

CORRELATION OF USING INSTAGRAM FOR LEARNING WRITING WITH STUDENTS' WRITING MOTIVATION

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Abstract

The aim of the study examines the relationship of using Instagram with students' writing motivation. This research is quantitative with the correlation method. The population was students of eighth grade at SMP Negeri 3 Cimahi in the academic year 2020/2021. A total of 76 students took part in the two classes, the sample was 38 students. The instruments used to collect data were a test of writing by using Instagram as a learning medium and questionnaires to determine students' writing skills. The results show a correlation greater than zero points ($0.702 > 0$); meanwhile, the significant of the correlation is 0.01. Furthermore, the correlation is below 0.05 in the positive direction. It can be implied that the correlation of using Instagram for learning writing with students' writing motivation can be concluded as Significant Positive. To conclude teachers of English writing can use Instagram as a medium to improve students' motivation to write.

Keywords: Instagram; Motivation; Writing

INTRODUCTION

Writing is one of the four skills that students must be mastered. Therefore, English is a difficult language to learn. Usually, many people refuse to write in English because they find it difficult. The cause is lack of motivation and lack of vocabulary. Is not always easy for learning a new language to writing (Blanchard & Root, cited in Mundriyah & Parmawati, 2016). It is stated that writing skill strongly affects student's academic success (Rizqiya, Pamungkas, Inayah, 2017). However, writing is claimed to be the most difficult skill since it is not taught explicitly in classes (Emilia, 2008). In Indonesia, the Government has adopted the curriculum in 2013 to overcome these problems in the process of learning and teaching at all levels of education. Motivation to learn is a very important non-intellectual psychological factor. Its role is in terms of growing passion, feeling happy, and enthusiastic about learning. Learning outcomes will be optimal if there is the right motivation. Motivation can be interpreted as a driving force to become active to encourage someone to do something (Sardiman, cited in Mandja, 2016). Thus, to improve students' motivation, teacher needs maintain students' curiosity by utilizing learning media that interest them (Rizqiya, Mundriyah, Inayah, 2017). If there is no motivation, it may be difficult to achieve learning goals. Regarding learning media, the internet has become a great source. Nowadays, the internet is used to get information for everyone. One of them, people can be connected to the internet through social media. Social media is an online-based media created using publishing technology that is very accessible and scalable to facilitate communication connected with other people indirectly via the internet. With the characteristics of social media, it can make user interactivity freely to send, receive and process messages or content for use by other users (Aula, cited in Apriyani & Asmawati, 2019). One of these social media is Instagram which is used to share photos and short videos which is popular today because of various interesting features such as photo filters, live, IGTV, advertising features, sales, and many more. With their learning motivation, Instagram can be a suitable medium for

inspiration in learning writing. Even in a photo without a caption, it can be our idea to write the caption. For example, we see a photo of a crowd, maybe if in outline it is a photo of a crowd. However, in these photos, we can be creative in making descriptions of all these things or stories. From the above ideas, it can be concluded that writing is a complex process to convey ideas, thoughts, opinions, and feelings by uses written language in letter combinations to be understood by others. Writing is the students' one of the learning competencies that must have taught by using a motivating medium. Thus, Instagram as one of the worldwide social media might be a suitable medium for finding ideas and motivation that students can use to increase their motivation for writing skills. The data shows that 10% of Instagram users in Indonesia between the ages of 13-18 are junior high and high school students (Afrizal, 2020). This study selects a text called descriptive text, which is intended to describe a visual image from a particular person, place, or thing through gained visual experience. It can be used to create visuals from images of people to describe the outward appearances that may tell about their character traits and personality. Describe a place that has been visited or places that have never been visited that can be seen from the pictures. Even the day or season we are experiencing and the situation we are feeling can be described. According to Amjaya (2012, cited in Hidayah et al., 2019), learning media is one component of learning that has a major influence on improving students' writing skills. There are three types of media; audio (radio, music, podcast), visual (pictures, photos, paint), and audiovisual (videos). According to Harmer (2007, cited in Hidayah et al., 2019) suggested music, pictures, and films is writing excellently stimulus. The teacher can use these media to make several writing activities that increase students' interest in the learning process of writing becomes varied and exciting. According to Chee and Wong (2003, cited in (Hidayah et al., 2019) the most effective way for most students to learn is visual media, because mostly through what is seen, then through what is heard, and the rest through what is smelled, touched, and felt. Pictures are useful visual media for learning to write. Students will be interested and enjoy using serial images for the process of teaching-learning (Lindstormberg, cited in Apsari 2017).

METHOD

This research uses the correlational method because to determine the correlation of using Instagram for learning writing with students' writing motivation in the first semester of eighth grade at SMP Negeri 3 Cimahi in the 2020/2021 school year. Correlational research is an ex-post-facto research study, which involves determining the relationship between two quantifiable variables or more by data collecting. (Gay, cited in Sukardi, 2004). This research doesn't require giving any treatment or manipulation for variables in observation. The variables X and Y have started to naturally occur (Agustin, 2018). As mentioned before there are two variables in this correlational research. The first variable (X) is using Instagram for learning writing and the second variable (Y) is a students' writing motivation. The test item used to determine the effect of using Instagram on students is a task that gives instructions to students to make a posted photo. Students are given instructions to take photos or search for pictures from the internet, after that make a caption that contains descriptive text about what is in the picture. After that, the score will be entered as X. Meanwhile the items used to determine students' writing motivation are the questionnaire, and the value is entered as Y. To analyze the data, several steps must be done. The first, that scoring the result of students' questionnaire responses. The second, test the result of questionnaire validity and reliability. The third, calculate the frequency and percentage from each response. The fourth, determine the students' motivation classification index. The fifth, test the data distribution normality. Furthermore, calculates the coefficient of correlation. The last, interpret the research findings.

RESULTS AND DISCUSSION

Results

As previously mentioned, two variables are involved in this research. The first variable (X) is administered test through the task uses Instagram to make descriptive text to achieve scores. In the second variable (Y), the results of the questionnaire are confidential so students don't need to mention names. Only the students' numbers and mention the result of the scoring. The data shows highest score reaches 100. The scores reach by the student number 2, 22, and 38. The lowest score reaches 70 by the student numbers 19 and 28. Based on the scores classify given by the school which is the *Kriteria Ketuntasan Minimal* (KKM=77), 88% of students pass the KKM and 12% of students should take the remedial test.

Table 1. The Classification of Students' Scores Based on KKM

Score	Frequency	Percentage	Classification
<77	4	12%	Not Pass
77	34	88%	Pass

The table gives percentages as a general description that nearly all of the students have a good mark in English subject and that score is higher than KKM (77)

Table 2. The Classification Frequency and Percentage of Students' Motivation

Scale	Classification	Frequency	Percentage
61-70	Lowest	4	11%
71-80	Low	8	21%
81-90	High	11	29%
91-100	Highest	15	39%
Total		38	100%

The data shows the highest index motivation is 100 by students number 2, 22, and 38. The lowest index motivation is 61 shown by the student number 20. If the students' motivation index is classified based on the index that 29% of students have high motivation and 39% of students with the highest motivation. While there are only 11% of students have the lowest motivation.

This research employs the Pearson Product Moment Correlation to calculate the correlation coefficient use SPSS version 26, below are the result.

The Correlation of Using Instagram for Learning Writing with Students' Writing Motivation

Correlations			
		Score Test	Motivation
Score Test	Pearson Correlation	1	,702**
	Sig. (2-tailed)		,000
	N	38	38
Motivation	Pearson Correlation	,702**	1

	Sig. (2-tailed)	.000
N		38

** . Correlation is significant at the 0.01 level (2-tailed).

The value of r_{counted} is 0.702. That concludes the correlation is positive between students' scores and index of writing motivation in English learning because the correlation is greater than zero points ($0.702 > 0$). The significant of correlation is 0.01. The correlation is below 0.05 in the positive direction, so the correlation of using Instagram for learning writing with students' writing motivation can be concluded as Significant Positive.

Discussion

Instagram as the social media platform most commonly used has more popularity gained in recent years, although few studies are quite a lot investigate the efficacy of a platform's purpose for language learning (Mansor & Rahim, 2017). There is a trend of increasing use of social media among young people for the various purpose, communicate with friends and others as global communities part, sharing ideas and opinions has increased the educational pressure on institutions for connected with students through the use of social media platforms, and facilitate the technology for teaching and learning activities (Boateng & Amankwaa, 2016). Instagram provides an educational opportunity for students' language learning because makes them relax and spontaneous (Mansor and Rahim, 2017). Through Instagram assignments, students' communication is improved. It is proven that Instagram supports student language learning because of opportunities that provide language practice with friends and people in the world outside the classroom to expose language content that addition to language skills improving. Thus, the results of data analysis are in line with the theories of the experts that have been stated previously. There is an index of correlation between using Instagram and their writing skills motivation. The r_{counted} value is 0.702. The significant correlation coefficient is 0.01 level, means the index of students' motivation contributes to learning English for students' achieve the scores. The calculation shows 49% of students' writing skills are motivated using Instagram. It seems contribution value gained quite strong, but that can't conclude like that.

CONCLUSION

Based on the result of the analysis on the correlation of the variables of using Instagram for learning writing and students' writing motivation, it can conclude a correlation between using Instagram as a medium of learning and writing motivation of students. Students who are having an interested in using Instagram to motivate and increase their writing skills have sufficient English writing skills as well, which can be proved in the test. Students who have knowledge of the various images or videos from Instagram and always look through them every day tend to have better grades when tested ability to writing descriptive text in the caption.

Pearson product-moment formula: The correlation of using Instagram for learning writing with students' writing motivation is quite strong, significant, and unidirectional.

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