

The Utilization of Instagram Social Media To Improve Students' Skill In Writing Descriptive Text

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Abstract:

The aims of this research is knowing the use of Instagram social media and knowing the improvement of writing skills of seventh grade students of SMP N 1 Semin. This type of research uses classroom action research. The research method used is quantitative descriptive to analyse data using numbers. The subjects in this research were students of class VIIA SMP 1 Semin. The number of students was 20 children, while the object in this research was the process (implementation of the description text in teaching learning process with the help of social media namely Instagram in class VIIA SMP 1 Semin and the results (in the form of scores obtained by students during learning activities to write descriptive text skills with the help of social media Instagram). The results shows that all students, especially class VIIA SMP 1 Semin know the social media Instagram. Most of the students are active users of Instagram. Instagram media is not used properly or is not used for any of the media when they are studying. For pre-action results in skills write a description of the average score of students 55.5. In the first cycle the average value of 68 increased by 12.5, while in the second cycle the average value of 75.25 increased from the first cycle of 7.25.

Keywords:

Instagram, write a description

INTRODUCTION

Currently, technological progress is very fast, so that when it starts to enter this sophisticated era, technology has many benefits in teaching and learning activities. So that the technology used cannot be separated from the teacher or students in the class. According to (Rokhmawati, 2018), learning using sophisticated technology makes it easier for students to understand every lesson given. The sophistication of technology makes many teenagers use social media. According to (Rubiyati, 2017) social media or social media is a means of communication at present whose development is very fast and rapid. The development and use of social media is currently progressing very rapidly in accordance with the needs of society.

According to (Aljalita, 2015), communication and interaction skills are needed by humans as social creatures with their environment. Language is a tool or medium of communication between one person and another to exchange and share information. Indonesian is a language that unites various languages in Indonesia. The ability to use Indonesian when in school directs students to master four language skills, namely listening, reading, speaking and writing. The ability to write is very useful to help

students gain insight and obtain a lot of information (Yossy, 2014). Writing skills are used by teachers to provide or deliver material that will be delivered effectively and efficiently to students so that students can receive it easily.

Writing activities to describe living things, objects, places or experiences that someone has experienced is not easy. Writing skills are more difficult to understand or master by speakers of the relevant native language compared to other language skills (Ariustini, 2014) because writing must provide the results of their thoughts or good ideas in written form. The main problem in this problem is the need to pay attention to the writing skills of students. Most students have not mastered writing skills. Because the mindset of some students writing activities is very boring and it is very difficult to get out or express their ideas.

One alternative that can be done so that students want to write well is that educators or teachers provide fun learning so that students can be interested in the lesson and don't feel bored quickly. The teacher can use the learning model with the help of Instagram social media, because students are used to using or playing with Instagram.

METHODOLOGI

The research method used is descriptive quantitative. Quantitative descriptive is used to interpret the data obtained by using numbers (Sriani, 2015). This research was conducted at SMP 1 Semin. The subjects in this study were students of class VIIA SMP 1 Semin. 20 students. The research object here is the process and results. The object of the research is in the form of a process, namely the implementation during the learning process of the description text with the help of social media Instagram in class VIIA SMP 1 Semin.

Data obtained from observations and distributing questionnaires to students regarding improving students' abilities in writing student descriptive text with the help of social media Instagram. This data collection technique uses observations, questionnaires, documentation and field notes. The data analysis technique used is the model from Kemmis and Mc Taggart which is in the form of a spiral or cycle model which is carried out repeatedly and continuously (Rahayu, 2018).

RESULTS AND DISCUSSION

Prior to the implementation of cycle I and cycle II, it is necessary to hold pre-action to determine the level of students' initial abilities. The pre-action test is given by the teacher to give an idea of the student's attention to the explanation that has been given (Indrianingrum, 2015). Tests can be useful for obtaining data in the form of results from student learning and seen from their increased learning (Permatasari, 2014). Then students understand the descriptive text. The first assignment will be pre-action result data. The theme for pre-action is "School". Before students put their ideas into writing, students are expected to understand the theme first. After understanding the theme, determine the text content that will be written. Then they poured their ideas into writing. Data from pre-action that has been obtained are then grouped according to: 1. Selling Method; 2. Starting from time; 3. Starting from the place; 4. Starting with people; and 5. Starting from a noun.

The data obtained from the pre-action test after being grouped are: 1. From the way of selling, students prefer to make titles according to themes, such as My School, My School (SMP Muhammadiyah), and School; 2. Starting from time, no student begins his descriptive text with a prefix of time; 3. Starting from the place, there were only a few students who started the description test from the prefix of the place "Somewhere in a city"; 4. Starting from the person, there are students who start writing their descriptive text from the prefix of a person, such as "I am a student"; and 5. Starting with a noun, almost all students use a noun prefix, namely "school". Students tend to be reluctant to develop their skills in writing (Ariustini, 2014) because of the difficulty of conveying their ideas in written form. Most student descriptions start with nouns. Furthermore, the results of the students' essays are corrected using the scoring guidelines that have been made in the lesson plans (Christiani, 2016).

The results of the pre-action test scoring showed the highest score was 75 while the lowest score was 40. So that the average score on the pre-action test was 55.5. For this reason, it is necessary to hold improvements to show a change or increase in student learning outcomes. Improvement is used as one of the ingredients to consider in order to improve the research being carried out (Mardika, 2017). Before the remedial test or cycle I was held, the researcher distributed a questionnaire to find out how well the students understood the descriptive text. Questionnaires are given to students. The results of the pre-action questionnaire distribution were as follows: all students knew about the descriptive text. For students who often write descriptive text with students who don't like to write descriptive text, the result is more who don't like writing descriptions. For this reason, researchers use the help of Instagram media as one of the media used to improve students' writing skills. With the help of the Instagram media, it is hoped that students will find it helpful when expressing their ideas in descriptive text.

Furthermore, to find out the use of Instagram social media by SMP 1 Semin students, a questionnaire was used to get the following results: all students know what Instagram is. Some students are active users of Instagram, while the rest are not active users of Instagram. In this first cycle of action, the researcher used media assistance to attract more students' interest in writing. In this stage the researcher makes lesson plans, prepares materials / materials, and prepares learning media, namely pictures from Instagram that contain educational values.

In this first cycle, improvements were made using the help of Instagram media. From the results of the test cycle I, the data obtained after being grouped are 1) The way of selling in Figure 1, almost all students who got Figure 1 started the title with the word "Book". In picture 2 all students use the word "read" in the title. Figure 3 students using the word "learning together"; 2) Starting from the time, picture 1 begins with "one day". Figure 2 begins with "one day". Figure 3 begins with "at noon". 3) Starting from the place, in Figures 1 and 2 there is no starting to write descriptive text. In Figure 3 using places, such as "tertas" and "disebuah garden". 4) Starting with people, in picture 1 starting with "everyone". Figure 2 begins with "I", "a student", and "the woman a". 5) Starting from the noun, picture 1 with the noun "book" and "library". Picture 2 does not start with a noun. Picture 3 with the noun "scenery".

In the first cycle, students determine the contents of the descriptive text

according to the picture given. Some of the contents of the text explained by the students in their writing were in accordance with the steps of writing a descriptive text and some were just writing just like that. The test results in the first cycle after being corrected showed the highest score of students was 90 while the lowest score was 55. So that the average value on the action test cycle I was 68. From this, it has been seen that there is a slight increase in student learning outcomes after using the help of Instagram media.

The process in cycle II is carried out by improving the action plan based on the findings in cycle I (Zammi, 2018). Teachers provide enthusiasm and motivation to students to be more enthusiastic and serious when participating in learning (Suyuti, 2016). In cycle II, researchers still used some pictures from Instagram as the medium. The way to describe the image in cycle II is the same as in cycle I. In the second cycle the students determined the content of the text according to the picture. When explaining the pictures given, almost all students have used the steps that are in accordance with writing descriptive text. The results of the second cycle test showed that the student's highest score was 95 while the score lowest 65. With an average value of 75.25. This can be seen from a fairly good increase compared to cycle I.

At post-action the researchers used a questionnaire to find out how much students understood the descriptive text. The results of the post-action questionnaire distribution were as follows: Of all the students, English lessons were fun lessons, and there were some who said they were not fun. All students also know what it is. All students also said that they had written a descriptive text. According to some students writing descriptive text is very fun, but according to some other students writing descriptive text is not fun. There were students who said that writing descriptive texts was often done in class. Some students already know the characteristics of a descriptive text, the rest do not understand the characteristics of a descriptive text. Some students have also understood descriptive text linguistic rules. There are students who already know the steps of writing a descriptive text, but there are also students who say they don't understand the steps of writing them. There were some students who said there were problems when writing descriptive techniques. These constraints are still the same as pre-action, namely difficulties when expressing ideas. When learning to write descriptive text, the students said they often used certain media. But almost all students said learning to write descriptive text with the help of Instagram image media became easier. Some students said that if they did not use picture media, they would have difficulty writing. But with the help of Instagram image media, many students find it helpful in expressing ideas because there are pictures.

It can be concluded that students will find it helpful when the teacher wants to use Instagram media in the activity of learning to write descriptive text. Because in the Instagram media there are many pictures that can be used as material that can be described. Most students have also used Instagram media, making it easier for teachers in the learning process.

CONCLUSION

Based on the objectives and the initial discussion of this study, two results were obtained. First, the use of social media Instagram by students of SMP 1 Semin is that all students, especially class VIIA SMP 1 Semin, know Instagram social media. Most of the students are active Instagram users. After the use of Instagram social media which was used for descriptive text learning media, it was found that there was an increase in the students' grades so that it can be concluded that the use of Instagram social media gave positive results for learning if it was used wisely as a learning medium.

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