Students' Perspective In Learning Writing Recount Text Using Instagram

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Abstrak

Tujuan dari penelitian ini adalah untuk mengetahui perspektif siswa dalam menggunakan Instagram sebagai media menulis teks recount. Penelitian ini menggunakan metode inkuiri naratif dengan pendekatan kualitatif. Dalam penelitian ini peneliti mengambil dua siswa kelas (IX) sebagai subjek. Peneliti menggunakan wawancara dan dokumentasi sebagai instrumen penelitian. Hasil penelitian ini menunjukkan bahwa masih ada yang kesulitan dalam menulis bahasa Inggris karena penguasaan kosakata yang kurang, penggunaan aplikasi instagram dalam pembelajaran teks recount memberikan rasa senang. dan kenyamanan bagi siswa, pembelajaran teks recount menggunakan media instagram memudahkan responden untuk mengekspresikan diri dan membagikannya kepada teman virtualnya. Berdasarkan hasil penelitian dapat disimpulkan bahwa permasalahan yang dihadapi siswa adalah masih adanya kesulitan dalam menulis bahasa Inggris. Disarankan kepada guru bahasa Inggris agar guru dapat menghafal kosakata berulang-ulang kepada siswa dan guru lebih kreatif lagi dalam meningkatkan metode pengajaran kosakata.

Kata kunci: *Teks Recount, Instagram*

Abstract

The purpose of this study was to find out the perspective of students in using Instagram as a medium for writing recount texts. This research uses the narrative inquiry method with a qualitative approach. In this study researchers took two grade students (IX) as subjects. Researchers use interviews and documentation as research instruments.The results of this study show that there are still those who find it difficult to write English due to the lack of vocabulary mastered, the use of the Instagram application in learning recount text provides a sense of pleasure and comfort for students, learning recount text using Instagram media makes it easier for respondents to express themselves and share it with their virtual friends.Based on the results of the study, it can be concluded that the problem faced by students is that there are still difficulties in writing English. It is recommended for English teachers so that teachers can memorize repeated vocabulary to students and teachers are even more creative in improving vocabulary teaching methods.

Keywords: *Recount Text, Instagram*

INTRODUCTION

English is a language that is very instrumental for all people of the world in terms of communicating because English is an international language that must be mastered and learned. By using English we can establish communication relationships with many people around the world, this is also the reason why English is now set as a compulsory subject to be studied. In addition, English is not only used as a means of communication, but as a lesson that must be learned in schools in Indonesia, English lessons have begun to be studied at the junior high school, high school, university level and have been introduced to several levels such as elementary and kindergarten. In learning English, it includes several skills that need to be known and learned, namely writing, listening, reading and speaking. Of the four skills, students must know every skill in English such as writing. Writing is one of the skills that must be learned. Marsutalinda (2018) state that "writing is a thought process for

creating ideas, thinking about how to express into good writing, and organizing ideas into statements and paragraphs that will be clear to the reader". Writing activity, the writer must learn how to communicate their ideas to make the reader understanding the meaning information ideas and comprehended to communicate.

Writing is one of the important skills to be improved in academic life as stated by Harmer (2004) "Writing (as one of the four skills of listening, speaking, reading, and writing) has always formed part of the syllabus in the teaching of English. ". By learning English through writing skills students can express their feelings, process information, and learn actively. Writing is a process in communicating between humans to express some ideas or information obtained, Faisal & Suwandita (2013) writing is physical action to pour some words or ideas to some medium, while the same time our mental working to inventing ideas thinking how to express into some words and arranging them into statements and paragraphs that are able to be understood by the readers. In students' skills in writing, it becomes a major concern for teachers because there may be some students who do not understand the contents of their books, therefore teachers must look for variations in teaching writing and teachers must find suitable media to attract interest in learning and build self-confidence from students.

Writing skills well is one of the things that we must master because in the process of learning to learn English, many of them involve writing activities such as writing letters, writing stories, writing text procedures, narratives, recount text, descriptive text and so on. Therefore, we need to have good writing skills, but students' writing ability is very low because they still have many problems in writing such as spelling, vocabulary structure, punctuation, and so on. The motivation and interest they have in mastering writing is still low and we can see interest and motivation, many consider that writing activities are difficult (Geminastiti, K., & Nella, 2016). In overcoming such conditions, many methods and media can be used in writing teaching that have been used by teachers (Kitchakarn, 2016). There are still some teachers who teach how to teach writing in the traditional way such as using conventional tools such as paper and pen but there are also some teachers who have used how to teach writing involving digital technology such as social media, this is understood as an internet-based application that forms the ideology of web 2.0 technology and can make it easier for users to be able to share and exchange ideas, information, images through photos and videos in the form of virtual networks (Kaplan & Haenlein, 2010). Responding to the way teachers teach writing in this case students can choose to include technology in the teaching and learning process using social media-based technology in order to make it easier to access information from many sources without leaving the classroom, this is one of the good choices that can be done by students and teachers (Panjang, 2010). In another point of view, this method is quite a way to attract students' motivation in learning to write because social media can be liked more than traditional.

Among the many innovations in the use of applications and technology by utilizing mobile phones can make things that can be useful, one of which is to learn languages and how to write easily (Yadegarfar & Simin, 2016). It is undeniable that the use of social media has become unusual because everyone must have social media and the level of popularity of social media has been felt by everyone, one of which is teachers and students. We can know that almost every time we will always spend time using social media through laptops, cellphones, and other devices. Therefore, with this level of use of social media, quite a lot of people use it can be adjusted to develop the process of teaching and learning activities with this the teacher can be active in the same tools to keep in touch with students (Handayani, 2015).

In the field of education, language development cannot be separated from the use of visual media that serves as an intermediary to improve and train students' English skills. Along with the advancement of information and communication technology that brings changes in the field of education, many people use it for reasons of learning and teaching for teachers and students. The use of digital-based visual media in learning is believed to provide many benefits and positive effects as has been stated by many researchers, the application of effective use of technology can increase student motivation in learning. As for the part that supports technology, it is social media. As is known so far that in everyday life many people use social media as media for communicating, buying, selling, and expecially also in learning and teaching. Social media is a means of socializing online in cyberspace

where social media users can easily participate, communicate, interact, and share information quickly and up-to-date. There are many kinds of social media based applications, including Facebook, YouTube, Twitter, Instagram and so on (Indriani & Wirza, 2020). One application that is widely used by many people is Instagram, this application is easily accessible by all people, can be accessed anytime and anywhere, only with adequate internet can enjoy the unique features in the application in various ways, one of which is by share text accompanied by a photo that describes something. Photos accompanied by descriptions can be in the form of humor, motivation, romance and others. In this world, there are many Instagram accounts that share texts or quotes using English about romance, biblical quotes, humor, motivation, and medicine, there are also accounts that share various forms of grammar, English (Indriyanti & Prasetyo, 2018).

Sholikhah, (2019) in the title of the research The Use of Intagram As a Media to Teach Students' Writing Recount text in this study aims to find out whether there is a significant influence of differences between student writing recount texts before studying and after teaching using Instagram. This research shows to determine students' writing ability before and after being taught using Instagram media. The findings showed that the average score of students had an increase from 6.8 to 8.8 from the good category to the excellent category. The conclusion of the study turned out that there was a significant difference between writing student recount texts using Instagram media.

YUNIARTI, R., Murni, D., & Subroto (2022). In the title of Improving Students' Writing Skills on Recount Text by Using Instagram Post As Visual media in this study aims to improve students' writing skills on recount text through Instagram because many students are tired of the media used in writing texts in the past. The findings of this study show that there is an increase in students' writing skills through Instagram media, the study is said to be successful if 80% of students get an average score of at least 75 so this study is stated to be successful in improving students' ability to write with the word laun the use of Instagram can be recommended to improve students' ability to achieve optimal results.

Maulidia (2021) in the title of The Effetiveness of Intagram in Improving the Second Grader's Writing Recount Text at MTsN 5 Kediri in this study aims to determine students' ability to improve students' ability to write recount texts in experimental classes before and after using Instagram, as well as to know the effectiveness of Instagram in improving the ability to write recount texts. The findings in this study show a significant difference between the pre-test and post-test results which can be concluded that the use of the Instagram application in teaching media for writing recount texts is effective and can be used as an alternative medium to teach writing recount texts at MTsN 5 Kediri.

Sallamah, As Asbiq (2020) in the title of Does Instagram as Learning Media Affect Students' Writing Skill on Recount Text? : An Experimental Research in this study aims to test whether instagram as a media learning is useful for writing student rcout rcout tekks or not and measure how significant the influence of instagram is on student writing recount text before and after use. Researchers took grade 10 students from a private school in Purbalingga as a research sample. Two classes of social studies were selected, namely X IPS 1 was designated as an experimental class, and X IPS 2 was designated as an experimental class was designated as a control class. Data were collected from pre-test and post-test scores after treatment. Researchers then compared achievement students from control and experimental classes and analyzed the data using descriptive analysis and N-gain. The findings of the study showed significant achievement of students' competence in using Instagram compared to conventional learning to write recount texts. The average N-gain score of the control class and control class experiments was obtained 0.308 > 0.057. The average pre-test score in the experimental and control classes was obtained 69,875 > 64,818 and the post-test Mean score in the experimental and control classes was 79,461 > 67,142. As a result, the average score of the experimental class is higher than the average of the Instagram control class as a Learning Medium is useful in writing recount texts.

Aliah, W. N., & Shabir, (2021) in the title of The Use of Instagram in Mediating Students' Writing Recount Text this study aims to find out how Instagram can mediate students in writing recount texts and to find the influence of Instagram on students in writing recount texts. This research was taken at SMA PGRI 3 Bogor class X with 25 students. The method used in this study is Class Action Research (PTK), carried out in two cycles. There are four types of data collected, quantitative data obtained from

observations, tests and interviews. The results showed that they felt mediated or helped by Instagram as a medium for writing recount texts, this was shown by the main score of writing students obtained in test 1 was that 9 students scored beyond KKM (69) and in the second test there were 22 students scored beyond KKM (69). And the results of the interview results showed that students felt mediated or helped by Instagram in writing recount texts and they felt the influence of Instagram in writing recount texts in class. With this, it can be concluded that the activity of writing student recount texts in the classroom can be helped or mediated by using Instagram as a medium in english teaching and learning.

The conclusion is that this study has similarities and differences, the similarity of this research with other studies is the writing skills studied with Instagram while the difference is in the focus of the research. In this study, researchers focused on student responses regarding recount text to Instagram.

B. Research Question

Based on the background of the study, the problems of this study were formulated is "How do students respond in learning to write recount text using Instagram?'

METHOD

In conducting this study, researchers used narrative inquiry as a research design with a qualitative approach to find out student responses in writing recount text using Instagram. The purpose of the narrative inquiry in this study was used to better understand how students think about learning to write recount text using Instagram. According to Connelly & Clandinin (1990) the lives of individuals can be collected and told by creating a narrative that is then written in research. In this study, researchers focused on students' personal responses in writing recount text using Instagram.

2. The Source of Data

This study entitled "Students' Perspectives in Learning to Write Recount Texts Using Instagram" the subject of this research is class IX Junior High School. The researcher took 2 students.

FINDING AND DISCUSSION

In this section, researchers have found results through an interview process conducted on grade IX junior high school students. Researchers used the interview instrument to find out how students' responses were about writing recount text using instagram social media. There were thirteen questions asked to 2 participants and there was one research question in this study, namely How do students respond in learning to write recount text using instagram.

Table 1. 1 How do students respond in learning to write recount text using instagram

Pertanyaan	Pernyataan	
	Responden 1	Responden 2
1. Are you willing to be a interviewee?	"Yes I am willing"	"Yes miss"
2. Do you like English lessons?	"no miss, hard and confused, there are so many words that are not understood"	"a little bit like miss"
3. Do you like writing in English?	"Rarely, I write English when I'm in lessons"	"Only when there is an English assignment only do I write English"
4. What material or type have you studied in school?	"Just vocabulary, descriptive, and recount text. That's all I remember"	"i only remember descriptive text and recount text only"
5. Did you know about the definition of recount text?	"When the teacher explains that recount text is the story of our experience"	"The recount text retells events of the past, such as the events of valuable experiences that cannot be

			forgotten"
6.	Did you know about the type of recount text?	"When writing in a book there is a personal, imaginative, factual, and historical"	"All I know is personal, imaginative, factual, and historical"
7.	Does your teacher explain recount text using learning media such as images, videos, or other media?	"Always don't use the media. The teacher wrote directly on the blackboard"	"My teacher just wrote it on the blackboard like understanding and explaining the recount text material"
8.	What media do you think is interesting in writing recount text?	"Don't know miss, confused. Maybe an image"	"i like the picture better because it's more interesting"
9.	Are you having trouble writing recount text?	"There are a lot of difficulties, such as writing, before I was confused about what to write"	"Hmm... Sometimes it only feels confused if there is an English vocabulary that does not know"
10.	Are you following the teacher's direction to write recount text? As per the steps or generic structure?	"Following the miss said about the steps"	"If I fit the structure"
11.	Have you ever recounted text via Instagram captions. If so, do you think it's difficult. If you don't want to make a recount text via instagram caption?	"It's been like uploading a photo but not the English caption. If you want to write a caption using English, it's difficult, but if you use Indonesian not too much. If you are told to try to write a caption using English, it is very confused"	"If it's in recount text, it's not, but if it's just writing a regular caption, it's ever"

In this first interview, it can be seen that there are students who still don't like English lessons. As stated by respondents one and two, respondent one stated that they still feel confused because many vocabulary are still not mastered and understood, while respondent two stated that they like English lessons a little. Then there are also those who rarely write using English, such as the first respondent stated that he rarely writes using English even if he writes using English only at the time of learning or there are English assignments only, while the second respondent is also the same as the first respondent, which states that he writes English at the time of learning English only or when given assignments by his teacher only. Then the material and types of text that must be learned by students other than recount text are descriptive text, procedure text, and narrative text only but in the statement of the first respondent, that is, he remembers that he has only learned descriptive text, vocabulary and what has just been learned is Recount text, Then the second respondent stated that he only ever remembered and learned, namely descriptive text and recount text only. Then there is also the definition of the type of recount text that must be known, namely a text that retells events or events in the past. The story can be an action or activity before someone writes down the text. In the statement of the first respondent, he explained that recount text is a story of our experience, while according to the second respondent, it is a retelling of events in the past or personal events of our experiences, especially valuable and unforgettable experiences. Furthermore, the types that students must know in the recount text material are withpersonal, imagination, factual, and historical about this matter, the revelation in the first respondent is that he knows, namely personal, imaginative, historical and factual. similar to the first respondent, the second respondent also knew the types of recount text, namely personal, imaginative, factual and historical. Then the media that had been used by teachers in learning English, especially recount text, was what it was like and the first respondent

stated that usually only using a whiteboard had not used other media and the second respondent stated that he only used a whiteboard in explaining the material. And according to the first respondent, the media that is interesting to use in writing Recount text is image media, so the second respondent stated that image media is also interesting to use in writing Recount text. Then the student's feeling in writing Recount text, namely according to the statement of the first respondent stated that there are many difficulties such as being confused about what to write and what it looks like, then according to the second respondent is also the same as the first respondent, which is still feeling confused if there is a vocabulary that does not know. And in writing the recount text, it must follow the generic structure or teacher's direction according to the first respondent, namely following the teacher's direction while the second respondent follows the generic structure. Then the statement that students have or have not made a caption and want to try it or not use English according to the first respondent, namely having uploaded a photo whose caption content is not using English because it feels difficult while using Indonesian it feels easy if told to try this first respondent feels confused and does not want to try. Then according to the second respondent, he had made a caption but not a type of recount text.

Table 1. 2 How do students respond in learning to write recount text using instagram

Questions	Statements	
	Respondent 1	Respondent 2
1. After last week's discussion about recount text, do you still remember?	*"Still remembering miss, that recount text was our personal experience in the past."*	*"Yes, of course it is still miss. Recount text is a retelling of events in the past or events in our experiences such as valuable experiences that cannot be forgotten."*
2. Earlier we have learned to recount text using Instagram media, so what do you feel when applying Instagram as a writing media?	*"It's hard to miss, so it's hard to write it and still confused"*	*"It's more of fun because we can express our experiences of other friends especially this is in English so I feel so cool"*
3. When after practicing applying writing recount text using Instagram do you have difficulties?	*"Must have difficulty miss, such as being confused in english vocabulary and how to read it"*	*"A little bit, but when I master english vocabulary, writing recount text is so easy"*
4. Do you think this Instagram application is suitable for use as a media for writing recount text?	*"It's just suitable to miss, because in the caption we can tell our personal stories"*	*"I think it's suitable because Instagram media is quite famous, so many people use Instagram media, besides that Instagram is not only used as entertainment material but can be used as educational media and learning media materials."*
5. What are the things that make this Instagram media suitable for use in writing recount text?	*"Yes, the caption feature is miss and the Instagram story feature is also suitable for use in writing recount text"*	*"The availability of the Instagram feature because Instagram media is famous for the photo upload feature,*

			then there is also a status or story feature, so we can tell anything related to recount text into the Instagram feature. We can also express our experience how therefore the Instagram feature is good and suitable for use in writing recount text"
6.	Do you think that using Instagram can make it easier for you in the process of writing recount text?	"Not really miss, because I don't really like writing english so I don't know"	"Very convenient miss"
7.	What are the easy things that affect the use of Instagram as a media for writing recount text?	"Don't know miss, confused"	"The influence for me is to be more confident in expressing or telling experiences to people through Instagram"
8.	What are the benefits that can be obtained to make it easier for you in the process of writing recount text using Instagram?	"So we know how to write recount text is like what it looks like, and can also increase our English vocabulary"	"Just like before makes ourselves more courageous and more confident to want to tell our good and good experiences, besides that it can add vocabulary that was previously unknown so know"
9.	The final question, what is your response regarding writing recount text using instagram social media?	"It is quite difficult to make the story, how to adjust to the steps of writing it. I think it's so miss"	"Easy miss. Because using Instagram media as a tool for writing recount text feels fun because we can enjoy the existing features so that readers can later imagine what happened because it was accompanied by photos and captions, therefore writing recount text using Instagram feels more exciting and not bored because we can use Instagram media other than as entertainment media can also be a learning media"

The second interview was conducted when the two students were given how to use Instagram as a writing medium for reount text. There were 9 questions asked to the two students. In the first question, the first and second respondents stated that they still remember last week's explanation regarding the recount text. For the second question, the answer between the first respondent and the second respondent there was a difference of opinion, it was stated that the first respondent still remained confused and found it difficult to write recount text using Instagram, while the second

respondent stated that writing recount text using Instagram felt good because he could express the experience easily to other friends. Furthermore, in the third question, both respondents had difficulty in mastering English vocabulary, the second respondent added that he would feel able to write recount text easily if he could master English vocabulary. In the fourth question, the two respondents responded that the Instagram application is suitable for learning media to write recount text. The fifth question is related to what things are suitable for use in writing recount text, both respondents one and two mentioned the Instagram feature that they think is suitable for use in writing recount text. In the sixth question, the first respondent mentioned that the application does not make it easy for him to write recount text, this is because he has no interest in English subjects, while the second respondent said that Instagram makes it easier for him to write recount text. Furthermore, for the seventh question, the first respondent mentioned that he did not know what things could affect the use of Instagram as a writing medium, and for the second respondent said that the use of the Instagram application for media to write recount text made him more confident in expressing or telling experiences to many people. For the eighth question, between the first and second respondents, there is an answer similarity regarding what benefits are obtained, namely that they can both add new English vocabulary. At the end of the interview question, it was found that the first respondent found it difficult to write recount text using Instagram, while for the second respondent he said that the use of Instagram for recount text in his opinion was easy and felt good, because he could enjoy various existing features so that readers could imagine what the second respondent wrote.

In conducting interviews, researchers used Instagram to collect the results of interviews with students which were conducted twice because they wanted to know different responses in two times. Interviews were conducted on Wednesday, October 12 and 19, all questions were given according to the content of the thesis, namely the use of recount text using Instagram. The number of students interviewed was two students, from the results of the interview researchers found various kinds of responses regarding the use of Instagram media as writing recount text. In the results of this study, students also have some similar views on responses in the use of Instagram media as writing recount text. According to their responses, the use of Instagram is not only as an entertainment medium but can be as a learning medium because by using Instagram students do not feel bored when writing in English. According to Handayani (2015) said that by using the teacher's Instagram application, there is a great opportunity to develop the classroom more creatively. Another result of this interview was the difficulty of respondents to master vocabulary in stringing sentences when writing recount text. Based on the results of the first interview on question point no. 9, both respondents gave a statement that they found it difficult to master English vocabulary because students almost never wrote English or even learned new vocabulary during learning. According to Darsiana (2018) there are several factors that affect English learning that feels difficult for students, namely the first is the low ability of skills such as speaking, listening, writing, reading in English because they are not used to it, then the second is that some students are still reluctant and even shut up if they are invited to speak, listen, write or read using English. In fact, when viewed from the mastery of vocabulary, the student should have been able to speak English even though it was in a very simple series of sentences and the third one felt difficulty in speaking English so they were not able to communicate. Therefore, there is also one way that can be used in overcoming the difficulties of learning English, namely never being lazy to memorize because a new vocabulary means that the more vocabulary obtained the easier it is for students to be able to communicate, therefore multiply memorizing vocabulary. Because according to Sudrajat & Herlina (2015) the more vocabulary mastered by students, the easier it is to learn English, vocabulary in language learning, including English, is one of the important things to master.

Furthermore, based on the results of the second interview, the two respondents experienced an improvement in the learning process of recount text before using Instagram and after using Instagram. Researchers can conclude that students' responses in using Instagram media to write recount text according to the first respondent still feel difficult and confused in adjusting the steps in writing the recount text and while according to the second respondent it is quite easy for him to write recount text because of the features that Instagram has besides that students also feel happy and do not feel bored in the learning process then according to students also instagram media is not only used

as an entertainment medium but a learning medium. The difference in responses between the first and second respondents was motivated by their interest in English learning.

Therefore, according to the results of research found by researchers through interviews. So the student's response in writing a recount text using Instagram between the two respondents was contradictory. The first respondent, still looks confused in writing recount text using Instagram, even though researchers have conducted training to write recount text using Instagram media. Meanwhile, the second respondent, understands well so that he does not find it difficult when writing recount text using Instagram. To improve their writing skills again, teachers should do fun and creative classroom activities, so that students have an interest in ongoing learning topics.

CONCLUSION

As mentioned in the first chapter, the purpose of this study is to find out students' responses regarding the use of Instagram media as a meunlis Recount text. The following are the results of the research that has been carried out:

1. This study shows that there are still those who find it difficult to write English due to the lack of vocabulary mastered.

2. The use of the Instagram application in learning recount text provides a sense of joy and comfort for students.

3. Learning recount text using Instagram media makes it easier for respondents to express themselves and share it with their virtual friends.

The solution that can be given by researchers for students' difficulties in writing recount text based on interviews that have been carried out is that teachers can memorize repetitive vocabulary to students and create a pleasant atmosphere of class activities.

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