USING INSTAGRAM STORY TO ENHANCE THE NARRATIVE TEXT WRITING SKILL OF THE TENTH GRADERS OF SMA NEGERI 1 MAGELANG IN THE SCHOOL YEAR 2017/2018

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Abstract

Writing is one of the English language skills that should be mastered by the students of senior high school. Some of the tenth graders of SMA Negeri 1 Magelang still get difficulties in writing English especially narrative text. There are two main objectives of this research. The first one is to know whether the use of Instagram Story can increase the learning motivation of writing narrative text and the second is to know how great the enhancement of the narrative text writing skill of the tenth graders of SMA Negeri 1 Magelang who are taught by using Instagram Story is. The writer conducted a classroom action research. To collect the data, the writer used test and non-test techniques. The data were analyzed by using quantitative and qualitative data analysis technique. The results of analysis of the data show that the use of Instagram Story can increase the students' learning motivation and enhance their writing skill in narrative text. Based on the results above, the writer concludes that Instagram Story can increase students' learning motivation of writing Narrative text of the tenth graders of SMA Negeri 1 Magelang in the school year 2017/2018. There is also a great enhancement of the Narrative text writing skill of the tenth graders of SMA Negeri 1 Magelang in the school year 2017/2018 who are taught by using Instagram Story.

Keywords – Instagram Story, Writing Skill, Narrative Text

Introduction

Nowadays, we know that social media becomes popular among young people including students. Therefore, this popularity can be adapted by the teacher to develop certain activities in language learning. Related to 2013 curriculum, the coverage of English teaching learning in senior high school is to develop the competence of learning and authentic assessment of learning process to achieve competence attitudes, knowledges, and skills. Therefore, the students should be competent in mastering language skills and language components. There are some factors that influence the students' low achievement in writing skill. Firstly, the students had low motivation, especially in learning writing. Most of them do not pay attention on teacher's explanation. They are always busy with their gadget or talking to their friends. It makes the students have difficulties in understanding the text and get confused of how to start writing because they do not know the steps of writing like organizing and developing ideas. They preferred to copy the text from their friends or internet if the teacher asks them to make a kind of text. Besides, the students are lack of vocabularyy. Furthermore, the teacher often uses monotonous strategy and never uses supporting media in the learning process. Dealing with those problems, the writer wants to use Instagram Story in teaching writing in order to encourage students to learn writing enthusiastically. The objectives of the study can be stated as follows: To know whether the use of Instagram Story can increase the learning motivation of writing narrative text and to know how great the enhancement of the narrative text writing skill of the tenth graders of SMA Negeri 1 Magelang who are taught by using Instagram Story is.

Cherry (2016) defines motivation as the process that initiates, guides, and maintains goal-oriented behaviors. On the other hand, Broussard and Garrison (2004) define broadly that motivation is the attributes that moves us to do or not to do something, whether reading a book to gain knowledge or enroll in college to earn a degree. It involves a constellation of beliefs, perception, values, interests, and action that are closely related. While writing is a form of communication to deliver thought or to express feeling through written form (Harmer, 2001:79). Moreover, Meyers (2005:2) defines writing as a way to produce language by discovering and organizing the ideas, putting them on paper, reshaping and revising them. Carter and McCarthy (2006) explain that a text is a stretch of language, either in speech or in writing that is semantically and pragmatically coherent in its real-world context. A text can range from just one word to sequence of utterances or sentences in a speech, a letter, a novel, etc. According to Rebecca (2003), a narrative text is a kind of text which relates a series of logically, and chronologically related events that are caused or experienced by factors. In addition, Anderson and Anderson (2003), state that narrative has characters, setting, and action. The characters, setting, and problem are usually introduced in the beginning. The problem reaches its high point in the middle of the story and the ending resolves the problem. While Naz Akbar (2018:35) defines media as anything that carries information between a source and a receiver. It is the means for transmitting or delivering messages and in teaching-learning perspective delivering content to the learners, to achieve effective instruction. According to Miller &The bault-Spieker et al (2016:259) as cited in Amâncio (2017), Instagram Story is a part of the platform that allows users to post videos and images that will automatically stay available for 24 hours from the posting time and can be visualized by anyone that follows the users' account.

Methodology

The type of this research is Classroom Action Research (CAR), whereby the major point of the research is to enhance the existing classroom condition of writing skill. This research is divided into three stages. They are Pre-Cycle, Cycle I, and Cycle II. The subject of this research was the tenth graders of SMA Negeri 1 Magelang in the school year 2017/2018. The writer took X IPS 2. In this class, there were 30 students which consisted of 8 males and 22 females. This research was carried out in SMA Negeri 1 Magelang which is located in Jalan Cempaka 1, Magelang, Central Java. The instruments that were used to collect the data in this research were test and non-test. The technique of analyzing data is divided into two parts. They are quantitative data and qualitative data. To analyze the quantitative data, the writer used Fowler's Formula, while to analyze the qualitative data the writer used descriptive analysis.

1. Quantitative Data
Quantitative data were taken from the result of students' narrative text writing test in pre-cycle, cycle I and cycle II. Before the data were analyzed, it was needed to find the sum of students' score and number of respondents. Firstly, the students' writing test scores were classified based on the span of score to know how many scores which were in span of 85-100, 70-84, 60-69, 50-59, and <50. After the data have gotten, those scores were summed for finding the sum of score. In addition, to know the number of respondents, the writer also classified the number of students who got the score based on the span of score. Then, the amount was coupled to get the number of respondents.

$$M = \frac{SS}{R}$$

Explanation:

M   : Mean
SS   : Sum of the students' score
R   : Number of respondents

After finding the average of the score, the writer calculated and classified the average scores of students' writing skill using the following analytical rating score based on Brown's concept.

Table 1. Analytical Rating Score

No.	Category	Span of Score
1.	Very good	85-100
2.	Good	70-84
3.	Fair	60-69
4.	Poor	50-59
5.	Very poor	< 50

2.   Qualitative Data

To analyze the qualitative data, the writer used descriptive analysis. The data was collected through the observation, questionnaire, and documentation. The writer used Miles and Huberman's model (1994:23) which consist of Data Reduction, Data Display, and Conclusion Drawing and Verification

Finding(s) and Discussion

The writer compared the results of Pre-cycle, Cycle I, and Cycle II test in order to know the improvement of writing skill of the tenth graders of SMA Negeri 1 Magelang in the school year 2017/2018. The improvement can be seen in the following table:

Table 2. the result of narrative text skill in all cycle

Assessment Aspect	Mean of Score			Improvement		
	PC	CI	CII	PC-CI	CI-CII	PC-CII
Writing Skill	71.9	79	82.33	7.1	3.33	10.43
Category	**Good**	**Good**	**Good**			

Based on the table above, the class average score of Pre-cycle test is 71.9. Then, in Cycle I, the average score increases to 79. Finally, in the last Cycle II the average score becomes 82.33 in which belongs to good category. It means that there is a significant improvement of every cycle and it reaches the writer's expectation. The writer stopped the treatment in Cycle II. The total score of improvement of narrative text writing skill is 10.43 points from Pre-cycle to Cycle II. It could be summarized that the class had already accomplished the target scores and they were already to attain good category. From the discussions above, it

can be concluded that Instagram Story is able to enhance the narrative text writing skill of the tenth graders of SMA Negeri 1 Magelang. Here is the figure to see the clearer improvement:
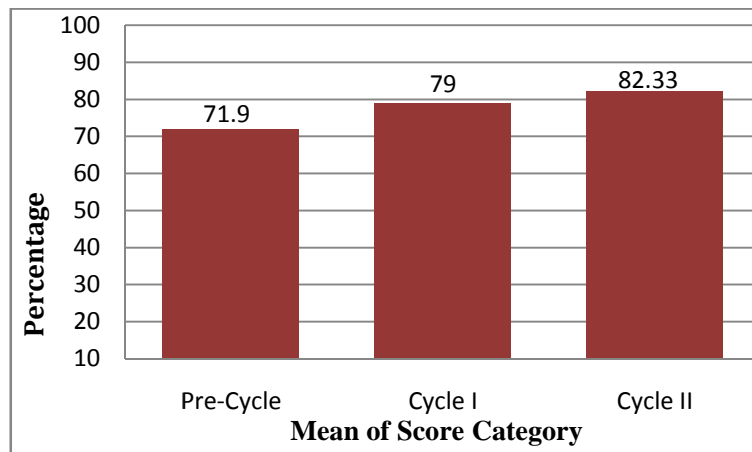

Figure 1. The result of Narrative text in all cycle

Conclusion(s)

Based on the analysis above, the researcher can conclude some points. First, the use of Instagram Story can increase the students' learning motivation in writing narrative text of the tenth graders of SMA Negeri 1 Magelang in the school year 2017/2018. The result of the observation and questionnaires in all cycles show that the students' motivation gradually increases. More than 75% of the class had reached the target.

Second, there is a great enhancement of the narrative text writing skill of the tenth graders of SMA Negeri 1 Magelang in the school year 2017/2018 who are taught by using Instagram Story. The total enhancement of the students' narrative text writing skill who are taught by using Instagram Story is 10.43 points. While the average score becomes 82.33 which belongs to good category.

Suggestions due to the finding of the research as explained above are presented as follows, It is better for English teacher to make fun activities in the teaching learning process by using creative and attractive strategies, technique, games, or media. Therefore, the students can be more enthusiastic in learning English, especially narrative text. The students can choose Instagram Story in learning writing narrative text. They also have to increase their learning encouragement in order to improve their achievement of narrative text writing skill.

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