STUDENT'S RESPONSES TO THE USE OF INSTAGRAM IN TEACHING READING NEWS ITEM TEXT

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Abstract

The students response is one tool in determining the methods and media of learning, so that it becomes a reference in achieving the success of a learning process. This research was conducted in order to determine the response of students in class XII TKJ 2 Smk Bina Insan Bangsa Ngamprah Bandung, on the use of Instagram in teaching reading news items texts. Thirsty one students were made researchers as research objects, consisting of 14 male students and 17 female students. The data obtained in this study were observation data and questionnaire data of student responses. the method used in this research is descriptive qualitative method, to get the answers to the problems studied. The results revealed 74.8% of students who gave positive responses to the use of Instagram in teaching reading news items texts, because learning activities with the use of Instagram were more interesting, interactive, and fun for students, and as many as 25.2% of students who gave negative responses in the use of Instagram in teaching reading text news items, because there are deficiencies in the use of Instagram, which is related to some students who need difficulties in terms of text content due to lack of vocabulary mastery.

Keywords: Students Responses, Instagram, Reading News Item Text

INTRODUCTION

Reading is an important skill in learning and teaching English because this skill can help students understand and get information from the material being read (Sukandi & Syafar, 2018). In English, especially in vocational high school (Smk) students, students are required to read and understand various types of text. One of them is reading the news item text. News item text is a type of text that functions in providing information or news of an event that is newsworthy, based on facts, to the reader, listener, and audience (Astria, 2019). In this millennial era, the use of instructional media in the world of education is increasingly advanced and interactive. Change and innovation in the world of education will continue to develop in this 21st century. Nowadays, learning media refers to the use of Information Communication and Technology (ICT), the fact that gadgets are more widely used as learning media, rather than blackboards and markers (Shazali, Shamsudin, & Yunus, 2019). So in this case, the teacher must be professional in creating innovative learning, in line with the development of science and technology (Apsari, 2018). Utilizing technology in the learning process, has become the thing that needs to be done, more than that the use of technology in the learning process can facilitate students in understanding learning material.

This technological sophistication has an impact on the widespread use of social media among students. Social media is the choice and is used in supporting the learning process. In research studies, social media is an application that is believed to be able to enhance and enrich the learning process through text, video, and audio as a learning medium in class (Devi, E.Gouthsmi, & Lakshmi, 2019). One of them is Instagram, Instagram is a form of communication that uses a series of image and video media. Several experts have conducted

research related to the use of Instagram as a learning medium, and it is proven that Instagram is consid[ered as a pedagogic tool in the learning process, which can help students improve their vocabulary and reading skills (Shazali, Shamsudin, & Yunus, 2019). In achieving the success of a learning process, it depends on the teacher in delivering the material and the use of methods and media used. Therefore all learning components must be designed according to the needs of students.

The object of a learning process is students. in this case, students' responses in determining the methods and media of lessons are needed, so that they become a reference in achieving the success of a learning process. Student response is one of the methods used in finalizing concepts in learning (Anton, 2018). Students responses in the learning process can be seen from the expression, comments, and enthusiasm in the classroom, either of the level difficulty felt or from the solution students get (Muhlisin, 2018). Therefore, researchers want to know the response of students in using Instagram as a learning medium, especially learning to read news items text. The object of this research is the students of class XII TKJ 2 SMK Bina Insan Bangsa. This school is one of the Vocational Schools in West Bandung, which has facilitated teachers and students with an internet network, so students can access learning material easily. therefore, researchers are interested in researching the use of Instagram social media in learning reading news item texts. Students responses are expected to produce significant changes in designing a learning process.

METHOD

This research was conducted to determine student responses to the use of Instagram in teaching reading news item text, response is a reaction that is raised by someone, which is one of the tools in determining the concept of learning (Anton, 2018). The respondents of this study were students of class XII TKJ 2 SMK Bina Insan Bangsa. This school is located in Ngamprah, West Bandung, with 31 students consisting of 14 male students and 17 female students. The method used in this research is descriptive qualitative, descriptive Qualitative method is a naturalistic research method that produces descriptive data which is done by analyzing words and actions orally and in writing, from the people and actors observed (Wekke, et al., 2019). The instruments used in this research are observation and questionnaire. Observation is research and recording at the of the event, which is carried out on the object of research systematically, while the questionnaire is a technique or how to collect data indirectly by giving several some many questions written and answered in writing also by respondents (Wekke, et al., 2019).

RESULTS AND DISCUSSION

Results

Observation of the implementation of the use of Instagram in teaching reading news item text was conducted three times. Start from 27th January until 3rd February 2020, in class XII TKJ 2 Smk Bina Insan Bangsa, West Bandung. The first meeting was held on Monday 27th January 2020 at 11:00 a.m until 12.30 p.m. begining with the teacher entering the classroom - the teacher greeted and invited students to pray together. After praying, the teacher checked the attendance of students and conveyed the scope of material and the description of activities according to the syllabus. In the main activity, the teacher conveyed and explained the news item text material related to the definition, objectives, and examples of news item text. Then the teacher formed the students into 5 groups. After the group was formed, the teacher instructed the students to use the Instagram social media application and has students open the news on CNN International on their respective Instagram. After that the students were instructed to read one

of the news and discuss with their group members, one group of one news. Then the students identified the news item text using 5W 1H (what, where, when, who, why, and how). that is, what happened, where the place happened, when the event happened, who was involved, why the event could occur, and how the event could occur. And the teacher supervised each group when the news item text identification took place. the teacher gave a reflection on the learning activities that had been carried out. The learning activity ended with praying together and the teacher greeted when leaving class. At this meeting, the students seemed not conducive for using Instagram as a learning medium, because they were not accustomed to using Instagram as a learning medium.

The second meeting was held on Thursday 30th January 2020 at 02.00 p.m until 03.30 p.m. The teacher entered the class and prepared to teach. The teacher started the class by greeting students and praying together. After praying is finished the teacher checked the attendance list of students. The teacher reviewed the material at the previous meeting, by asking the students questions about the definition and examples of news item text materials. The students gave good and enthusiastic answers. Then the teacher explains the material about the generic structure of the news item text and its examples. After the students got an explanation from the teacher regarding the generic structure of the news item text, the teacher instructed the students to gather with groups that have been formed at the previous meeting. after students gather with their respective groups, the teacher instructed the students to reuse the instagram of social media application and had students open the news on CNN International on their respective Instagram. After that students were instructed to read one of the news and discussed with their group members, one group of one news. After reading, each group was asked to identify the generic structure of the news item text, namely newsworthy events, background events, and sources. During the lesson, the teacher checked and supervised each group because the learning time was up, learning ended with reflection and prayer together before leaving class. at this meeting, students were already conducive to using Instagram as a learning medium.

The third meeting was held on Monday 3rd February 2020 from 11:00 a.m until 12.30 p.m, the teacher entered the class and prepared to teach. The teacher started the class by greeting the students and praying together After praying was finished the teacher checked the attendance list of the students. The teacher aske the students to open and continue the assignment given at the previous meetings. The students were asked to present the results of the discussion of the previous meetings in turn. After the presentation was finished, the teacher asked the students to sit down. After that, the researcher gave questionnaires to the students. a questionnaire given to find out the students responses to the use of Instagram in teaching reading news item texts.
The questionnaire was an indirect observation in the form of written questions which were answered in writing also by the object of research (Wekke, et al., 2019) . The questionnaire was distributed to 31 students, 10 questions were covering 4 indicators namely attention, relevance, confidence, and satisfaction. The questionnaire was adapted from (Muhlisin, 2018) in the form of "yes" or "no" questions, the number of students who chose each question counted as a percentage (100%).

Table 1. The questionaire of students responses

Questionaire	Perentage Students Responses	
	Yes	No

1. Did the learning that has been implemented make you a high willingness to follow the lesson?	31 (100%)	0
2. Can the learning that has been implemented eliminate the concept in yourself ?	23 (74,2%)	8 (25,8%)
3. Does the learning that has been implemented give meaning and make it easier to understand the material?	26 (83,8%)	5 (16,2%)
4. Does learning facilitate you to understand the material being taught?	22 (71%)	9 (29%)
5. Is the learning interesting, fun, and not boring?	22 (71%)	9 (29%)
6. Do you feel the time spent in understanding ,the concept is getting shorter?	14 (45,2%)	17 (54,8%)
7. Are you motivated to get good achievement?	25 (80,6%)	6 (19,4%)
8. Do you feel braver in delivering your opinion in learning process?	24 (77,4%)	7 (22,6%)
9. Do you feel more valued in expressing opinions when learning?	24 (77,4%)	7 (22,6%)
10. Do you feel braver in delivering your opinion in learning process?	21 (67,7%)	10 (32,3%)
Average	74,8%	25,2%

(Muhlisin, 2018)

From the data table 1 presented, in the percentages of the first question addressed 100% answered "yes", it can be concluded that students have a high willingness to follow learning with instagram media. The percentage of the second question presents 74.2% "yes" and 25.8% answered "no". It can be concluded that 74.2% of the use of Instagram in teaching reading news texts, can eliminate the concept of self-error. The percentage of the third question presents 83.8% "yes" and 16.2% answered "no", then it can be concluded that 83.8% use of instagram in teaching reading news item text can facilitate the students in understanding the material. The percentage of the fourth and the fifth questions are both serving 71% answered "yes" and 29% answered "no", so this is aimed that 71% of the use of instagram in teaching reading news item texts can facilitate students in understanding the material taught so as to create a learning process interesting, fun, and not boring. The percentage of six questions presents 45.2% answered "yes" and 54.8% answered no, then it can be concluded that 54.8% use of Instagram in teaching reading news item text, the students feel the time spent in understanding the material is getting longer. the seventh percentage of questions presents 80.6% answered "yes" and 19.4% answered "no", this means 80.6% use of Instagram in teaching reading news item text makes the students motivated to get good achievements, percentage of the eighth and ninth questions are both serving 77.4% answered "yes" and 22.6% answered "no", then it can be concluded that 77.4% the use of Instagram in teaching reading news text items can make students think

critically and students feel valued when expressing their opinions when the learning process takes place, and the percentage of the last question addressed 67.7% answered "yes" and 32.3% answered "no". It can be concluded that 67.7% use of Instagram in teaching reading news item text, the students feel more daring in expressing opinions. From the above information, it can be concluded there are as many as 74.8% of students were giving positive responses and 25,2% of students were giving negative responses in the use of Instagram in teaching reading news item text.

Discussion

Based on the results of the study, it appears that the use of Instagram in teaching reading news items text is quite good, the implementation of this learning consists of several steps, namely, the first is the teacher makes planning the material to be delivered, the second is explaining about reading news item text using the application Instagram social media, the third is the te Instagram and reading news items on CNN International, the fifth is the teacher asks students to identify the contents and generic structure of the news item, and finally, the students present their work in turn. Based on the findings recorded by the researchers in the observation process, it appears that the use of Instagram in the learning process can make the classroom atmosphere more lively. They seem to enjoy and are excited and increase their motivation to learn, especially in reading skills. In addition, the students get new vocabulary from reading results what they read. Make sure, however, that the students are use to understanding through instagrams only they have been made ready in terms mental set once or twice. Teaching and learning must be update and should keep in line with technology development. Instagram in this case is a reflection of teachnology implementation in this era.

This is in line with the research conducted by (Shazali, Shamsudin, & Yunus, 2019), the results of the study show that instagram is considered a pedagogical tool that can expand vocabulary by reading native English texts and can motivate students in learning. delivered by (Rokhmawati & Mastuti, 2018), in his research, which stated the use of Instagram in the learning process can help teachers deliver the material effectively, interestingly, and efficiently. But in this case, the students did not fully feel helped by the use of Instagram, when viewed from the results of the questionnaire, some students found it difficult to read the subject matter using instagram because their vocabulary was limited so they had difficulty understanding the text they were reading.

CONCLUSION

After discussing the problems from the previous chapters, the researchers concluded that the use of Instagram in teaching reading news items had a pretty good impact on teaching and learning activities in the classroom, besides that the questioner data above showed that there were an average of 74.8% of students' responses that showed positive responses and 25.2% of students response that showed negative. This shows that the use of Instagram in learning to read news items text can motivate students to develop enthusiasm in learning, besides creating effective, interesting, and efficient learning. Although there are more positive responses than negative ones, there are still deficiencies in the use of Instagram as a learning medium, among them there are still students who still have difficulty understanding the reading texts on Instagram, due to the lack of vocabulary of the students.

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