

INSTAGRAM REELS AS A MEDIA IN WRITING PROCEDURE TEXT FOR THE NINTH GRADE STUDENTS OF SMPN 1 PAGERUYUNG ACADEMIC YEAR 2021/2022

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Abstract

There are two objectives of the study, the objectives are (1) to find the students' improvement in writing procedure text before and after being taught by using Instagram Reels, and (2) to know the students' response to the use of Instagram Reels in the writing teaching-learning process. The methodology of the study is a pre-experimental Study. The writer used one group pre-test and post-test. The data were gathered through quantitative data. The writer took 30 students. The result of this study showed that: (1) The students' writing skills of procedure text before being taught using Instagram Reels was categorized as low with an average score of 62.6, and (2) the students' writing skills of procedure text after being taught using Instagram Reels was categorized as high with an average score 82. The value of sig. (2-tailed) was 0.00. if the value sig (2-tailed) between the score of pre-test and post-test was $0.000 < 0.050$ means that there was a significant difference between the students' scores before and after using Instagram Reels. This research also found that (2) most students responded positively to the use of Instagram Reels to improve their interest in writing, and they could be more creative in writing procedure text. So, it can be concluded that Instagram Reels as a media in writing procedure text improved the students' writing skill especially at the ninth grade students of SMPN 1 Pageruyung.

Keywords: *Instagram Reels, Writing, Procedure Text*

Abstrak

Penelitian ini memiliki dua tujuan, yaitu (1) untuk mengetahui peningkatan siswa dalam menulis teks prosedur sebelum dan sesudah menggunakan Instagram Reels, dan (2) untuk mengetahui respon siswa terhadap penggunaan Instagram Reels dalam menulis teks prosedur. Metode penelitian ini menggunakan studi pra-eksperimen. Penulis menggunakan one group pre – test dan post – test. Data dikumpulkan melalui data kuantitatif. Penulis mengambil 30 siswa. Hasil penelitian ini menunjukkan bahwa (1) Keterampilan menulis teks prosedur siswa sebelum diajarkan menggunakan Instagram Reels dikategorikan rendah dengan skor rata-rata 62,6, dan (2) keterampilan menulis teks prosedur siswa setelah diajarkan menggunakan Instagram Reels dikategorikan tinggi dengan skor rata-rata 82.). Nilai sig (2-tailed) adalah 0.00, jika nilai sig (2-tailed) antara skor pre – test dan post – test adalah $0.000 < 0.050$, berarti terdapat perbedaan yang signifikan antara skor siswa sebelum dan sesudah menggunakan Instagram Reels. Penelitian ini juga menemukan bahwa (2) sebagian besar siswa menanggapi secara positif penggunaan Instagram Reels untuk meningkatkan minat menulis mereka, dan mereka bisa lebih kreatif dalam menulis teks prosedur. Jadi, dapat disimpulkan bahwa Instagram Reels sebagai media dalam menulis teks prosedur dapat meningkatkan kemampuan menulis siswa khususnya pada siswa kelas 9 SMPN 1 Pageruyung.

Keywords: *Instagram Reels, Writing, Procedure Text*

Introduction

Nowadays is the digital era, where Information and Communication Technology (ICT) can be used as a complementary tool for education, especially social media, where most people are close to and even cannot live without social media. The use of social media as a means of English teaching is so good because the students are excited about it. Students are more interested in social learning methods because they are highly motivated to interact socially with their friends. As the alpha generation, students are more interested in learning through social media than from printed materials such as books, newspapers, or magazines.

In teaching English, has four main abilities must be mastered by students, they are speaking, listening, reading, and writing. Writing is the most effective way to increase the students' ability in mastering English. Writing is one of the ways to communicate with other individuals throughout the world. Furthermore, some factors contributed to difficulties in writing, such as the students having no habits in writing, lack of vocabulary, less motivation and grammatical pattern, and also the students feeling bored with media that used by the teacher in the teaching and learning processes.

The teacher must be able to comprehend and correctly select the type of social media to be used because it will affect the classroom learning process. According to Basith & Syafi'i, (2019) Instagram is an educational tool that helps students and teachers to communicate easily inside or outside the classroom. So, one of the social media that can be used by teachers is Instagram. Instagram is a social media platform that teachers can use as media for delivering information through learning methods that align with learning objectives. The approach in delivering learning with Instagram was chosen to be easily accessible by students in the era of modern technology.

Instagram is sharing photos and videos platform. Instagram has many features like filters, Instagram stories, IGTV, and the new feature is Instagram Reels. Instagram Reels is a feature of Instagram. Instagram Reels is the short 15-6 second video Instagram has created a creative space for users to create and share short videos with others, it included creative options, allowing users to create the best clips possible stated by Nguyen, (2021). Instagram reels allow us to be creative while still being relevant. It is a quick and easy way to engage the audience and deliver the message. From the short videos of Instagram Reels, the writer hopes that 15-60 seconds video could be made students learn new things in a short time. Instagram Reels can be a great instructional resource as a teaching motivation tools and support students' creativity. Furthermore, the writer chose procedure text because according to Sulistyorini & Rahmawati, (2019:184) popular topic among people today is uploading how to make something like foods, snacks, and drinks. A procedure text is a text that explains how something is finished by following a set of steps.

The writer plans to make Instagram Reels content more beneficial. The implication of Instagram Reels in this study were the writer showed the Instagram Reels video about procedure text "How to Make Something", then the writer explained about procedure text, then the writer explained about featured of Instagram Reels, and also the writer explained how to make an Instagram Reels video. Many advantages of using Instagram Reels in writing procedure text are the students could be more enthusiast and more creative in learning English, the students could learn materials in a short time, and the students could be more confident, instead of having practiced the procedure text in front of the class. It would be a good choice to employ procedure text as it can deliver information (pictures or videos) so that people do not only appreciate the material but also learn new things. For reasons in this study, the writer used Instagram Reels as media in the classroom because current technologies are needed to support the learning process. This Instagram Reels is used to improve students' writing skills through procedure text.

Method

The pre-experimental design methodology was used in this study, with a one-group pre and post-test design. The writer chose pre – experimental research design because the writer wants to see if their actions have an impact on a small group of people, and the writer has limited time. So, this study was conducted with only one experimental group and without a control group. It investigates whether Instagram Reels could improve the students' writing skills through procedure text. According to Ary et al., (2010), the study pattern of one group pre-test and post-test are as follows:

Table 1. One Group Pre – Test and Post – Test Design

Pre-test	Treatment	Post-test
Y1	X	Y2

Y1 =Students' accomplishment on writing procedure text before using Instagram Reels

X = Instagram Reels treatment

Y2 = Students' accomplishment on writing procedure text after using Instagram Reels

a. Population and Sample

The population of this study was the ninth grades students of SMPN 1 Pageruyung in the Academic Year 2021/2022. The population was 6 classes of the ninth grades students of SMPN 1 Pageruyung. The sample of this study was selected from IX E which consists of 30 students.

b. Techniques of Collecting Data

1. Pre-Test

Before conducting the treatment, the writer gave the students a pre-test to assess their writing abilities by asking them to make a procedure text.

2. Post-Test

This test was used to assess students writing abilities after they have received the treatment. Students made a procedure text by using Instagram Reels.

3. Questionnaires

In this study, the writer used closed questionnaires to get data from the respondents. Kabir, (2016:209) said that A questionnaire is a research instrument that consists of a series of questions were designed to collect information from respondents. The questionnaires were contained 10 questions. This study was used the Likert Scale adapted from Pimentel, (2010:109) that ranged from 1-5. 1 strongly disagrees, 2 disagrees, 3 is neutral, 4 is agreed, and 5 strongly agrees.

This test is used to compare the average scores before the students' treatment by using Instagram Reels, and after the student treatment by using Instagram Reels, and the questionnaire is used to know the students' response after they used Instagram Reels.

c. Technique of Analyzing Data

After collecting the data, the writer gave a score of each element of procedure text by using the scoring section adapted from the Jacobs scoring profile (Hughes, 2003: 104) they are content, organization, vocabulary, language use, and mechanics

Then, the writer calculated student scores, the writer analyzed the data by using SPSS 25. The data was obtained from the pre-test, and post-test. To analyze the pre-test and post-test, the writer used a normality test to know the data were distributed normally or not. Then, the writer used t-test paired samples statistics to know the mean scores of pre-test and post-test. After that, the writer used the t-test paired differences to determine whether or not the difference average was significant. The writer

then computed the results of the questionnaires. SPSS 25 was used to analyze the data, which was then interpreted descriptively.

Findings and Discussion

This study focused on investigating the improvement of students' writing skills through procedure text by using Instagram Reels. The writer compared the students' scores before using Instagram Reels and after using Instagram Reels.

To know was the tests were distributed normally or not, the writer used the Saphiro Wilk method because the number of samples is 30 (less than 50). If the significant value is >0.050 , it indicates that the residual value is normal. However, if the significant value is < 0.050 , it indicates that the residual value is not normal.

a. Normality Test

Table 2. Tests of Normality

		Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	Df	Sig.	Statistic	Df	Sig.
Score Of Pre – Test	0.100		30	0.200*	0.978	30	0.773
Score Of Post – Test	0.118		30	0.200*	0.962	30	0.348

*. This is a lower bound of the true significance.

Lilliefors Significance Correction

Based on the data above, we can see the significant value of pre-test is 0.773 and the significant value of post-test is 0.348. Because 0.773 and 0.348 are bigger than 0.050, so the residue value of pre-test and post-test is normal. it means that the data in this study are normally distributed.

b. T-test

Table 3. Paired Samples Statistics

	Mean	N	Std. Deviation	Std. Error
Score Of Pre – Test	62.6000	30	7.07887	1.29242
Score Of Post – Test	82.0000	30	4.46442	0.81509

Based on the output table above, it is known that the number of sample data is 30 students. The average value of the score of the pre-test is 62.6 while the average value score of the post-test is 82.0. It can be concluded that there is a difference in the average results of the pre-test score with the average results of the post-test score. Furthermore, to prove whether the difference is significant or not, we need to interpret the independent sample test output were as follows:

Table 4. Paired Differences

		Paired Differences		95% Confidence Interval of the Difference		T	Df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	Lower Upper			
Pair 1	Score Of Pre Test - Score Of Post Test	19.4000	4.46133	0.81452	-21.06589 -17.73411	-23.818	29	0.000

Based on the paired sample test output table, it is known that the significance value is $0.000 < 0.050$, As the basis for decision making in the independent sample T-test, it may be determined that H_0 is rejected and H_a is accepted. As a result, it is possible to con that there is a significant difference between the average score of the pre-test variable and the score of the post-test variable. The mean score of the post-test was higher than the mean score of the pre-test. It means that the student's writing skills are significantly improved by using Instagram Reels.

Table 5. Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	Score Of Pre-Test & Score Of Post-Test	30	0.793	0.000

From the output table of the paired sample correlations test above, it is known that the value of Sig. (2-tailed) between the score of the post-test variable and the score of the post-test variable is $0.000 < 0.050$, which means there is a significant relationship between the score of pre – t-test variable and the score of a post-test variable. Furthermore, the value of the paired samples correlation test 0.793 is positive, it belongs to the category “Strong / High positive relationship” because it is in the level between 0.600-0.799. This shows that there is an influence of Instagram Reels on improving the students' writing skill of procedure text.

Table 6. The Result of Questionnaire

Statement	Item	1 SD	2 D	3 N	4 A	5 SA	Total
I like English	(N)	0	0	4	21	5	30
	%	0.00	0.00	13.3	70.0	16.7	100.0
I am more enthusiastic if the teacher gives media like pictures or videos in the teaching and learning processes.		0	0	6	12	12	30
		0.00	0.00	20.0	40.0	40.0	100.0
I believe I can write better if I use pictures or videos.		0	0	6	14	10	30
		0.00	0.00	20.0	46.7	33.3	100.0
I clearly understand the procedure text.		0	0	4	20	6	30
		0.00	0.00	13.3	66.7	20.0	100.0
Instagram Reels made English class more fun.		0	0	7	10	13	30
		0.00	0.00	23.3	33.3	43.3	100.0
After the teacher used Instagram Reels, I enjoy writing procedure text		0	1	9	11	9	30
		0.00	3.3	30.0	36.7	30.0	100

I knew about procedure text clearly	0	0	4	19	7	30
	0.00	0.00	13.3	63.3	23.3	100
Using Instagram Reels, I could easily write a procedure text.	0	1	8	14	7	30
	0.0	3.3	26.7	46.7	23.3	100
After the teacher used Instagram Reels, I was able to arrange the proper generic structure of procedure text	0	0	9	14	7	30
	0.00	0.00	30.0	46.7	23.3	100
My writing ability had increased after the teacher used Instagram Reels	0	0	10	13	7	30
	0.00	0.00	33.3	43.3	23.3	100

Adapted from Sulistyorini & Rahmawati, (2019:184)

Findings from table 6 revealed the above responses from students for each of the aspects in the table above. The data collected through this questionnaire was used to support the data findings obtained from pre-test and post-test to determine whether the study had any effect on the teaching-learning process in writing procedure text by using Instagram Reels. After analyzing data from 30 participants, it was revealed that 16.7% of the students strongly agreed that they are really like English. 70% agreed to the same item, while another 13.3% were not sure if they are really like English. From the above findings, it was concluded that the majority of participants (86.7% out of 30 participants) are really like English.

The second questionnaire showed that 40% of the students strongly agreed that they would be very enthusiastic if the teacher gave media like pictures or videos in the teaching-learning process. 40% agreed to the same item, whilst 20% were not sure if they would be very enthusiastic if the teacher gave a media like picture or videos in the teaching and learning processes. It can be shown that 80% of students would be very enthusiastic if the teacher gave media like pictures or videos in the teaching and learning processes.

In the third questionnaire, it was found that 33.3% of students strongly agreed that they can write better if they used pictures or videos. 46.7% agreed they would do so. 20% were not sure that they can write better if they used pictures or videos. The results showed that 80% of students could write better if they used pictures or videos.

The fourth questionnaire showed that 20% of students clearly understood the procedure text. 66.7% of students agreed with the same item, and 13.3% of students not sure that they are clearly understood the procedure text. It showed that 86.7% of students were clearly understood the procedure text.

In the fifth questionnaire, it was found 43.3% of students strongly agreed that Instagram Reels made English class more fun. 33.3% of students agreed with the same item, and 23.3% were not sure. The findings showed that 76.6% of students thought that Instagram Reels made English class more fun.

The sixth questionnaire showed that 30% of students were strongly agreed if they enjoyed writing a procedure text after the teacher used Instagram Reels. 36.7% agreed they would do so. 30% not sure, and 3.3% disagreed. It showed that 66.7% of students enjoyed writing a procedure text after the teacher used Instagram Reels.

In the seventh questionnaire, it was found 23.3% of students strongly agreed if they knew about procedure text. 63.3% agreed with the same item, and 13.3 were not sure if they knew about procedure text. It can be concluded that 86.6% of students knew about procedure text.

In the eighth questionnaire, it was found 23.3% of students strongly agreed that by using Instagram Reels they easily wrote a procedure text. 46.7% of students agreed with the same item. 26.7% of students were not sure, and 3.3% of students disagreed. It concluded that 70% of the students by using Instagram Reels, easily write a procedure text.

The ninth questionnaire showed that 23.3% strongly agreed that after the teacher used Instagram Reels, they were able to arrange the correct generic structure of procedure text. 46.7% of students agreed they would do so, and 30% of students were not sure. It means that 70% of students agreed that after the teacher used Instagram Reels, they were able to arrange the correct generic structure.

In the last questionnaire, it was found that 23.3% strongly agreed that their writing ability had increased after the teacher used Instagram Reels. 43.3% agreed with the same item, and 33.3% were not sure. From the data findings, it concluded that 66.6% of the students thought that their writing ability had increased after the teacher used Instagram Reels.

From the results of the questionnaire, it was related with Basith & Syafi'i, (2019) Instagram is an educational tool that helps students and teachers to communicate easily inside or outside the classroom.

Conclusions

Based on the data presentation analysis and discussion, the writer concluded that the score of class IX E of SMPN 1 before using Instagram Reels was categorized as low with an average score of 62.6, and the students' writing skills of procedure text after using Instagram Reels was categorized as high with an average score 82 There was the improvement of the used Instagram Reels as a media in writing procedure text in the ninth grades students of SMPN 1 Pageruyung in the academic year 2021/2022. The writer concluded that Instagram Reels can help students improve their procedure text writing skills. It was demonstrated by the pre-test and post-test calculation scores. After using Instagram Reels in writing procedure text, the student's writing skills become better.

The finding of students' responses after they used Instagram Reels in writing procedure text showed that 86.7% of students like English, 80% of students more enthusiast if the teacher gave media like pictures or videos in the teaching-learning process, 80% of students believe that they could write better if they used pictures or videos, 86.7% of students, were clearly understood the procedure text, 76.6% thought that Instagram Reels made English class more fun, 66.7% of students enjoyed writing a procedure text after a teacher used Instagram Reels, 86.6% of students knew the procedure text clearly, 70% of the students by using Instagram Reels, they could easily write a procedure text, 70% of the students after the teacher used Instagram Reels, they were able to arrange the correct generic structure of procedure text, 66.6% of the students agreed that their writing ability had increased after the teacher used Instagram Reels.

In conclusion, there was a significant difference in students' writing skills before and after using Instagram Reels. After the treatment, the student's interest in writing improved as well. It was proved by the responses of students to the questionnaire. Most students responded positively to the use of Instagram Reels to improve their interest in writing, and they believe that this media can be used to attract their attention and interest. From this study, there are many advantages of using Instagram Reels in writing procedure text are the students could be more enthusiast and more creative in learning English, the students could learn materials in a short time, and the students could be more confident, instead of having practiced the procedure text in front of the class. As a result, this study is very useful for the learning process as a reference for teachers in teaching writing procedure text.

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