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## USING INSTAGRAM TO IMPROVE STUDENTS WRITING SKILL OF RECOUNT TEXT AT THE ELEVENTH GRADE OF MAS PAB 2 HELVETIA MEDAN

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### ABSTRAK

This research was aimed to find out the improving of the students' writing skill of recount text by using Instagram. The subject of this research were the eleventh grade of MAS PAB 2 Helvetia Medan which consisted of 35 students. This research applied classroom action research. The data of this research were qualitative and quantitative data and the instruments of collecting data were used such as: Pre-test and Post-test, interview sheet, observation sheet, and photography evidence. The quantitative data were taken from the test. The test was given to the students in form of pretest, post test in the first cycle, and the post-test in the second cycle. The result of the analyzing the data showed that there was an improving on the students' writing skill from each cycles. It was showed from the mean of pre-test was 69. Where, there were 12 student got successfull score criteria or it was only 34,2% and 23 students' got unsuccessful or it was 65,7 %. After doing cycle I by using Instagram, there was an improving of the result of the students' mean was 73. Where, 17 students got successful criteria score or it was only 48,5% and 18 students' got unseccessful criteria score or it was 51,4%. Then doing repairing for second cycle after reflection on the first cycle, there was improving of students' mean was 78. Where, 27 students' got successful criteria score or it was 77,1% and 8 students' got unsuccessful criteria score or it was 22,8%. In other words, it could be concluded that the use of Instagram improved the students' writing skill and their interest in writing.

**Keywords:** Writing, Recount text, Instagram, Improvement.

### INTRODUCTION

Language is a powerful sources of communication. All language is used for the purpose of communication. A language is a means by which a person expressed he thoughts and feelings to others. Communicating aspects of language is very important. Without a language cannot be called a language. The function of language is communication thoughts from one person to another In this global era, one of the

international languages used until now is English. English is widely used as a means of communication all over the world. It is generally known that people are expected to master English language. In English , there are four language skills, they are listening, speaking, reading and

writing. Among those four skills, writing is one of language skills and productive skills that always important to be learned by students.

Writing is a process that what we write is often heavily influenced by constraints of genres than these elements has to be presented in learning activities.<sup>2</sup> So, writing is a skill in which students have some difficulties when studying English due to some rules of writing itself. According to Byrne that writing is the encoding of a message of some kind that is we translate our thoughts into language. It means that students need a clear idea and creativity when writing. They have to be master in the topic that they want to write and creativity to make the reader understand and interest with their writing.

Based on curriculum 2013, teaching English at senior high school is expected to raise functional level. The functional level means that the students are able to communicate in oral and written form. In oral form, based on the basic competence of English subject of the first grade of senior high school, students are expected to express meaning in interpersonal and transactional conversation in daily context, while in written form there are several kinds of text that need to be taught: procedure, descriptive, narrative, and recount text. The achievement indicator is that the students have ability at developing and producing simple written monolog texts in the form of procedure, descriptive, narrative, and recount text.<sup>3</sup> Among those different kinds of texts, writing recount text will be my focus in this research.

Recount text can be considered as the most common kind of text that we can find in our life. According to Anderson & Anderson, it is a text about past events usually in the order which they happened.<sup>4</sup> Its mean that Recount text is a text to retell the reader about action or activities in the past. In this case, recount text is a good text to be used to exercise the students to like English, even for junior high school in which they need to master English especially to be implemented in their own life. By writing recount text, they learn how to tell their own life story at least. Unfortunately, based on my observation when doing teaching practice program (PPL) in MAS PAB the students' skills in writing

were still far from what was being expected. This condition was found in MAS PAB, many students still confuse write a paragraph in English. Students problem is do not know write a paragraph and then their writing ability is low. Some students think that English is difficult . The students get difficulties in writing English because they do not know what must be written. The students get the difficulties in gathering idea when they were going to write. The students were lazy to follow English lesson especially writing. The low skill in writing of the students are caused by many factors. They come from inside and outside of the students. From the inside of the students, the factor that can influence the students writing skill are motivation,

interest, self-confidence. From the outside of the students, the factor that can influence the student writing skill are time, parents, friends, teacher and facility including media. Media has an important role to achieve the teaching-learning goals. In using media, it makes teaching- learning in writing more effective to improve the students' knowledge. There are many media that can be applied to improve the students writing skill and one of them is Instgaram.

Instagram is a social media which is very popular and widely used by teenagers. Handayani states that students tend to spend their time accessing it. They usually upload their photos or video with description, and interact with others by giving comments on it or by sending direct messages.

## RESEARCH METHOD

This research was conducted by using classroom action research. Classroom action research is design to help teachers to solve the problem that was happened in their own classroom and improve professional practices.

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<sup>1</sup> Richard, Jack C and Willy A Renandya, *Methodology in Language Teaching: An Anthology of Current Practice*. (England, Cambridge University,2002), p.30.

<sup>2</sup>Zuhra. Senior High School Students' Difficulties in Reading Comprehension. *English Education Journal (EEJ)*, Vol. 6, No. 3. July 2015.<sup>3</sup> 1Rahmah Fithriani, (2018), *Cultural Influences on Students' Perception of Written Feedback in L2 Writing*, *Journal of Foreign Language Teaching and Learning*, volume 3, number 1, p. 1.

<sup>3</sup> Chawang, N. (2008). *Investigation of English Reading Problems*  
Nakhonratchasima: Srinkharinwirot University Press.

According to Kemmis in Hammersley, action research as a form of self-reflective enquiry undertaken by participants a social (including educational) and ideal atmosphere for students' to produce writing text, situation in order to improve the rationally and justice of 1) their own social or educational practice, 2) their understanding of these practice, and 3) the situation in which the practice are carried out". It means that classroom action research is evaluative and reflective as it aims to bring about change and improvement in practice.

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According to Michael J. Wallace, classroom action research is a type of classroom action carried out by the teacher in order to solve problems or to find answe toward contextspecific issues. It means thatto begin classroom action research the researcher or the teachers needs to identify and investigate problems within a specific situation.

In additional, according to Burns, action research function best when it is co- operative action research. Cooperative action research has the concomitants of beneficial affect for works and improvement of the service, conditions and the function of the situation. In education, this activity translates into more practice in research and problem solving by teachers, administrators, pupils, and certain personal, while the quality of teaching and learning is in the process of being improved.<sup>40</sup> It means that in the scope education, action research is done to improve the quality of teachers, administrators, students and the teaching learning process. Based on the statement above, classroom action research is method carried out as a device to overcome diagnosed problems in learning activity in class to improve the quality of teacher and student. Classroom action research procedures that was used in this research based on Kemmis and McTaggart scheme. In this classroom action research, the researcher will collect the data by conducting several cycles. Each cycle contains four steps: they are planning, action, observation, and reflection based on Kemmis and McTaggart scheme.

## **RESULT AND DISCUSSION**

There are two kinds of data in this research, they were qualitative data and quantitative data. Whereas, the qualitative data was collected from observation sheet, interview and documentation. The quantitative data

was collected from test (pre-test and post-test). There are 36 students that was taken from class X IIK-2. There were two cycles in this research, where there were six meeting, namely three meetings per cycles, then each cycle there were 4 steps, namely planning, action, observation and reflection.

The researcher gave the pre-test before implementing the cycles to identify the students' English reading comprehension. There were totally six meetings. Cycle one was done in three meetings, included: giving the materials in two meetings and post- test of cycle one. Cycle one was done in three meeting, including post-test of the second cycle.

#### A. Data Analysis

##### 1. Quantitative Data

Quantitative data were taken from various tests, the various tests were the pre-test, post-test 1 in cycle I, and posts-test 2 in cycle II.

##### a. Pre-Test

The researcher gave the pre- test before giving the treatment to the students. The purpose of giving the pre-test to the students was to know the students' ability in reading comprehension. The pre-test was conducted by giving the test. The result of students' reading comprehension in pre-cycle could be seen on the Appendix.

In pre-test, the total score of the students was 2305 who followed the test was 36, the mean of the students' score was:

$$\bar{X} = 2305 : 36 = 64,02 \%$$

The percentage of the students' score of the pre-test that could be seen on the Appendix. The percentage of the students score of the pre-test was calculated by applying formula below.

Based on the data, it was could be seen that only 13 students (36,11%) who has passed the test and there were 23 students (63,88%) who still failed. Dealing with the result of students' score of the pre-test, the researcher planned to conduct the first cycle that aimed at improving students' reading comprehension. The percentage of the students' score in pre-test could be seen on the Appendix.

##### b. Post-Test 1

The researcher gave the post- test 1 after giving the treatment to the students. The purpose of giving the post-test 1 to the students was to know the students'

improvement after giving the treatment. The post-test 1 was conducted by giving the test. To know the result of this cycle, the researcher gave the reading test in the last meeting. From that result showed that the scores of the students was better than pre-test, even though some of the students still failed. The students' score in post-test of the first cycle could be seen on the Appendix. In post-test 1, the total score of the students was 2580 who followed the test was 36, the mean of the students' score was:

$$X = 2580:36 = 71,66 \%$$

After conducting the research about the students' reading comprehension by giving the pre-test, the researcher found that the students' reading comprehension was still in low category. It could be seen from the result of pre-test, whereas only 13 students (36,11%) who passed the test and there were 23 students (63,88%) who still failed. So, the researcher continued the research to cycle 1. To improve the students' reading comprehension, the researcher implemented random text strategy and the narrative text as the material. In cycle one, there were 23 students (63,88%) who passed the test and there were 13 students (36,11%) who still failed. From that result, it can conclude that the mean of students' score and percentage of successful students in cycle one better than pre-test. Besides that, the students' score in cycle one was still low, it could be seen from the result of the students' score and percentage of successful

students, so the researcher continued the research to cycle two. In cycle two, there were 31 students (86,11%) who passed the test and there were 5 students (13,88%) who failed the test. There were improvements of the students' score, it could be seen on the Appendix:

From the table, it showed that the students' reading was significant increasing in each test. In pre-test, there were only 36,11% (13 students) who passed the test. In post-test one, there were 63,88% (23 students) who passed the test. While, in post-test 2 there were 86,11% (31 students) who passed the test.

From the result of all the qualitative data which were taken from observation, interview and documentation. That was showed that the learning process was well done. The students more active during the learning process, even though there were some students who still failed in test.

## **DISCUSSION**

The purpose of this research was to find out the improving of students reading comprehension by using random text strategy. The random text strategy was one of many strategies which could be seen by the researcher in teaching English, especially to help the students comprehend the reading test.

According to Hisyam Zaini, random text strategy trains the students to comprehend the main idea of each paragraph, help the students to become active,

provide the inductive learning, stimulate the students to sharing their idea and correcting the other groups' idea.

From the theory above, it demonstrated that the random text strategy was the effective one in teaching English especially in reading comprehension. It could be seen in the result of the students score, there was improvement in each cycle. The use of random text strategy could help the students and the researcher, whereas the students could comprehend the reading text and the researcher could control the class better.

From the qualitative data, it was taken from the result of observation, interview and documentation. It was found that the students more active and the learning process run effectively. Therefore, the students focused and paid attention to the researcher when explained the lesson in front of the class. From all of the explanation about the result of the qualitative and quantitative data, the research could be concluded that there was significant improvement on the students' reading comprehension. Thus, the implementation of random text strategy could improve the students' reading comprehension at the X grade students of MAS Darul Qur'an.

## **CONCLUSION**

The research findings and discussion show that the writing of the students of XI at SMAS PAB 2 Helvetia Medan improved by using Instagram. The activities in cycle I were conducting teaching writing; using classroom English during the teaching and learning process; the teacher opened the class by greeting the students after that the teacher gave the motivation before study material and then the teacher gave the motivation before study material. The teacher introduced and explained the material about recount text. Those activities gave an improvement in the students' writing. In cycle II were integrating teaching writing; using classroom English; the researcher prepared all the things better than the first cycle. The researcher had good motivation to conduct the second cycle was carried out in two meetings. In this step, there were some activities that had been done by the researcher. First, the researcher explained about the material, the researcher explain about Instagram, language feature of Instagram, and procedure of teaching recount text using Instagram. And then, the researcher give some example to make the student more understood it. After they were know of the material, the teacher was applied the Instagram to improving the students' writing skill.

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