

Teaching and Learning with Social Media: Effectiveness of Instagram on Students Recount Writing Quality across Different Personality

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Abstract

This research deals with the use of Instagram on students recount writing quality, and also the relationship between students recount writing quality and personality. Furthermore, the objectives of study to investigate whether there is an effect of Instagram on the quality on student recount writing across different personalities. This study used a quasi-experimental design that employed class X U_TI as an experimental group and X TI 1 as a control group. The researcher conducted this study in six meetings which were one meeting for pre-test, four meetings for treatment, and one final meeting for post-test. Data collected using written tests and questionnaires. Data obtained through writing tests were analyzed using SPSS. In addition, from the results it can be seen that there were differences in the writing quality of students in the experimental group (taught by using Instagram) and the control group (taught by using conventional technique). Moreover, there is difference in writing quality of recount text between students who are introverts and students who are extroverts after getting treated by using Instagram and conventional technique. But, in other hand, there is no interaction between Instagram and personality. In short, there is the effectiveness of Instagram on students recount writing quality across different personalities.

Keywords: Instagram, writing recount, writing quality, personality.

INTRODUCTION

Writing is an important part of learning English, because writing is a product of learning. In this era, the writing media not only paper. There are several social media that are considered to be used as writing media, one of which is Instagram. Instagram is a social network site (SNS) that is quite popular. According to Kelly (2015) Instagram is an online social media used to share videos and photos. Users can follow each other, add captions, locations, comments, and likes. Instagram is seen as one of the media that is able to support students to write, because they cannot only share information but can also discuss there. A previous study in the use of Instagram has

been done by Akhiar, Mydin and Kasuma (2017) the researched about students' perceptions and attitudes towards the use of Instagram in writing English. The research subjects were students at Malaysian universities. They found Instagram has a positive role to improve students' writing skills and show high positive perceptions, but moderate in attitude. Purwandari (2017), she conducts the research on junior high school students. The result showed that students' writing ability in making descriptive text increases when using photograph on Instagram. This states that, there are differences in student achievement, it means that photograph on Instagram improve the students achievement in understanding in writing descriptive text. Nevertheless, another study conducted by Anggraeni (2017) shows that, there are advantages and obstacles to using Instagram in writing. That is why researchers are interested in doing research similar to previous research under the title "Teaching and Learning with Social Media: Effectiveness of Instagram on Students Recount Writing Quality across Different Personality". Moreover, the researcher also wants to know the relationship between Instagram on the quality of students' recount writing on personality.

METHOD

This research uses quasi experimental method with factorial design research design 2 by 2 (2x2) (Ary, Jacobs and Sorensen, 2010:311). Which are uses two groups of students as research objects. One group as an experimental group, and the others group as a control group. The subjects of this study were grade X students in vocational schools.

This study uses two instruments to collect data, namely tests and questionnaires. The test is in the form of a student's recount writing, while the questionnaire is used to determine the student's personality. Student pre-test results are used to analyze the basic abilities of the two groups through independent sample t-tests by using SPSS. Furthermore, the results of the post-test were used to analyze the research problems, it was analyzed using two way ANOVA. Then, the questionnaire was coded based on the types of answers available to make it easier to determine extrovert and introvert students.

RESULTS

From the data analysis known that F group is 27.455 with p-value (sig.) is .000, with level of confidence 95% ($\alpha = .05$), so p-value is smaller than alpha. It meant that, the null hypothesis (H_0) is rejected, and the alternative hypothesis (H_a) is confirm. In short, there is significant different in writing quality of recount text between students who are taught by using Instagram and conventional technique. Second, F personality

is 114.957 with p-value is .000. In short, it is smaller than significant level ($.000 < .05$). So, the alternative hypothesis (H_a) is accepted and rejected the null hypothesis (H_o). In short, there is significant difference in recount writing quality between extrovert and introvert students after being taught by using Instagram and conventional technique. Third, the p-value of group*personality is .651, it is higher than the significant level ($.651 > .05$). It can be conclude that, there is no interaction between Instagram and students personality. It means, the null hypothesis (H_o) is confirmed and the alternative hypothesis (H_a) is rejected.

Tables

The students' writing score was gotten from the result of post-test that had been given to both experimental and control group. Then the researcher analyzed the score by using two ways ANOVA through SPSS. The results are presented in the table below.

Table 1 - The Result of the Post-test Experimental and Control Groups

Descriptive Statistics				
Dependent Variable: Post-test				
group	personality	Mean	Std. Deviation	N
Experimen	Extrovert	81.27	1.618	11
	Introvert	90.50	3.425	12
	Total	86.09	5.410	23
Control	Extrovert	76.15	3.105	13
	Introvert	86.20	3.584	10
	Total	80.52	6.037	23
Total	Extrovert	78.50	3.600	24
	Introvert	88.55	4.056	22
	Total	83.30	6.328	46

From the table above, the mean score of experimental group with extrovert is 81.27, and introvert is 90.50. The total score of experimental group is 86.09. The mean score get by control group in extrovert is 76.15 and 86.52 for introvert. The total mean score of control group is 80.52. It means that, both of extrovert and introvert in experimental group get higher mean score than control group.

Table 2 - The Analysis of two way ANOVA

Tests of Between-Subjects Effects					
Dependent Variable: Post-test					
Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	1415.265 ^a	3	471.755	51.268	.000
Intercept	317914.393	1	317914.393	34549.28	.000
				4	
Group	252.631	1	252.631	27.455	.000
Personality	1057.806	1	1057.806	114.957	.000
Group *	1.910	1	1.910	.208	.651
Personality					
Error	386.474	42	9.202		
Total	321024.000	46			
Corrected Total	1801.739	45			

a. R Squared = .785 (Adjusted R Squared = .770)

Based on the data known that, F group is 27.455 with p-value (sig.) is .000, with the level of confidence 95% ($\alpha = .05$). So, p-value is smaller than alpha ($.000 < .05$). It means, there is significant different in recount writing quality by using Instagram and conventional technique. Furthermore, F personality is 114.957 with p-value (sig.) is .000. It is smaller than significant level ($.000 < .05$). It means that, there is significant different. Next, the analysis of interaction between Instagram and students personality shows that, F group*personality is .208 with p-value (sig.) is .651. It is higher than the significant level ($.651 > .05$), in short, there is no interaction.

DISCUSSION

Instagram is appropriate media for students to improve their writing quality. It can be seen from the research result that has significant result on the experimental group's writing quality. Moreover, while using Instagram, the experiment group shows positive progress after they have been given treatment than the control group who has no treatment. The experimental groups get higher total mean score then the control group. In short, Instagram provides positive progress for students. It is supported by Kelly (2015:68) who states that, students who have low initial writing ability and improve by using Instagram. This is in line with Purwandari (2017:141), who conducted a similar study on the use of photograph on Instagram to find out the

improvement in students' descriptive writing skills. She stated that, there were prominent differences between the control and experimental groups. In addition, the use of photographs can encourage students to be more creative and active, it is also help students to learn to write independently.

Using Instagram in writing has its own advantages. Based on the use of Instagram in the classroom, it can help students be more careful in writing, and also makes it easy for them to correct mistakes through feedback provided directly or through Instagram.

After analyzing using SPSS, it can be seen that there are differences in writing quality between extrovert and introvert students. This is indicated by the difference in mean values between extrovert and introvert students. Extroverted students have lower mean score than extroverted students. It can be conclude that, the introvert student prefers writing compared to the extrovert student. It is supported by Brown (2000:156) states that, in language lessons, extroverted students tend to be more often active and willing to be directly involved in class activities, whereas introverted students tend to be quiet and attentive. Zainuddin (2016) stated in his research on the influence of personality on students' syntax ability in writing essay, found that, introvert EFL students have a better ability to compose words to write essays than EFL extroverted students. Sytrisno, Rasyid and Rahmat (2018: 103) analyzed between introverted and extroverted students in their research on the effects of cooperative learning with different personalities towards essay writing, which was conducted on fourth semester students, STIBA - IEC Jakarta. They found that writing skills essays of group students with higher introvert personality than groups of students with extroverted personality.

But there are other opinions put forward by Farrokhi, Nourelahi, and Elahi (2015: 43) in their research on the relationship between personality types and writing performance on Iran EFL Learners. They found some results, they were: First, there is an obvious relationship between personality and argumentative writing. Students with extrovert personality have better performance than students introvert. Second, there is an obvious relationship between personality types and descriptive writing. Introvert students have better performance than extrovert students. Thirdly, they found different results from the two previous result, they found that there was no obvious relationship between personality types and narrative writing. So, it can be concluded that the personality types of students can cause differences in the students writing quality.

CONCLUSION

After a series of studies conducted, it was concluded that a significant effect was shown from the use of Instagram on the tenth grade students' recount writing quality. Furthermore, students who learn writing by using Instagram have higher recount writing quality than students who do not use Instagram. It can be seen from the total mean score of each group. The experimental group get total mean score 86.09, while the control group get total mean score 80.52.

Furthermore, it can be seen that there are differences in recount writing quality between students who have extroverted and introverted personalities. The data shows that there are obvious differences between the two personality groups. Students who have an extrovert personality get mean score 78.50, and students who have an introvert personality get mean score 88.55.

In reference to the result, some suggestion is made for teaching and learning process especially in teaching writing. They are proposed to the students, the English teachers, and future researchers.

The students are suggested to use Instagram when they are writing. It gives them new experience that they have never gotten before. It can help them to have better quality of writing.

The English teacher are suggested to use Instagram in writing class because the students are able to get better score and better writing quality by using Instagram.

It is suggested that the result of this result can be used as a reference or information to conduct a further research. It is also suggested for the future researcher to conduct research in the use of Instagram in writing and reading.

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