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INCREASING STUDENTS' LEARNING MOTIVATION THROUGH INSTAGRAM MEDIA IN WRITING CAPTIONS AT SENIOR HIGH SCHOOL STUDENTS

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ABSTRACT

The objective of this research is to figure out is there any increasing in students' motivation and learning outcomes in writing captions after learning using Instagram media. The data were collected by applying test and questionnaire. The subject of this research were 36 students from class XI-D2 whom the researcher followed their Instagram. The result of this research showed that the students' writing caption ability was varied. In the pre-test, there were only 4 students who passed the completeness limit. After carrying out the cycle 1 post-test, students who achieved completeness increased to 27 students or 75% of the total number. The score results from the implementation of post-test cycle 2 showed an increase in 36 students who achieved completeness. To conclude, the students' abilities in writing caption on Instagram are fairly good, even though there were elements need to be improved.

Keywords: *Writing, caption, Instagram.*

ABSTRAK

Tujuan penelitian ini adalah untuk mengetahui adanya peningkatan motivasi dan hasil belajar siswa dalam menulis caption setelah pembelajaran menggunakan media Instagram. Pengumpulan data dilakukan dengan menggunakan tes dan angket. Subjek penelitian ini adalah 36 siswa kelas XI-D2 yang peneliti follow Instagramnya. Hasil penelitian menunjukkan bahwa kemampuan menulis caption siswa bervariasi. Pada pre-test hanya terdapat 4 siswa yang lulus batas ketuntasan. Setelah dilaksanakan post test siklus 1 siswa yang mencapai ketuntasan meningkat menjadi 27 siswa atau 75% dari jumlah keseluruhan. Hasil skor pelaksanaan post-test siklus 2 menunjukkan adanya peningkatan sebanyak 36 siswa yang mencapai ketuntasan. Kesimpulannya, kemampuan siswa dalam menulis caption di Instagram terbilang baik, meskipun ada beberapa unsur yang perlu ditingkatkan.

Kata kunci: Writing, caption, Instagram.

1. INTRODUCTION

Literacy is the ability to read and write in a language. Students are expected to have good literacy skills so they can filter circulating news and be able to read digitally from various platforms on the internet (Fathira, V., Zuriati, D., & Maspufah, 2023). In this era of globalization and digital, there are also terms such as digital literacy. Digital literacy refers to the ability to use

information and communication technology to discover, evaluate, create, and communicate information. However, literacy is considered important in the field of education; and Baharuddin (2017) stated that this literacy issue is a benchmark in the formation of human civilization.

It is a challenge for teachers to create an active classroom atmosphere in using learning media. Digital social media is one

of the media they use for communicative and informative purposes; updating status, or virtual social interactions. Instagram focuses more on the latest and interesting information, both as creators and viewers (Susanto, 2019). They post their photos to the public to show their existence or just for fun to get comments from their followers. At the same time, they can reply to comments from their followers. Next, they write captions on the photos they post to provide further information about the photo. However, because Indonesian is their national language, they use it as a means of communication on Instagram.

As the younger generation which is more familiar with Instagram, teachers must be aware of this fact by integrating it into classroom activities. A teacher is required to have various skills that support his teaching duties (Marjuni, A., & Harun, 2019). One of these skills is how a teacher can use learning media. so that students have the opportunity to exchange opinions and participate in asking questions and commenting on video photos, engaging in online discussions. However, teachers must monitor the content of students' posts carefully, for example by providing guidelines on what content should be posted.

Therefore, this Classroom Action Research is to improve my students' writing skills by utilizing Instagram as a medium. Because students have good motivation in writing on Instagram (updating status or making comments), it would be a good idea for researchers to integrate digital social media in the teaching and learning process to improve their writing skills.

This classroom action research aims to find out how to improve students' text writing by applying caption on Instagram. Instagram as this kind of social media is very familiar among students and they will be enthusiastic about learning with Instagram. This popularity can be adapted by teachers to develop relationships with students or to organize online activities (Salma, M., Nurmanik, T., & Nurhasanah, 2020). Moreover, Instagram can help students into the real world on how they

can expose their target language in an interesting way. This research wants to give students a real experience of how the target language is used for their communication purposes.

Isi artikel diketik dalam format dua kolom (lebar kolom =2,98 inch dan spasi kolom = 0,5 inch).

Social Media

According to Kietzmann (2011: 3), "Social media uses mobile and web-based technologies to create highly interactive platforms through which individuals and communities share, co-create, discuss, and modify user-generated content." This introduces substantial and far-reaching changes to communications between organizations, communities, and individuals.

Social media has many positive impacts, such as giving people the freedom to talk on the internet while also allowing a person to be more updated with news around the world or create friendships with their friends. Instagram as a communication tool can be used in advertising and news which displays a lot of vocabulary.

Instagram

Instagram is a place or place to develop one's potential, express oneself, and interact with someone or society. Because, we as humans cannot be separated from those who are connected, and communication is also an important aspect in our lives as humans in this world. Instagram can be interpreted as an application that can function as a medium for sharing photos and videos on social networks, allowing users to take photos and videos, as well as add filters to add an interesting impression to the photos.

2. METHODOLOGY

This research is classroom action research. Classroom Action Research or what is often shortened to PTK is usually referred to as Classroom Action Research in English. It is a research method used by

teachers to improve teaching practices and student learning outcomes.

This research took place at SMA N 11 Semarang. This research was carried out in two cycles. Each cycle includes planning, action, observation and reflection activities. The first cycle starts from 31 July – 9 August 2023. The second cycle starts from 10 – 22 August 2023. Due to limited implementation time and the large number of activities at school, the activities for each cycle are limited to only two meetings per cycle.

The subjects of this classroom action research are students in class XI D-2 SMA Negeri 11 Semarang odd semester of the 2023/2024 academic year. With 11 male students and 25 female students, there are a total of 36 students.

The instruments used are tests (pretest questions and post-test questions) as well as student response questionnaires. The student response questionnaire was used to determine students' responses to learning media via Instagram in writing captions. The test instrument is an assessment of understanding of caption material taken from pre-test and post-test questions. The results of this test are used to see students' results before and after being given treatment.

The data analysis technique used is quantitative and descriptive qualitative data analysis. Quantitative data was obtained from the results of tests for understanding caption material using Instagram media. The student's maximum score is taken to obtain the final grade. The data was then analyzed quantitatively to determine the increase in students' vocabulary understanding after implementing Instagram media. Qualitative descriptive analysis techniques were used to collect and analyze qualitative data obtained from student response questionnaires and field notes during the implementation of the action. This data was then used to analyze student response questionnaire data regarding the use of Instagram media.

3. FINDINGS AND DISCUSSIONS

Before entering cycle 1, researchers conducted a preliminary study to obtain

actual data regarding the conditions of problems faced by students in learning English, especially vocabulary. The preliminary study was carried out in class XI D-2 SMAN 11 Semarang as the research subject chosen by the researcher. In this preliminary study, researchers found several problems in class XI-D2.

The pretest results are obtained from calculating the mean score using the following formula:

$$X = \frac{\sum x}{n}$$

$$X = \frac{1890}{36}$$

$$X = 52,5$$

The percentage of students who achieve completeness is obtained by using the following formula:

$$P = \frac{F}{N} \times 100\%$$

$$P = \frac{4}{36} \times 100\%$$

$$P = 0,1\%$$

Based on the results of the pretest obtained, the data shows the mean score or average pretest result is 52.5. There were only four students or 0.1% of students who achieved completeness while the other 32 students did not achieve completeness. From the results of the data processing above, it can be seen that the understanding of caption material for class XI D-2 students at SMAN 11 Semarang is still low.

The students' post-test scores in cycle 1 appeared to have increased compared to their pre-test scores. In cycle 1, students showed extraordinary enthusiasm when the quiz was taking place. The students' post-test mean score increased to 77.5, namely 27 students were declared complete. Post-

test results are obtained from calculating the mean score using the following formula:

$$X = \frac{\sum x}{n}$$

$$X = \frac{2790}{36}$$

$$X = 77,5$$

Persentase peserta didik yang mencapai ketuntasan didapat dengan cara menggunakan formula sebagai berikut:

P=75%

$$P = \frac{F}{N} \times 100\%$$

$$P = \frac{27}{36} \times 100\%$$

$$P = 75\%$$

In the implementation of post-test in the cycle 2, students who achieved completeness increased quite a lot. In cycle 2, students were also more active and just like in cycle 1, students were very enthusiastic when the quiz was taking place. Students are also faster in answering questions on the post-test on the questions given.

From the table above, it can be seen that the students' mean score was 96.25, which means that there were 36 students who achieved completeness. These results are obtained from the following formula:

$$X = \frac{\sum x}{n}$$

$$X = \frac{3465}{36}$$

$$X = 96.25$$

The percentage of students who achieve completeness is obtained by using the following formula:

$$P = \frac{F}{N} \times 100\%$$

$$P = \frac{36}{36} \times 100\%$$

$$P = 100\%$$

The percentage above shows that 100% of students gain increased understanding of caption material by using Instagram learning media.

The students' scores show a significant increase which can be seen from the average score for cycle 1 and cycle 2. From the average in cycle 1 of 75% and the average in cycle 2 of 100%, it can be seen that there is an increase of 25% on average student scores.

From the data above, the results show that there was an increase in student scores from pretest to post-test 1, post-test 1 to post-test 2. In the pretest, only 4 students out of 36 students reached the limit of completeness (0.1%). In the second test (post-test 1) students who reached the limit of completeness increased to 27 people from 36 students (75%). In the third test (post-test 2) 36 students succeeded in reaching the completeness limit (100%). The increase from pretest to post-test 1 was 25% and the increase from post-test 1 to post-test 2 was 25%.

4. CONCLUSION

The increase in students' understanding of caption material increased by 99.9% from initially only 0.1% of students who passed the completion limit. In the pre-test, there were only 4 students who passed the completeness limit. After carrying out the cycle 1 post-test, students who achieved completeness increased to 27 students or 75% of the total number. The score results

from the implementation of post-test cycle 2 showed an increase in 36 students who achieved completeness. Second, the student response questionnaire shows that the application of Instagram learning media received a positive response from students in the vocabulary learning process. This can be seen from the average student choosing 'Yes' on the questionnaire given.

In conclusion, this classroom action research succeeded in increasing students' learning motivation by using Instagram learning media. So, the Instagram media method can be used as an alternative or strategy for teachers to use in teaching vocabulary..

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