught using English textbooks. Based on the t calculation, the t-count value is 3.109 and t-table is 2.00, which

means the t-count value is greater than t-table ($3.109 > 2.00$). Therefore, it can be said that the use of social media such as Instagram is very important compared to the use of textbook media on the ability to write cadet recount texts.

CONCLUSION

Based on the findings and discussions that have been carried out, it is obtained that before receiving special treatment, the experimental and control groups had almost the same ability in writing recount texts. It can be said from the preliminary exam results that there is no significant difference in the ability to write student recount texts between cadets who are taught using Instagram social media and those taught using English textbooks or handouts. Then, after calculating the final exam, it was found that there was a high increase in the ability to write cadets' recount texts after receiving treatment in the form of learning with new media. The average final exam score in the experimental group was 75.63 and the final exam average score in the control group was 70.40. This result is different from the acquisition of 5.23 points. In addition, the t-test calculation shows that the t-count is 3.109, for $\alpha = 5\%$, with $df = 24 + 24 - 2 = 46$. The t-table score is 2.00. This means that the value of tcount is greater than t-table ($3.109 > 2.00$). Therefore, it can be concluded that the learning model by utilizing the use of Instagram compared to the use of textbook media on the ability to write recount texts is very useful and improves the ability of cadets to learn English.

Based on the conclusion of this study, there are several suggestions that can be considered in teaching the recount test. First, it is highly recommended for English teachers to apply interesting media in teaching recount text. Students will be enthusiastic in learning recount text according to their daily activities. The teacher also makes students feel curious and pay attention and focus on the

material being discussed. Interesting media can also reduce students' boredom and anxiety during learning because they find English difficult. Second, students have to practice writing a lot. They don't need to feel like they made a mistake. They should go with the flow and enjoy the writing process. They can use social media Instagram, Facebook or Twitter and other media as alternative media to practice writing. Teachers must help and guide students in the writing process and provide some feedback in the form of quizzes or questions and answers on social networks of friends for better improvement.

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