

The Effect of Blended Learning and Instagram Media Towards Students' Writing Skill

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Abstract

This research is aimed to find out is there any significant effect of using Instagram Media and Blended Learning towards students' writing skill on the eleventh grade of MA Daar El Mu'minin in academic year 2020-2021. The population is the second-grade students of MA Daar El Mu'minin. The sample of the research is two classes. They are XI IPS 1 as the controlled class and XI IPS 2 as experimental class. It was conducted by using true experimental research design. The experimental group was taught by using Instagram Media and Blended Learning, while the controlled group was taught by using conventional learning using power point. The instrument was used to collect the data by writing a Descriptive text. After analysing the data, it was found that the value of wiring test using Instagram media t-test was $t\text{-count} > t\text{-table}$ ($4.039 > 2.024$) and for Writing using Blended learning was $t\text{-count} > t\text{-table}$ ($4.182 > 2.024$). it means that alternative hypotheses (H_a) were accepted and null hypotheses (H_o) were rejected. So, there is significant effects of using Instagram Media and Blended Learning towards students' Writing skill.

Keywords: *Instagram Media, Blended Learning and Writing*



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INTRODUCTION

Language is one of the most important aspects of human life. Without language, communication will be difficult to conduct. Language and human beings cannot be separated. Through, people gain a better insight into human relations. People use it to express their ideas and thoughts. Meanwhile, language itself can survive and develop because people use it and teach it to other people. English is a very important language in this world because it becomes an international language. Many people learn English to be able to communicate and socialize with the world community. English is very important because it helps students' need to get information and knowledge in every aspect such as education, science, religion, society, and technology. In English, four skills that should be mastered, are listening, speaking, reading, and writing. Those four skills are classified into two categories. Listening and reading belong to receptive skills, which the user of language requires to receive the spoken and written language. While speaking and writing are productive skills which the language users require the ability to produce language both spoken and written.

The process of teaching-learning English as foreign language is complex and the success depends on many factors, such as the quality of the teachers, books, teaching technique, and classroom interaction. In a class, students and teacher are not only collected, but they are linked in a group to achieve a goal together by doing interaction and communication to one another to transfer and express their ideas and knowledge. Forsyth states A group is two or more individuals who are connected by and within social relationship (Forsyth, 2010). It means, both teachers and students in a class are members of smaller subset of educational community. In addition, Siti Wachidah, et.al states that the students be able directly do communicative activities either spoken or written with their friends in a group or collaborative learning either

inside or outside of the classroom and the teacher only as the facilitator, evaluator, and motivator (Siti Wachdiah, 2017). According to Salma the one difficulty of English foreign language especially in writing is the absent use of English in real life situation (Salma, 2015). This reason makes writing as a productive skill is complicated to be learned because it needs more practice in outside of classroom. Moreover, Cheng in his research found that students consider to be passive in peer-feedback and hard in revising the teacher feedback (Cheng, 2007). It means, students need more practices to develop their writing.

Based on the observation, the researcher gets information from the English teacher in MA Daar El Mu'minin. She said that the students get some difficulties to write a sentence and explore it to be a paragraph. The first difficulty is there is no interest in writing as offered. The second one is the students are hard to find ideas in written form. In other problems are there are no appropriate medium, lack of grammar and vocabulary. The method and media of teaching should be easy, enjoyable, motivated, and improve students' ability. Juniardi, Irmawanty, and Pahamzah told that using various media, method, and technique motivates students and makes them more interactive (Juniardi, Irmawanty, & Pahamzah, 2015). To solve the problems the teacher needs to use an appropriate method and media which make the students interest and enthusiastic. One of media which is suitable in teaching writing is Instagram. Instagram is currently considered a social network most popular online among young people aged 18 to 25 years (Khalitova & Gimaletdinova, 2016). This study on Instagram media has been done before carried out in Handayani's research (2017), using Instagram in teaching writing to find out students' attitudes. Several other studies such as conducted by Alfiyatun (2018), data through an independent sample test showed that Instagram can help student have better ability than those who are not. In addition, in the research of Khalitova & Gimaletdinova Instagram can be used as a mobile application to improve English learning, because the learning process is considered to be fun and inspiring. Thus, Instagram is very allows to be use as a media in English learning because the media is familiar among students. By utilizing mobile devices such as Instagram, it is hope that mobile learning can be maximize the learning process.

However, to support maximum learning objectives, the role of the teacher who is in charge of controlling, motivating, and facilitating student learning is also needed. Therefore, we need a learning model that combines mobile learning and face-to-face learning to create a process learning becomes more meaningful. A learning model that combines the two is blended learning. Based on the explanation above, the researcher is interested to conduct research entitled "The Effect of Blended Learning and Instagram Media towards students' Writing Skill at the tenth-grade students of MA Daar El Mu'minin in 2020-2021 academic years."

RESEARCH METHODS

The objective of the research is to investigate the effect of Blended learning and Instagram media on' student writing skills. The investigation was conducted in the tenth grade of Daar El Mu'minin Senior High School. The objective of this research are: To know the effect of Blended learning on' student writing skills, To know the effect of Instagram media on' student writing skills, To know the effect of Blended learning and Insatgram media on' student writing skills. Research Site and Schedule, the researcher was researching MA Daar El Mu'minin at second semester in academic year 2020/2021. The school is located on Jalan Sumur tujuh Km.07 Ds.Kaduengang Kec. Cadasari Kab.Pandeglang - Banten. The researcher used a quantitative method by using an experimental design. Creswell states an experimental design is used in which attitude are assessed both before and after an experimental treatment (Creswell, 2004). The reason for deciding a true-experimental design is to get the sample. The researcher took

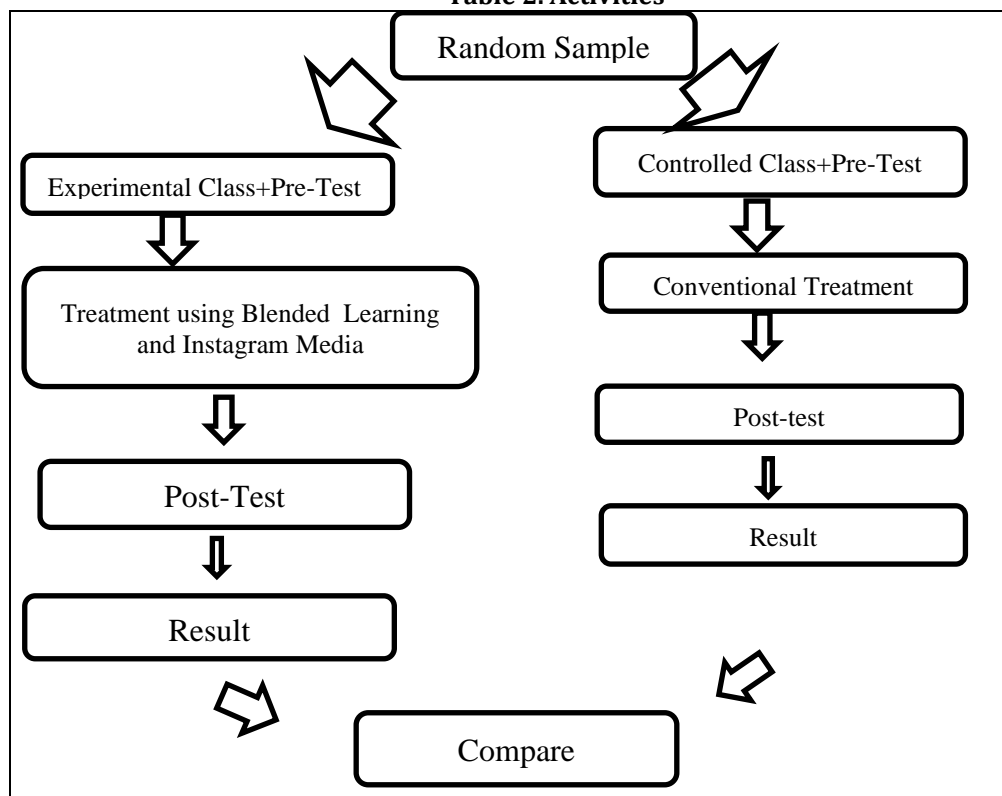
two groups; one group is an experimental class and the other is a controlled class. Population and Sample, The subject of the research is the students of the tenth grade of MA Daar El Mu'minin academic year 2020/2021. There are 22 students of social science class 1, 20 students of social science class 2, and 20 students of social science class 3.

Table 1. Population

Population	
X IPS 1	22
X IPS 2	20
X IPS 3	20
Total	62

Sample is a part or representative of population being researched. It is called sample research. Sample is subject of individuals or cases from within a population. In this research. the researcher used sampling random sampling technique. It means, there is random sampling because not all populations become a sampling. Research Design, Instagram is used as a media in teaching and learning activities. Researcher create two-way learning; inside and outside the class. There would be a class as for the experimental class and a class for controlled class. The experimental class was giving some treatment in learning English. Researcher divides the teaching-learning process into real class and online class (Blended Learning). The topic and material were explained and given on real class and the discussion about the material such as asking, commenting, collecting the assignments in Online Class. Students are able to create their own Descriptive text, share it, and giving comment to one another's friend in Instagram Media. It will increase their writing skill and also their vocabulary in writing. The controlled class was giving printed paper which consist of exercises and learning in real class activity without any online group activity outside the class.

Table 2. Activities



To collecting data, the researcher used research instrument. The researcher used a test to know the student's writing skills. The test is a method of measuring a person's ability or knowledge in a given domain. To get data on students writing skills, the researcher carried out a pre-test before giving treatment and a post-test after treatment. Data analysis is the way data analysed by the researcher. In managing and analysing the data collect, the researcher used quantitative data analysis so the researcher analyses the data by using a formula. The analysis used to find the significant difference in the students' writing skills before and after use of using blended learning and Instagram as media. The steps to analyze data as follows:

1. Mean, To find the mean of a variable, the researcher use the following formula

$$\bar{x} = \frac{\sum ti.fi}{\sum fi} \text{ (Riduwan 2011:106)}$$

Notes:

\bar{x} : mean

Ti : mean point

$\sum fi$: total frequency

2. Standard Deviation

To find the standard deviation, the researcher will use the following formula :

$$s = \frac{\sqrt{n \cdot \sum fx^2 - (\sum fxi)^2}}{n \cdot (n - 1)}$$

(Riduwan 2011:157)

3. Calculating Normality and Homogeneity

Normality, the function of the normality test was to know whether the data are normally distributed or not. The researcher will use the Chi Quadrat Normality test. The data can be said as distribute normally if the value of X_{count} is smaller than the X_{table} . The formula of the Chi Quadrat Normality test by Riduwan (2011:190) as follows:

$$(x^2) = \sum_{i=1}^k \frac{(fo - fe)^2}{fe}$$

Notes :

X^2 :chi quadrat

Fo : observation frequency

Fe : frequency

If x^2 account $\leq x^2$ tables, data is normal

If x^2 account $\geq x^2$ tables, data is not normal

Homogeneity, the function of the homogeneity test is determining the similarity between two positions or populations.. The formula of the Homogeneity test by Riduwan (2011:186) as follows:

$$f = \frac{vb}{vk}$$

Notes :

F : homogeneity

Vb : maximum variants

Vk : minimum Variants

- a. Calculating t-test

$$t = \frac{\bar{x}_1 - \bar{x}_2}{\sqrt{\frac{s_1}{n_1} + \frac{s_2}{n_2}}}$$

Notes :

T : value of standard deviation

X : mean of the data

S : standard deviation of sample

N : total sample

To analyze the data, the researchers used a device Software Statistics Product and Service Solutions (SPSS), for calculation results data analysis becomes faster and more precise.

Statistical Hypotheses

Hypotheses 1

$H_0: \mu_1 \leq \pi_2$ There is no significant effect of Blended Learning towards student's writing skill

$H_1: \mu_1 > \pi_2$ There is a significant effect of Blended Learning towards student's writing skill

Hypotheses 2

$H_0: \mu_1 \leq \pi_2$ There is no significant effect of Instagram towards students' writing skill

$H_1: \mu_1 > \pi_2$ There is a significant effect of Instagram towards students' writing skill.

Hypotheses 3

$H_0: \mu_1 \leq \pi_2$ There is no significant effect of Blended Learning and Instagram Media towards student's writing skill

$H_1: \mu_1 > \pi_2$ There is a significant effect of Blended Learning and Instagram Media towards student's writing skill

RESEARCH RESULTS AND DISCUSSION

Research Result

Data Description of Students' Writing Skill, The researcher gave a test to the students via Google Form on the writing test. Furthermore, the results of the pretest and posttest were analyzed by using Microsoft Excel in analyzing the validity and reliability tests and IBM SPSS Statistics 24 in analyzing other tests. The researcher adopted validity and reliability test according to Pearson and Spearman Brown. The test of writing skill (Y), the test consists of five criteria. The results of validity test on this writing skill were valid. It means that rcount is greater than r table. Meanwhile, the reliability test showed that thespearman value is greater than r table ($0.851 > 0.444$). It means that the questions and scoring were reliable and the category was high. So, the researcher used these questions to get writing skill data. Data Description of Students' Writing Skill using Blended Learning, The data of this research below were students' scores which were collected by giving the students writing test. There were 40 students who were divided into two classes (control and experiment class). Each class consists of 20 students. The following is a table of data description for writing test:

Table 3. Statistical Description

	N	Min	Max	Mean	Std. Deviation
Pretest Control	20	47	71	59.75	8.95
Posttest Control	20	48	78	60.90	8.52
Pretest Experiment	20	50	72	60.35	5.34
Blended Learning Posttest Experiment	20	62	80	70.75	4.52

Based on the table above, it show that the result of pretestand posttest toward both control and experiment class. The mean of pretest in control class is 59.75 and in experiment class is 60.35. The mean of Writing posttest in control class is 60.90 and 70.73in experiment class after using blended learning. The minimum score of pretest in control class is 47 and 50 in experiment class. Then the minimum score of posttest in control class is 48 and 62 in

experiment class. The maximum score of pretest in control class is 71 and in experiment class is 72. Then, the maximum score posttest for control class is 78 and 80 for experiment class. The Score distribution of pretest and posttest in control class and experiment class could be seen in the following bar graph below:

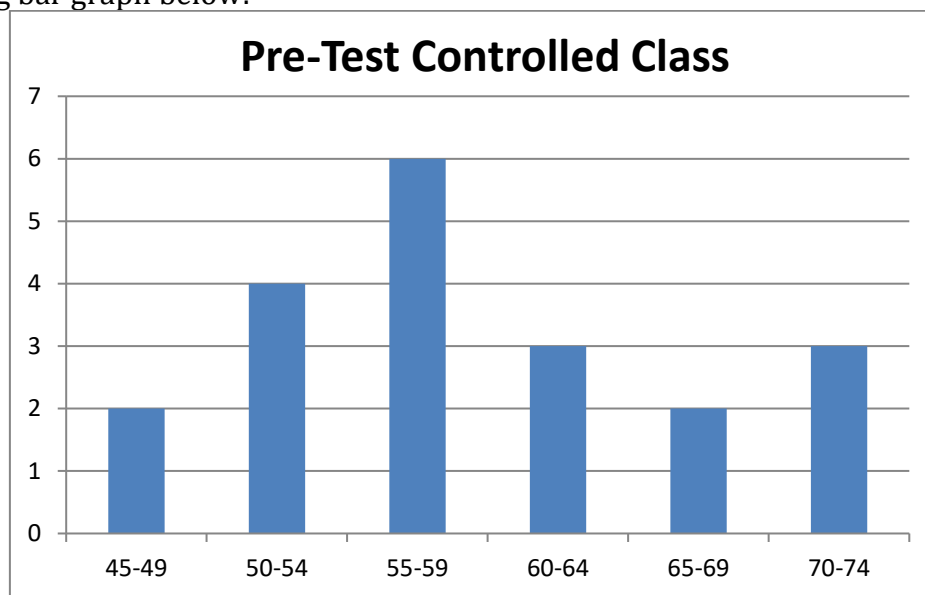


Figure 1. Score distribution pre-test of control class

Based on the bar figure above, it shows that there are two students achieved the lowest scores, three students achieved highest scores, and there are six students as the most achieved scores in range 55-59.

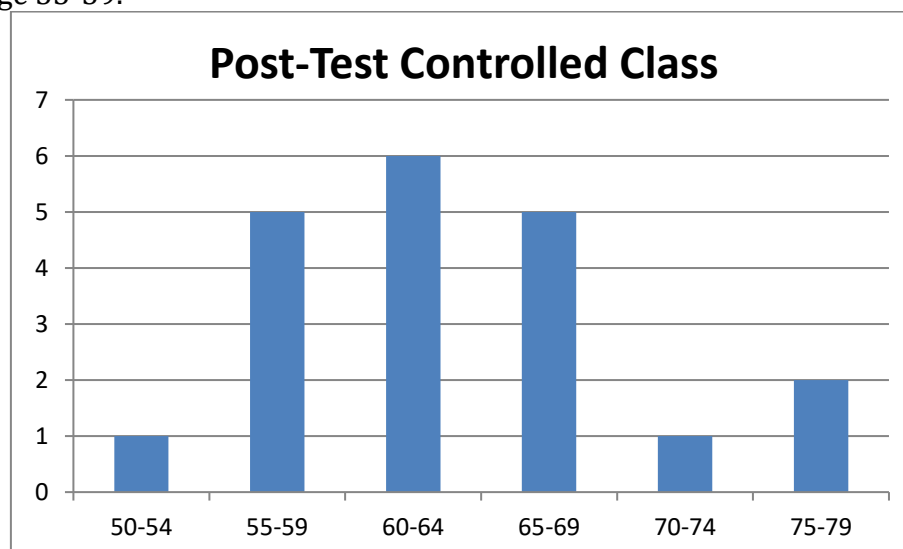


Figure 2. Score distribution posttest of control class

Based on the bar figure above, it shows that there are one students achieved the lowest and two students achieved maximum scores and there are six students as the most achieved scores in range 60-64.

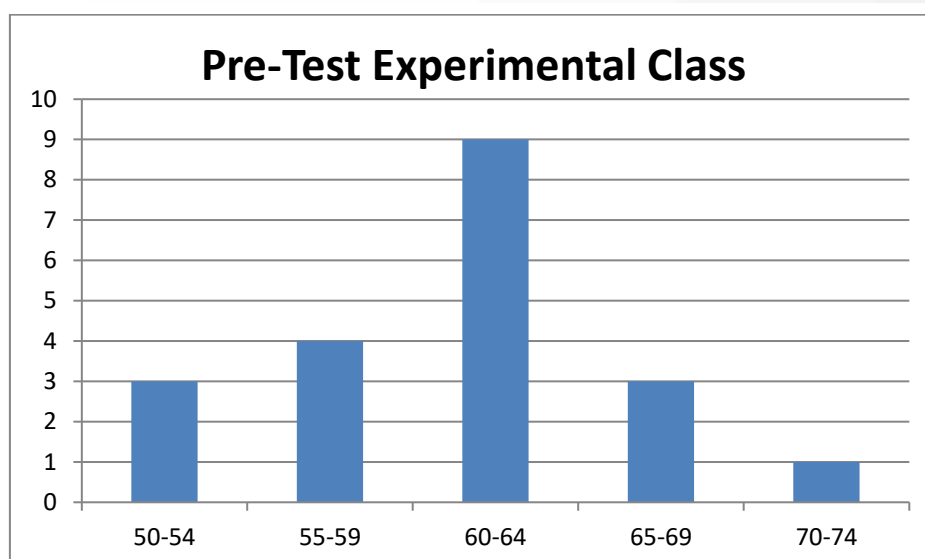


Figure 3 Score distribution pretest of experimental class

Based on the bar chart above, it shows that there is three students achieved lowest score and one students achieved highest score. Then, there are nine students as the most achieved score in range 60-64.

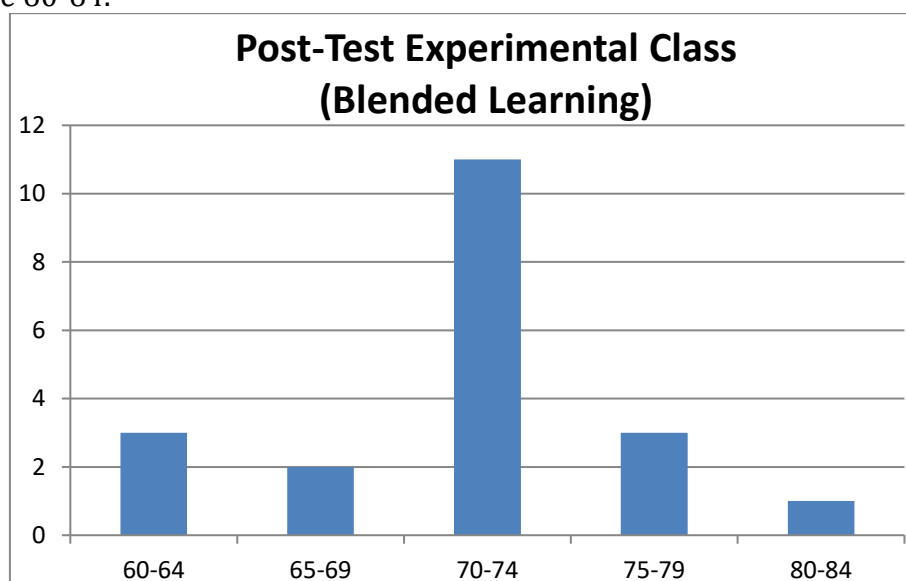


Figure 4. Score distribution posttest of experimental class

Based on the bar chart above, it shows that there is three student who achieved the lowest and one students achieved highest score. Then, there are eleven students as the most achieved score in range 70-74.

Data Description of Students' Writing Skill using Instagram

The data of this research below were students' scores which were collected by giving the students writing test. There were 40 students who were divided into two classes (control and experiment class). Each class consists of 20 students. The following is a table of data description for writing test:

Table 4. Statistical Description

	N	Min	Max	Mean	Std. Deviation
Pretest Control	20	50	75	60.05	8.01
Posttest Control	20	56	80	65	6.79
Pretest Experiment	20	50	76	60.30	5.64
Instagram Media Posttest Experiment	20	63	81	72.7	4.65

Based on the table above, it show that the result of pretestand posttest toward both control and experiment class. The mean of pretest in control class is 60.05 and in experiment class is 60.30. The mean of Writing posttest in control class is 65 and 72.7 in experiment class after using Instagram Media. The minimum score of pretest in controlclass is 50 and in experiment class is also 50. Then the minimum score of posttest in control class is 56 and 63 in experiment class. The maximum score of pretest in control class is 75 and in experiment class is 76. Then, the maximum score posttest for control class is 80 and 81 for experiment class. The Score distribution of pretest and posttest in control class and experiment class could be seen in the following bar graph below:

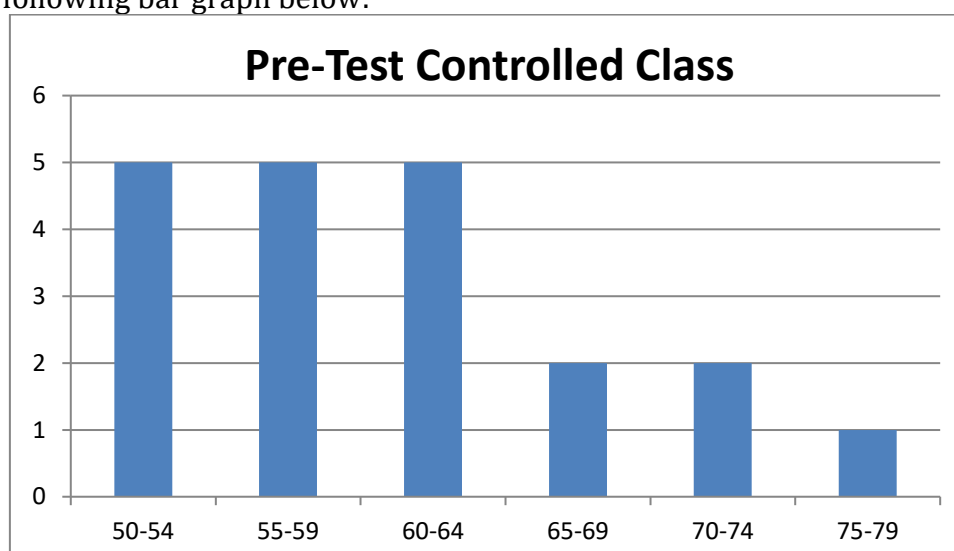


Figure 5. Score distribution writing pretest in control class

Based on the figure 5 above, it shows that there are five students achieved the lowest score in range 50-54, and one students achieved the highest score in range 72-79.

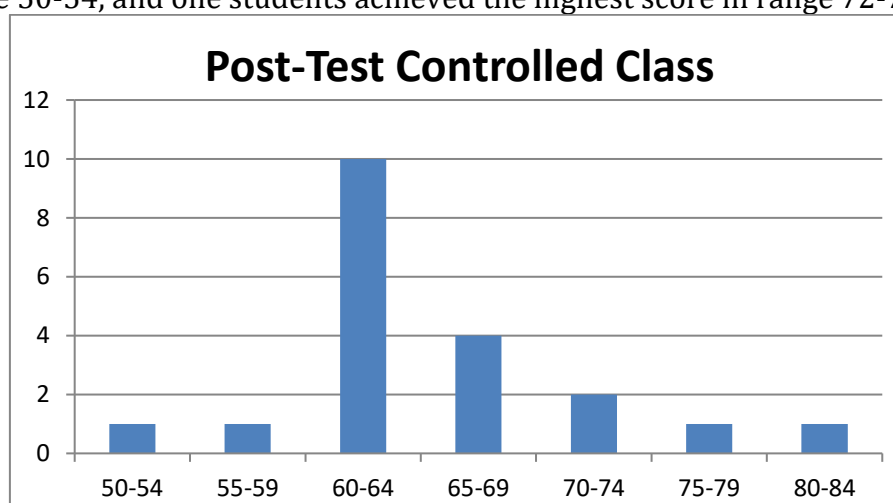


Figure 6. Score distribution of writing posttest in control class

Based on the figure 6, it shows that there are ten students as the most achieved score in controlled class in range 60-64. There are one student achieved the lowest score in range 50-54, and there are one student achieved the highest score in range 80-84.

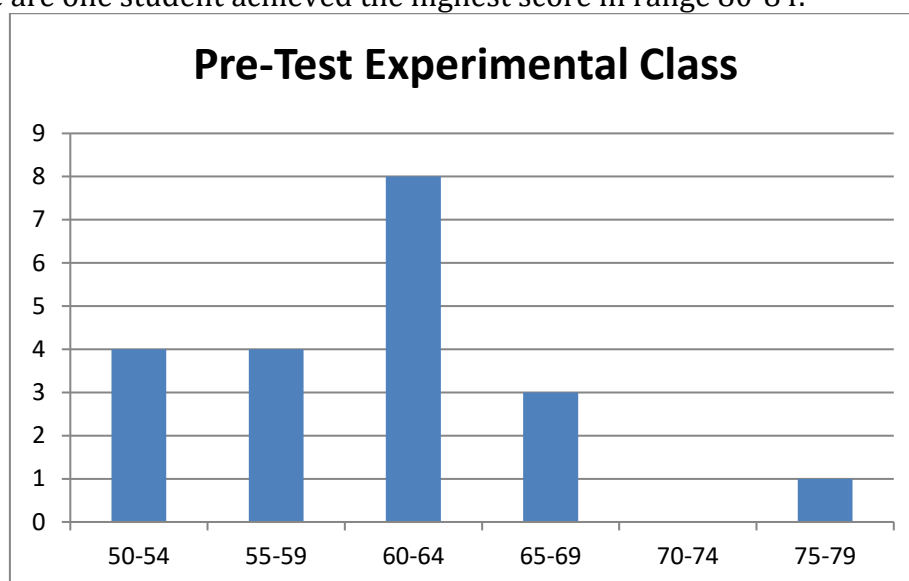


Figure 7. Score distribution of writing pretest in experimental class

Based on the bar figure 4.7, it shows that there are eight students as the most achieved score in range 60-64. There are four students achieved the lowest score in range 50-54, and there are one student achieved the highest score in range 75-79.

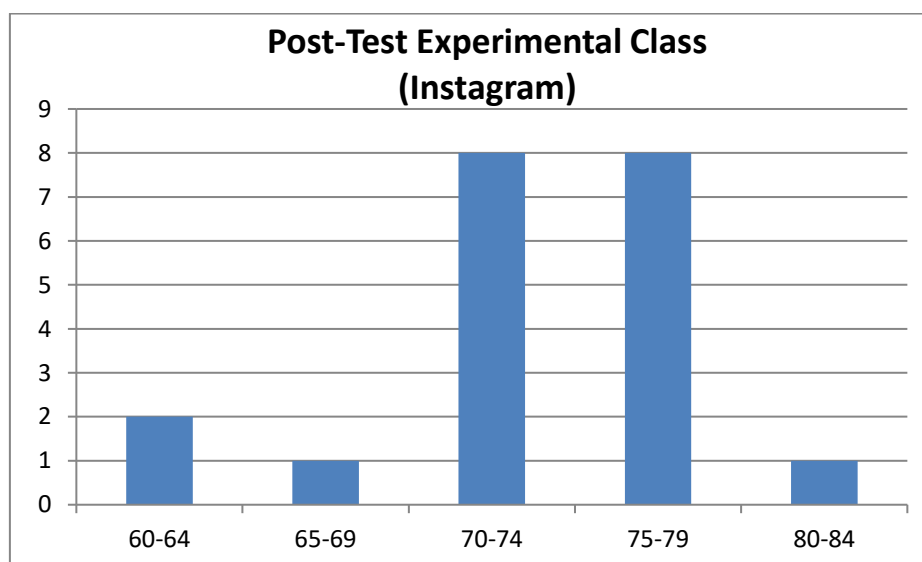


Figure 8. Score distribution of writing posttest in experimental class after using instagram

Based on the bar figure 8 above, it shows that there are eight students as the most achieved score in range 70-74 and 75-79. There are two students achieved the lowest score in range 60-64, and there are one student achieved the highest score in range 80-84.

Test of Analysis Qualification

Before the researcher analyzed hypothesis test, she tested data analysis qualification (normality test and variance homogeneity test) to know whether the data was parametric or non-parametric. This is very important to take steps in hypothesis testing. In analyzing the

normality and homogeneity tests, researcher was assisted by using *IBM SPSS Statistics 24*. Normality Test, The results of the normality test on each test both on the pretest and posttest writing skills through the conventional methods applied to the control class and Blended Learning and Instagram Media to the experimental class are presented in Appendices 11-13. The data is normal distributed if the significance score is higher than $\alpha > 0.05$. From normality test in appendix 11-13 both in control class and experiment class, the data shows normal distributed. Hypothesis test of the research is done by Analysis of Variance (ANOVA) and paired sample t-test with helping program *IBMSPSS Statistics 24*. The result of hypothesis testing is presented in the appendices

The Effect of using Blended Learning to Students' Writing Skill

The first hypothesis states "there is positive effect of using Blended Learning to students' writing skill". Based on the results on the test in *appendices 18*, the data shows that the alternative hypothesis (H_a) were accepted and the null hypothesis (H_o) were rejected or there is significance difference between students' writing in the class of students given treatment using Blended Learning with the students' writing skill who were given conventional learning.

The Effect of Using Instagram to Students' Writing Skill

The second hypothesis states "there is a significant effect of using Instagram towards students' writing skill". Based on the result in *appendices 19*, it shows that the alternative hypothesis were accepted and the null hypothesis is rejected or there is a significant difference between students' writing skill in the class of students who were given treatment using Instagram Media and students' who were given conventional learning.

The Effect of Using Blended Learning and Instagram Media to Students' Writing Skills

The third hypothesis states that there is a raising percentage between Blended learning and Instagram media in students' writing skills. Based on ANOVA percentage test result in *appendices 20*, it shows that all data was homogenous.

Discussion

This research was designed to find the effect of Blended Learning and Instagram towards students' writing skills at tenth grade of MA Daar El Mu'minin. The result of this research showed that the average of the test of the students' achievement in writing by using blended learning and Instagram is higher and it shows rise of percentage of pretest to posttest. The first, there was a significant effect of using Blended learning towards students' writing skill. The first hypothesis showed that alternative hypothesis (H_a) was accepted and null hypothesis was rejected (H_o) or there was an effect because $T\text{-count} > T\text{-table}$ ($4.039 > 2.024$) but the percentage of the rise from pretest and posttest was $36.32 \leq 40\%$. The second, there was a significant effect of using Instagram towards students' writing skill. The second hypothesis showed that the alternative hypothesis (H_a) was accepted and null hypothesis (H_o) was rejected or there was an effect because $T\text{-count} > T\text{-table}$ ($4.182 > 2.024$) and the percentage of the rise from pretest to posttest was $41.58 \geq 40\%$. It means that it has low effect. The last, there was a interaction between the use of Blended Learning and Instagram media in writing skills. This can be seen in the calculations using the Analysis Of Variance (ANOVA) in the Test of Between Subject Effects and Pairwise Comparison table which shows a significance value $0.000 < 0.05$ (see in appendix 20). It means, there was a significant difference between the use of Blended Learning and Instagram media towards students writing skills. In conclusion, the use of Blended Learning and Instagram as a media in writing skills can make a significant effect

on students' score. It could be tested that Blended Learning and Instagram can be used to solve the students' writing problem.

CONCLUSION

From the result of the research, it can be concluded that: First, there was a significant effect of using Blended learning towards students' writing skill. The first hypothesis showed that the value of t-test calculation was $t\text{-count} > t\text{-table}$ ($4.039 > 2.024$). It means that alternative hypothesis (H_a) was accepted and null hypothesis (H_o) was rejected. Second, there was a significant effect of using Instagram towards students' writing skill. The second hypothesis showed that the value of t-test calculation was $t\text{-count} > t\text{-table}$ ($4.182 > 2.024$). It means that alternative hypothesis (H_a) was accepted and null hypothesis (H_o) was rejected. The last, there was a significant effect of using Blended learning and Instagram towards students' writing skills. it can be proven in Analysis Variate Test (ANOVA). The Anova test of Between Subject Effects and Pairwise Comparison shows that the significant value < 0.05 (0.000). It means, there was a significant difference between the use of Blended learning and Instagram Media towards students writing skill.

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