NEED ANALYSIS ON DEVELOPING INSTAGRAM ACCOUNT TO TEACH WRITING OF TEXT TYPES

Inayatul Ulya

English Department

Teachers Training and Education Faculty

Pekalongan University

Pekalongan, Central Java, Indonesia

inayasetyobudi@yahoo.com

Abstract

The aim of this study was to investigate the need of developing instagram account to teach writing of text types. This design of this research was descriptive qualitative research. The subject of this study was English Department students who took Writing for professional context subject. The instrument used in this research was questionnaire. The result showed that learning writing of text types was enjoyable. It was because the lecturer explained the material clearly. In addition, the lecturer used interesting media to teach text types and. However, the students met difficulties to develop their ideas in writing text types. Meanwhile, the students realized that learning text types is important for English Education Department Students. Based on the students response on the need of developing instagram account to teach writing of text types, there were 58.5 % students who answered agree, 19.5 % answered strongly agree, 9.8 % disagree and 12.2 % strongly disagree. It can be concluded that instagram account for teaching writing of text types need to be developed.

Keywords: Need analysis, instagram, writing, text types.

INTRODUCTION

In this covid-19 pandemic situation, all of the activities need to adapt. Direct interaction is so limited, that is why people need to maximize the use of information technology. People use social media to communicate with others. In fact, social media in not only can be used for daily communication, it is also can be used to facilitate teaching learning process.

One of the social media which is used by university students is instagram. According to Hu (2014), instagram is a relatively new form of communication where users can easily share their updates by taking photos or videos. In addition, Sari (2017) said that Instagram comes from the understanding of the overall function of this application. The word "insta" comes from the word "instant", like a polaroid camera in its era is better known as "instant photo". Instagram can show photos instantly, like a polaroid inside how it looks. Then, the word "gram" comes from the word "telegram" which is how it works to send information to other people quickly. Same as the case with Instagram which can upload photos using the Internet network, so that information which want to be submitted can be received quickly.

In this research, the writer wanted to investigate whether instagram needs to be developed to teach writing of text types or not. This research needs to be conducted, since in this disruption era, all of the activities involved technology, so that as lecturers, they have to adapt with the implementation of information technology in the teaching learning process. In this case is the use of instagram in teaching text types. Instagram can be used as media to deliver the material and also to publish the students' work.

According to Gerlach and Ely (2016), teaching media are divided into two, the first is in wide meaning and the second one is narrow meaning. Media in wide meaning are people, material or event which can create condition so that students can get knowledge, skill or attitude. It means teacher, book, and environment are included in media. While media in narrow meaning are graphic, photo, picture, mechanic, and electronic tools that are use

to express, process and also convey visual and verbal information.

Writing is an activity for producing and expressing; it is produced the words and sentences then it is expresses with the meaning of ideas, thus writing skill is the activity to transfer the ideas through words and sentences the idea will change to scientific (Lubis, 2014:1). In addition, Nunan (2003:88) stated that writing is the mental work of inventing ideas, thinking about how to express them, and organizing them into statements and paragraphs that will be clear to a reader. Moreover, Hyland (2009) stated that writing is one of language abilities that as process to express idea, feeling and arguments in the form of words in sentences. This skill is used to communication from one to another by writing. Based on those theories, in can be conclude that writing is an activity of producing someone's ideas into the words, sentences, or text, so that it can be known by the readers.

One of the subject in the English Dapartment curriculum is writing for professional context. By taking this subject, hopefully the students are able to write English Text Types. According to Siahaan (2008: 1), a text is a meaningful linguistic unit in a context. A text is both a spoken text and written text. It means that a text is full of meaning of morpheme, phrase, clause, sentence and discourse or a linguistic unit then text is not only in written text form but also in spoken text. In addition, Wang (2009) stated that text types involve text-internal-elements such as surface linguistic features and textual functions. Moreover, Hyland (2009: 15) stated that every genre has number of features which make it different to other genres, each has a specific purpose, an overall structure, specific linguistic feature, and is shared by members of the culture.

Anderson and Anderson (2003), divided text types into two parts, they are literary and factual.
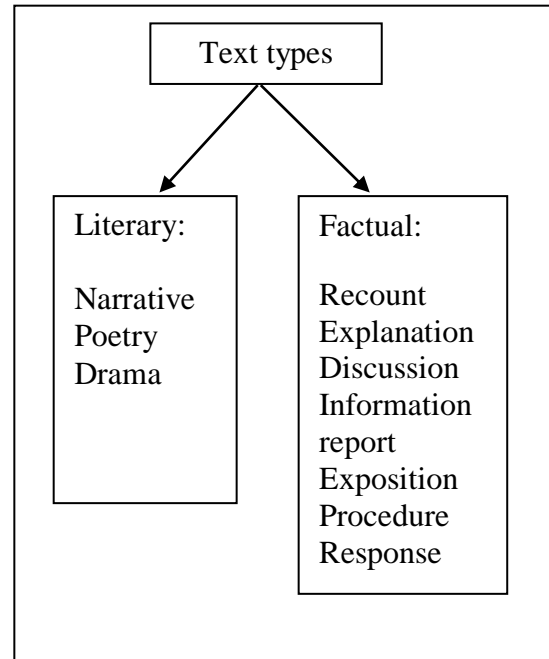

Figure 1. Kinds of Text Types

Text types are classified into two parts, they are literary and factual. Literary consists of narrative, poetry, and drama. Meanwhile, factual consists of recount, explanation, discussion, information report, exposition, procedure, and response. Every text type has its own social function, generic structure, and linguistic feature.

There were some previous studies related to this research, one of them was a research conducted by Soviyah and Etikaningsih, entitled Instagram Use to Enhance Ability in Writing Descriptive Texts. This study investigated the effectiveness of the use of Instagram application on the students' performance in writing descriptive texts. The main research question was centred on whether there was significant difference in the ability of writing descriptive text between students who were taught using Instagram and those who aren't. Involving random sampling technique, this study involved 50 students of a private high school in Yogyakarta as the research sample. The empirical data were collected through pre and post tests. The data were analyzed quantitatively applying t-test computation and descriptive analysis. Results of the

study indicate that there is significant difference in students writing score between those taught using Instagram and those who aren't. In conclusion, teaching students writing by using Instagram pictures are more effective than teaching without using Instagram pictures. In other words, the use of Instagram is effective in teaching writing descriptive texts.

The previous study had relevance with this study, that was using instagram on teaching writing. However it had difference, the previous study was focused on descriptive text, meanwhile, this research discussed all of the text types.

Based on the background and the theories that was explained, the theoretical framework was drawn as below:
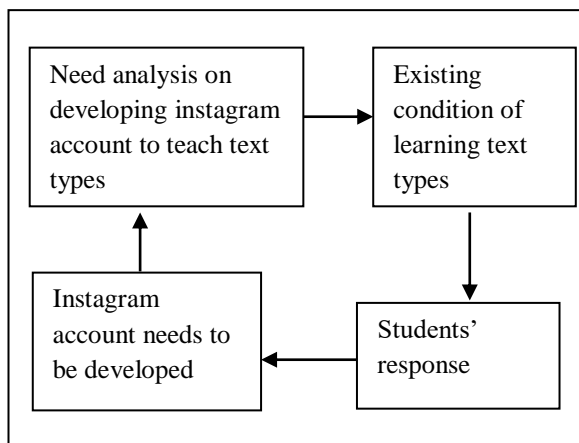

Figure 2. Theoretical Framework

RESEARCH METHOD

This research used descriptive qualitative research design. The subject of the study were English Department students who took Writing for Professional Context subject. There were 41 students become the respondents. The instrument which was used in this research was questionnaire. Since it is in the covid-19 pandemic situation, the questionnaire was distributed through online form. It used google form, this is the link of the questionnaire:

https://docs.google.com/forms/d/e/1FAIpQ LSe1Q0KuvA8mhvN7q8PABkwRrGWH-HWV78axBK_tWFuylrZ2iA/viewform.

To measure the questionnaire results obtained, the researcher used a Likert scale. The Likert scale is a measurement scale developed by Likert (1932). The Likert scale has four or more question items that are combined to form a score/value that represents individual characteristics, for example knowledge, attitudes, and behavior. Sugiyono (2014: 93) stated that the Likert scale is used to measure a person's attitudes, opinions, and perceptions about social phenomena. It was as follows.

1 : Strongly disagree
2 : Disagree
3 : Agree
4 : Strongly Agree

FINDINGS AND DISCUSSION
The existing condition of learning Text Types

Based on the questionnaire that was distributed to the respondents, it was described as below.

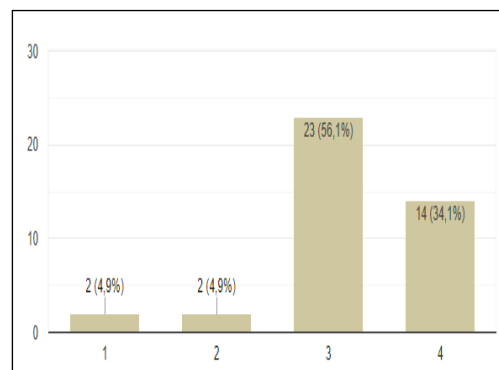Statement 1: The students enjoyed learning writing, especially text types

Diagram 1. Statement 1

This diagram showed the students' response on how enjoyable they studied text types. There were 56.1 % students who answered agree, 34.1 % answered strongly agree, 4.9 % disagree and 4.9 % strongly disagree. It can be concluded that learning writing of text types was enjoyable.

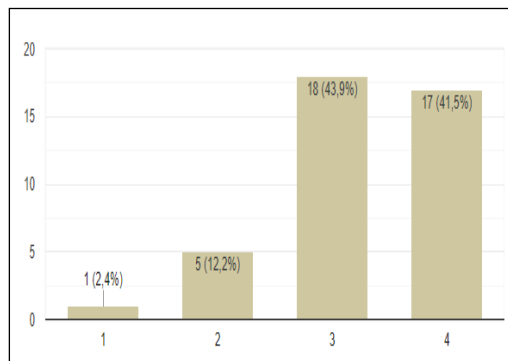Statement 2: The lecturer explained the material clearly

Diagram 2. Statement 2

This diagram showed the students' response on the second statement, it is that the lecturer explained the material clearly. There were 43.9 % students who answered agree, 41.5 % answered strongly agree, 12.2 % disagree and 2.4 % strongly disagree. It can be concluded that the lecturer explained the material clearly.

Statement 3: The lecturer used interesting media to teach text types
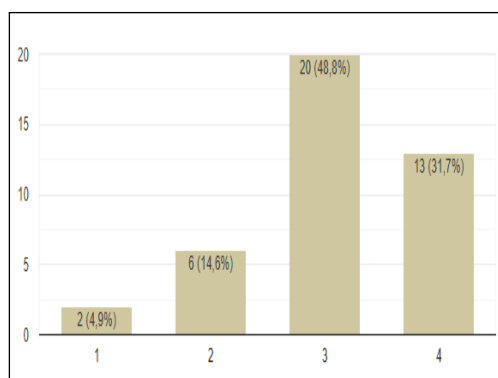

Diagram 3. Statement 3

This diagram showed the students' response on the third statement, it was that the lecturer used interesting media to teach text types. There were 48.8 % students who answered agree, 31.7 % answered strongly agree, 14.6 % disagree and 4.9 % strongly disagree. It can be concluded that the lecturer used interesting media to teach text types.

Statement 4: The students realized that learning text types is important for English Education Department Students
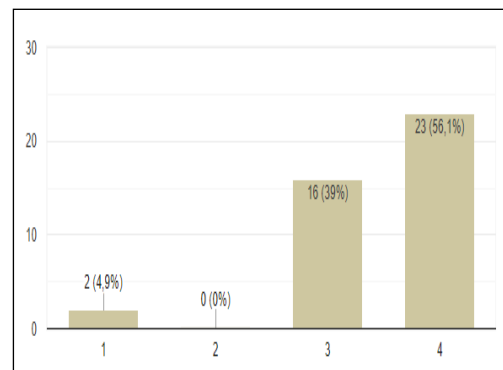

Diagram 4. Statement 4

This diagram showed the students' response on the fourth statement, it was that the students realized that learning text types is important for English Education Department Students. There were 39 % students who answered agree, 56.1 % answered strongly agree, 0 % disagree and 4.9 % strongly disagree. It can be concluded that the students realized that learning text types is important for English Education Department Students.

Statement 5: The students met difficulties to develop their ideas in writing text types.
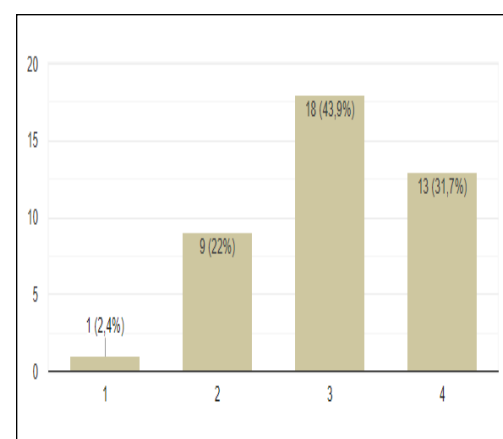

Diagram 5. Statement 5

This diagram showed the students' response on the fifth statement, it was that the students met difficulties to develop their ideas in writing text types. There

were 43.9 % students who answered agree, 31.7 % answered strongly agree, 22 % disagree and 2.4 % strongly disagree. It can be concluded that the students met difficulties to develop their ideas in writing text types.

Based on the students' responses, it can be summarized that in teaching learning process of Writing for professional context, which was taught text types, it was known that learning writing of text types was enjoyable. It was because the lecturer explained the material clearly. In addition, the lecturer used interesting media to teach text types and. However, the students met difficulties to develop their ideas in writing text types. Meanwhile, the students realized that learning text types is important for English Education Department Students. That is why, this the researcher investigated on how the need of developing instagram account to teach writing of text types.

On the next part, it was displayed the diagram which showed the students' response on the statements related to the need of developing instagram account to teach writing of text types.

The students' need of developing writing instagram account
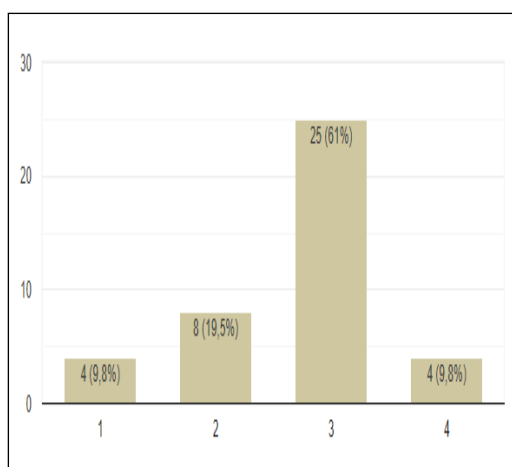Statement 6: Writing text types can be taught through instagram

Diagram 6. Statement 6

This diagram showed the students' response on the sixth statement, it was that writing text types can be taught through instagram. There were 61 % students who answered agree, 7.3 % answered strongly agree, 19.5 % disagree and 9.8 % strongly disagree. It can be concluded that writing text types can be taught through instagram.

Statement 7: The features of instagram is proper to be used in doing writing practice
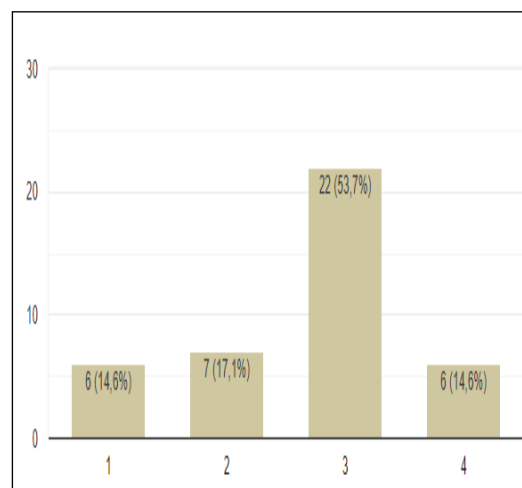

Diagram 7. Statement 7

This diagram showed the students' response on the seventh statement, it was that the features of instagram is proper to be used in doing writing practice. There were 53.7 % students who answered agree, 14.6 % answered strongly agree, 17.1 % disagree and 14.6 % strongly disagree. It can be concluded that the features of instagram is proper to be used in doing writing practice.

Statement 8: The features of instagram will make students more creative in doing writing project
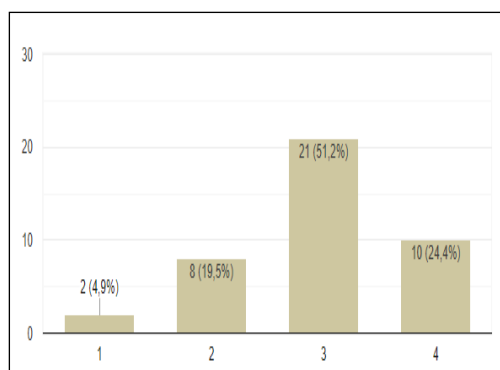
Diagram 8. Statement 8

This diagram showed the students' response on the eighth statement, it was that the features of instagram will make students more creative in doing writing project. There were 51.2 % students who answered agree, 24.4 % answered strongly agree, 19.5 % disagree and 4.9 % strongly disagree. It can be concluded that the features of instagram will make students more creative in doing writing project.

Statement 9: Instagram account for teaching writing of text types need to be developed.
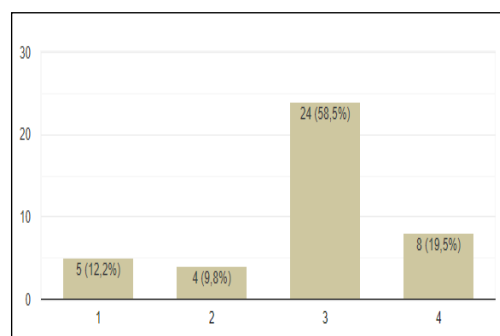

Diagram 9. Statement 9

This diagram showed the students' response on the nineth statement, it was that Instagram account for teaching writing of text types need to be developed. There were 58.5 % students who answered agree, 19.5 % answered strongly agree, 9.8 % disagree and 12.2 % strongly disagree. It can be concluded that Instagram account for teaching writing of text types need to be developed.

Based on the students' responses, it can be summarized that writing text types can be taught through instagram since the features of instagram is proper to be used in doing writing practice and the features of instagram will make students more creative in doing writing project. That is why Instagram account for teaching writing of text types need to be developed.

CONCLUSION

Based on the analyis, it can be summarized that in teaching learning process of Writing for professional context, which was taught text types, it was known that learning writing of text types was enjoyable. It was because the lecturer explained the material clearly. In addition, the lecturer used interesting media to teach text types and. However, the students met difficulties to develop their ideas in writing text types. Meanwhile, the students realized that learning text types is important for English Education Department Students. That is why, this the researcher investigated on how the need of developing instagram account to teach writing of text types.

In addition, it can be summarized that writing text types can be taught through instagram since the features of instagram is proper to be used in doing writing practice and the features of instagram will make students more creative in doing writing project. That is why Instagram account for teaching writing of text types need to be developed.

REFERENCES

Anderson, Mark. Kathy, Anderson. 2003. Text Types in English. Malaysia. Mac Millan Education.

Hu, Yuheng, et al., 2014. *What We Instagram: A First Analysis of Instagram Photo Content and User Types.* Proceedings of the Eighth International AAAI Conference on Weblogs and Social Media, p. 595-

598

Hyland, Ken. 2009. Teaching and Researching Writing (2nd ed.). London: Longman.

Lubis, R. F. (2014). Writing Narrative Text. English Education: English Journal for Teaching and Learning, 2(1).

Nunan, David. 2003. Practical English Language Teaching, (America: The MC. Grow. Hill Companies, 2003), p. 88.

Sari, Meutia Puspita, 2017. "*Fenomena Penggunan Media Sosial Instagram Sebagai Komunikasi Pembelajaran Agama Islam Oleh Mahasiswa Fisip Universitas Riau*", Jurnal FISIP,Vol. 4, 2017, h. 5.

Siahaan, Sanggam. 2008. Generic Text Structure. Yogyakarta: Grahailmu.

Sofiyah, Etikaningsih D. R. 2018. Instagram Use to Enhance Ability in Writing Descriptive Text. Indonesian EFL Journal. Vol. 4. No. 2. Accessed from https://journal.uniku.ac.id/index.php/IEFLJ/article/view/1373#:~:text=In%20conclusion%2C%20teaching%20students%20writing,in%20teaching%20writing%20descriptive%20texts.

Sugiyono. 2014. Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif, dan R&D. Bandung: Alfabeta.

Wang, S. 2009. Text Types and Dynamism of Genre. Discourse, of course: an overview of research in discourse studies. Amsterdam: John Benjamins.