

# UTILIZING INSTAGRAM AS PEDAGOGICAL TOOLS TO PROMOTE STUDENTS SELF-EFFICACY IN WRITING DESCRIPTIVE IN THE FIRST GRADE OF SENIOR HIGHT SCHOOL

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**Abstract :** *Utilizing Instagram as Pedagogical Tools to Promote Students Self-efficacy in Writing Descriptive in the First Grade of Senior Hight School.* Writing is one of the beneficial language skills that can help students to express their idea, show their feeling, and build their critical thinking and knowledge. Descriptive text is one type of writing which as basic writing, students can descript some figures with their own feeling and fact. Most of the students in one of senior hight school in Banyuwangi are lack motivation especially at Self-efficacy on writing descriptive. Self-efficacy is the individual perception of the ability to complete and know what they must do to get their goals. Self-efficacy can be influence by some factor such as experience , comment , etc. This research focus on the utilization of Instagram platform as pedagogical tools to promote students self-efficacy in writing descriptive on the first grade on senior hight school Banyuwangi , the participant consist of 36 students. This research used methodology classroom action research and did two cycle. The result showed that the utilization of Instagram as pedagogical tools to promote students self-efficacy in writing descriptive was complete and succesfull. The data showed that in cycle one 66% (24 students) from 36 can reach the passing grade 70 for writing descriptive text and self-efficacy questionnaire. The progress grow 3% from cycle one, in cycle two 69% (25 students) of 36 can reach the passing grade 70 for writing descriptive text and self-efficacy questionnaire.

**Keyword :** Instagram , Writing , Descriptive text , Self-Efficacy

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## Introduction

Writing is one of the beneficial language skills that can help students to express their idea, show their feeling, and build their critical thinking and knowledge. Altunkaya & Topuskanamis (2018) state that writing is the expressive language skill that related social function to expressing students feeling, opinion, and knowledge by each other. The writing process is very complex, the students must make a concept, developing the idea, and build character before express on their sheet. There are four common writing types, Narrative, descriptive, expository, and argumentative. Descriptive text is one type of writing which as basic writing, students can describe some figures with their own feeling and fact. Suriyanti & Yacoob (2016) argue that descriptive is one of the basic modes of writing. Descriptive writing being more easier for students to try their first writing experience, students can write what they feel, think, and know, about some object by using a great word and personal sense. Based on the observation and real experience, there are most of the students who are lack motivation especially at Self-efficacy on writing descriptive. students didn't have a good passion while writing class, most of them unconfident to their ability for writing, and give up at the start and didn't interest and complete the writing

task, they just did in simple ways and didn't give much effort to make descriptive text incorrectly.

Self-efficacy is the individual perception of the ability to complete and know what they must do to get their goals. (Bandura, 1997 as cited in Bandura, 2006) argue that self-efficacy concern with people's believes to produce their accomplishments. Self-efficacy can be a factor for the success of students learning to understand. Self-efficacy can accomplish by experience, comment, and psychology. Recently (Rosario, Botor, Padila, Escobin, & Pelegrina, 2018) argue that self-efficacy influence by professional experience, perception of collaboration and student engagement. Nowadays, Social media such as Instagram can utilize to surfing and get experience as mediated to influence self-efficacy. Instagram is a familiar social media and bigger user than Facebook and twitters currently. Southern (2018) argue that Instagram is the fastest-growing new user monthly than Facebook that slower in 2017. Instagram is a platform that provides some space for upload pictures, short video including a caption with longer characters than others.

In this pandemic era of covid 19, learning activity are imposible to do in directly , all of the activity will do in online, by utilize online platform , online media.

And this research are related and suitable to be applied while pandemic era which the media utilize social media platform, researcher hope the treatment will be give maximal output in this pandemic era.

Classroom action research is the research design in this research. Project-based learning is the approach that applied during this research, which researcher give a project for students to make a descriptive writing product and publish on their Instagram account. The objective of this research are :

1. To explore the utilization Instagram platform can promote students self-efficacy in writing
2. To explore the implementation of the Instagram Platform help students in writing descriptive text

### **Review Related Literature**

Writing is a complex activity that requires the writer to manage their knowledge and explore their ability to genuinely, the writer need big effort to get a great writer result and success to enjoy the writing process. Al-Hammudi, Sidek (2015) state that writing is a difficult skill for those in the process of picking up a language, the learners require to process a certain degree of pre-existing awareness of the language they are learning such as vocabulary, accurate word phrase usage and rhetorical technique with which to

persuasively convey information to the reader. The process of writing has some complex steps. Moran, (2019) argues that the writing process is complex, involving several discrete steps: planning and generating of knowledge, translation of the plan into speech, and editing or reviewing the plan. The process is also dynamic and recursive. The process of writing is hierarchically organized with a component process embedded within other components.

Learning writing for English as a foreign language (EFL) learners have a different difficulty if compare with the learners which English as a native language (ENL), for EFL convert their first language to English word is a hard thing, moreover for learning writing which have a different structure, context, grammar and many other. Kaweera (2013) states that the distinctive differences of linguistic L1&L2 are linguistic proficiency, intuition about language, learning experience, classroom expectation, preference for ways of organizing text, EFL writing is generally shorter, less cohesive and fluent and contains more errors.

Descriptive writing is the activity to write a descriptive text to present some object and make the reader can imagine the object clearly. Savage, Shafiei (2007) state that descriptive writing is the activity where

the writer use word that creat an image and help the reader see, touch, feel, smell, or taste the topic that the writer describing, the descriptive organization consist of the topic sentence, supporting sentence, and concluding sentence. Sinaga (2017) also state that descriptive writing is an activity to descript a thing by personal experience, perception, and feeling, the result of the descriptive text give a mental picture for the reader to know what the writer point of view about a look feel, taste, smell, or sense of a thing as a person, object or any topic. Descriptive writing in practice for senior hight school can utilized on scientific paper competition , study tour paper and also academic writing. The succesful of Descriptive writing can be influence by some factor such as learning media. Nasution (2019) state that media is one of the tools that can help the teacher in teaching and learning process, especially for EFL classroom, where the media can encourage the student to take more responsibility, media can classify into some type such as audio, print, audio print, projection visual silent, audiovisual projection silent, visual motion, audiovisual motion, physical object, human and environment, computer, and digital media. Osifo (2019) argue that MALL is a subarea of mobile learning in which integration of new mobile technologies into teaching and

language learning has been a primary focus. Gonulal (2019) state that MALL broadly refers to anytime anywhere language learning activities are undertaken through the mobile device without being limited to a physical location or determine the time.

Instagram is the social media platform that very famous and used for every single people, mostly user of Instagram is the young generation. Every second and time mostly students or users will be posting on their social media. The users of social media can access using a smartphone, tablet or computer. So they can access everywhere. This phenomenon is very interesting to be investigated. related to the situation, the writer utilizes this phenomenon to apply in learning writing. Rousseau & Foulk (2018) state that Instagram is a social media app that can allow the user to share their picture, video from their live, add a caption, edit filters, engage with others and so much other fun feature. There are some feature that can utilized for learning descriptive text and influence students self-efficacy , such as coloum comment which can give more space for other user for give comment and accomplishment, love buttom for appreciate what user apploade, colom caption can utilize for students to give caption about the description from their picture. Akhiar, Mydin & Kasuma (2017)

argue that learning by utilizing Instagram can give a high positive perception in improving students writing skills. Shazali, Shamsudin & Yunus (2019) state that Instagram is an effective tool that can give a positive attitude while learning writing.

Writing self-efficacy is the student's ability to know how far their capability on writing.

Topukanamis & Alkuntaya, (2018) argue that writing self-efficacy is similar to writing attitude in another concept of affective dimension, writing self-efficacy is the personal judgment of their ability to arrange the step and complete their activity to conduct their goals. Chou (2017) states that self-efficacy is the self-appraisal of their ability, self-efficacy as a basic motivation and self-confidence to accomplish learning performance. Self-efficacy has an important role in the learning process as an effort, choice a task, complete task, and degree of persistence. Tilfarlioglu (2011) state that students who have high self-efficacy they will be aware of their abilities and they will be more autonomous. On writing self-efficacy there is a three-part component to measure student's self-efficacy, there is ideation, convention, and self-regulation. Bruning, Dempsey, Kauffman, McKim & Zumbrunn, (2013) state that Ideation is the part of a student's ability to believe that they can think about

the idea, put down the idea, describe the idea, they can find their original idea, and know the right place of the idea. convention is the second dimension on writing self-efficacy, the convention provides the shape to recognize the plan for show the idea successfully, the set of express idea will be supported depend on students knowledge. students must have their self-regulation to complete their writing self-efficacy because if just about ideation and convention they will feel difficult and bored. self-regulation is the writer confident about their ability to direct themselves successfully thought writing on many cases. The function of self-regulation not only to generate and produce an idea but also for distracting the anxiety and control emotion during writing.

Writing self-efficacy is unstuck, sometimes it can up and down, it is based on how can students maintain their personal factor, as a performance accomplishment and convenience external factor as a social persuasion and others experience. Dintner, Dochy & Segers (2011) argue that enactive mastery experience, vicarious experience, social persuasion, and physiological & psychological states is the part source that can create self-efficacy.

Instagram is a phenomenal platform that attracts people or students to write. These media provide so many features that can utilize as a medium to learning writing.

Uploaded picture, give a caption and write the comment is a feature that very useful to apply for learning descriptive, which gives a detailed picture to strengthen the description. Soviyah and Etikaningsih (2018) state that two main Instagram (photo, video sharing, and networking) are surely good resource to make use of in teaching and learning, particularly in learning writing, it is because by writing a caption, the direct message during Instagram communication user learn to think and communicate their feeling and opinion to other people effectively and systematically.

### Research Methodology

The research will conduct classroom action research in SMAN Darussholah Singojuruh Banyuwangi in the 2020/2021 academic year. The subject of the research is all students of X MIIA1. The class consists of 36 students. There are 15 boys and 18 girls (range from 15 to 16 years old). Researcher used writing descriptive test , questinnaire and also observation for getting the data. Researcher also used data triangulation for data validity test technique. The result of the observation is analyzed by using the following formula to find the percentage of the students who achieved the writing test in learning writing descriptive and students'progress in writing self-efficacy scale in learning writing by using Instagram.

$$\frac{\sum}{N} = n \times 100 \%$$

Notes :

$\sum$  : The Percentage of students who get score  $\geq 70$  in writing test and writing self-efficacy questionnaire

n: The Number f students who get score  $\geq 70$  in writing test and writing self-efficacy questionnaire

N: Number of students in writing class (total participant)

*(Adopted from Ali, 1993)*

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Classroom Action Research (CAR) is the method that applying to this research. Classroom action research is the research method that focuses on finding the appropriate method that can be a problem-solving in the class, and this research has a target for every cycle. This research sometimes can be applied on several cycles, based on the target. In every cycle begin with planning, action plan, observing and reflection of the plan.

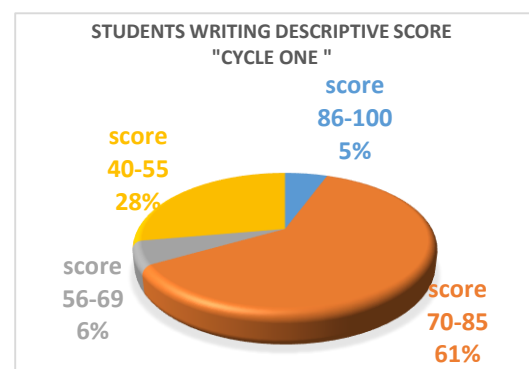
### Finding & Discussion

In this cycle, a researcher focused to give an action based on the problem found in the previous observation, the first cycle

covered three meetings in that teaching and learning activity was done virtually due to the COVID-19 pandemic outbreak. The researcher made the plan by arranging in the lesson plan for the detail activity in every meeting, the researcher made learning materials, PowerPoint, video and online video meeting. Furthermore, the researcher prepared and installed all applications used for learning activity such as Instagram (for writing descriptive text), Google classroom for forum discussion, gave learning material, and collect the assignment. Zoom meeting application for online meeting, youtube to share the video material that researcher-made, google drive to collect the self-efficacy questionnaire. After did treatment and action the researcher found the result on first cycle showed that :

The result from the third meeting applications phone owed that 66% of students (24 students) was successful to complete and got a minimum score that was 70 for writing descriptive text by utilizing the Instagram platform from the target 61%. students who can complete the task in cycle one has been complete to collected photo, draft, and descriptive text in google classroom students also uploaded the descriptive task on their Instagram platform. The detailed score showed that 28% of students got range score 40 -55 , 6

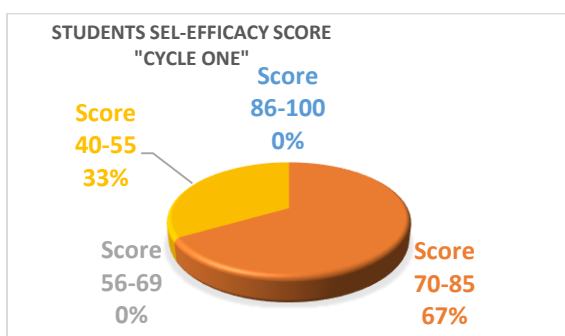
% students got range score 56-69, 61% students got range score 70-85, 5 % students got range score 86-100. The topic from the first writing test are general and students choosed topic animal, people, and tourist attraction. The writing score guided of scoring rubric that consist of five aspects such as content 30%, organization 20%, grammar 20%, vocabulary 15%, and mechanic 15%.



**Figure 4.1.** Students Writing Descriptive Score in cycle one

The result of students writing self-efficacy in cycle one also showed that 66% of students (22 students) also passed the minimum passing grade that was 70 for self-efficacy scale measured by questionnaire and collected by google form and connected with google drive. The students who reach 70 score the writing descriptive also the same students who can reach 70 score in this writing self-efficacy questionnaire. The question of the students' self-efficacy on questionnaire consist of 15 questions involve about ideation ( consist of students capability on got an idea, *Journal of English Teaching and Learning* ] 7

generated idea), convention (consist about spelling, grammar, punctuation), and self-regulation (consist of students capability to control their emotion). The data showed that 33% students felt that their capability on writing descriptive on range score 40-55, almost of students (67%) felt that their capability on the standard score that range on 70-85.



**Figure 4.2.** Students Self-Efficacy score in cycle one

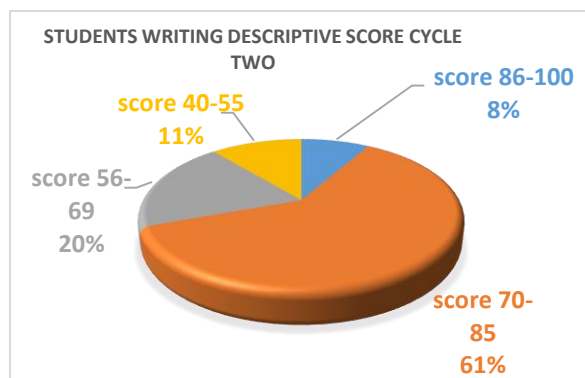
The result of reflection in cycle one showed that target can be increased if the topic from the material focused more on one topic that always appears on students environment in daily activity. On the other hand, even the target can be reached in cycle one, the researcher tried and explore the student's ability in writing descriptive and self-efficacy by utilized Instagram platform with upgrade the media, approach and method to know the maximum student's ability. The activity applied on cycle two and researcher hope that the achievement can be increased.

After reflecting the result in cycle one and founded some obstacle and some

deficiency, the researcher made planned activity in lesson planned that arrange by discussed with an English teacher, in other hand researcher planned to make more good communicate and discussed with students, so researcher made more good atmosphere and bonding in group forum discussion application such as in google classroom and whatsapp. Students could shared their obstacle while learning process , students also could ask the researcher about the hard material and acive consultation. For the learning material researcher gave more focus topic namely “ the most lovely people”, but students still had their freedom to decided sub topic for their descriptive task such as parents , sister, brother sub-topic. The result from cycle two can completed the researcher target, but the achievement from cycle two not too far from the first cycle which in cycle one 66% of students can got a score minimum of 70 for writing descriptive and self-efficacy scale. In cycle two show that 69% of students (25 students) can got a score minimum of 70 on the writing descriptive. The achievement not too changed significantly because of the students' character in this class showed that just the same participant who always activated and increased the score, and 3 % of students try to be active. On cycle one, there is positive progress for students who can complete the

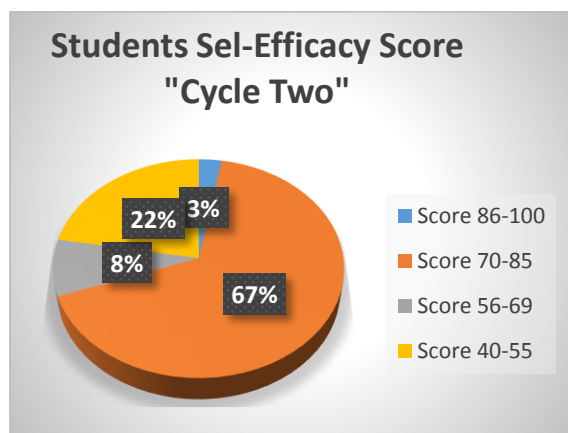


writing test in cycle one they got more big score in cycle two.



**Figure 4.3.** Students writing descriptive score in cycle one

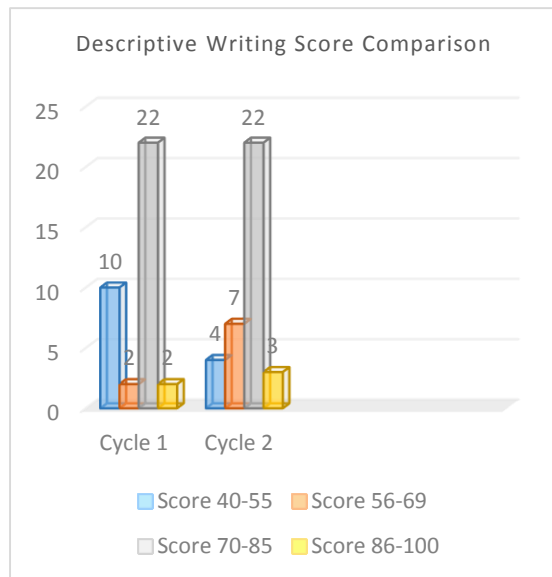
The result of students writing self-efficacy in cycle two shows that 69% of students (25 students) got the minimum passing grade that was 70 on the students writing self-efficacy scale. Students who can reach 70 scores of self-efficacy are the same students who can reach 70 scores of writing descriptive test. In this cycle students more confident with their potential.



**Figure 4.4.** Students Self-Efficacy score in cycle two

The result from this research shows that utilizing the Instagram platform as a pedagogical tool to promote students self-efficacy in writing the descriptive text was successful and the result can be showed from the data which in cycle one 66% (24 students) from 36 can reach the passing grade 70 for writing descriptive text. Students can made descriptive text in an easier way which starts from choosed a topic that related to their knowledge or their environment, then took a picture from the topic, made draft, and completed became descriptive text. the result from cycle two shows that there is no enhancement significantly, the progress grow 3% from cycle one, in cycle two 69% (25 students) of 36 can reach the passing grade 70 for writing descriptive text, but the result already qualified from the research target, even it not to significant, and it is not an easy situation in the pandemic era to did online learning, some of them had their

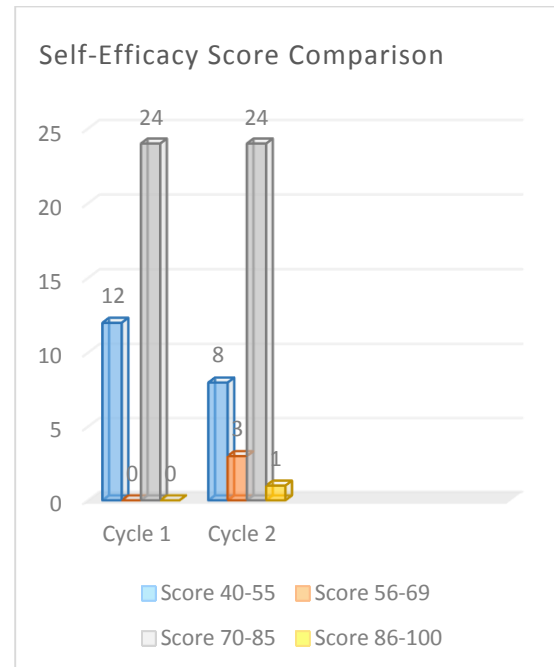
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**Figure 4.5.** Descriptive writing score comparison

Students' self-efficacy in writing descriptive was successful as the researcher used the Instagram platform as pedagogical tools in learning writing descriptive text, the students' self-efficacy was calculated by questionnaire and the result show that in cycle one 66% (24 students) from 36 categorize great progress for students writing self-efficacy passed the 70 points in the questionnaire. The questionnaire also helps students to try to assess their self-efficacy while writing descriptive, in other hands, cycle two also show that the students writing self-efficacy qualified the research target, cycle two showed that 69% (25 students) from 36 categorize great progressed for students writing self-efficacy passed the 70 points in the questionnaire, even the progressed did not showed the significantly but researcher still appreciated

the students' participated which students had their obstacle in mentality or psychology in online learning while pandemic era.



**Figure 4.6.** Self-Efficacy Score comparison

### Discussion

Completed research during pandemic era because of covid 19 it is very challenging which learning activity did by online. Researcher should prepared the matery in great contex because researcher have responsibility for made students easy understood about material ,on the other hand researcher made comfortable learning atmosphere to made actived participant while learning processed and gave great output and progressed for students achievment in writing descriptive and their slef-efficacy. This is also the same finding from Atmojo, Nugroho (2020) which in *Journal of English Teaching and Learning* ] 10

their previous research they found that many problems emerge from the students, the teacher, and the students' parents along with the valid reason. Therefore the online learning did not run well since it was a lack of preparation and planning.

The participant in this research had a different capability which some of the students who were active are dominant with female and some of the male students were passive. Students who were active and completed the assignment are the students who had a positive attitude and spirit to learn about learning material descriptive text. They always fight to complete and do the task in the right way. In general, students could bring their positive effort to the joint online learning class. Students' character shows that a student who is active in the first meeting was active and progressed until the last and students who are passive were passive and stuck on their ability until the end of the research. Students who were active also could make descriptive text in a great way and their self-efficacy also had positive progress following their capability. Students who were passive did not complete their descriptive text in the right way and their self-efficacy also had a low score.

Researchers give some treatment and action to make sure students joined online learning in positive vibes and interest. Researchers did some activity as shared

video material, build communication and shared about the participant felt. Lestiyani, Widyanoro (2020) also used three teaching strategies that can be applied by teachers: applying online chat, video conference, and combining both of chat and video conference in their research. On the other hand, researchers also tried to modify the action in cycle two which researchers gave specific topics to make students more focused and developed their descriptive writing ability. The treatment also used Instagram that teachers would give feedback. The action also impacted on students' self-efficacy. Either, Dochy, Segerr (2011) found that social persuasion is the source that can help students develop their belief of self-efficacy, persuasive communication and evaluative feedback most effective when people provide knowledge, reliable, realistic, positive persuasive feedback can make self-efficacy strong.

The media used in this research while the pandemic era also impacted on general, the researcher was required to utilize technology as learning media that can connect the students and researcher that unlimited time and distance, researchers focus to utilize social media platform and learning application that also useful for online learning era, researchers used some media like Zoom application for video

meeting, youtube for shared video material that researcher made, used google classroom for shared material script or link, complete assignment, and also discussion, Instagram for upload the writing descriptive project. It is support with the previous finding from Wahyuni, Arifin, Wardah (2019) that social media could be a good planner and instructional tools for the teacher to boost students confidence in writing, social media had an influence on language learning especially in writing. On the other hand researcher also used whatsapp for communication. on the other hand utilized social media or learning application researcher found that not all students had great facility of technology such as the lack of internet connection, the minimum of students smartphone specificacy. Muslimin, Harintama (2020) also write on their finfing that students faced some obstacle or challenges that might obstruct the learning progress, the challenges including stability of internet connection, simultaneous agendas, and students anxiety.

Delivered descriptive text material and promote students self-efficacy material in online learning it was not easy, researcher focused to delivered material on easy way such as made video example about material in detail, builded great communication and interactive to respond

the students struggle and difficulty that students felt. On the other hand researcher tried to understood the students character to know the best treatment for them. Participant showed their positive attitude to jointed the learning activity eventhough they had their own obstacle, they also can completed the writing descriptive test, students self-efficacy on the first and second cycle gave the positive transformation. Lestiyanawati, Widyantoro (2020) got same point on their finding which in conducting the e-learning some information and technology products can be utilized in supporting online classroom, such as whatsapp, google classroom, social media and other aplication as Zoom, google meet, etc.

The result showed that the passived students still stag on their comfort zone and didnt had progressed for their writing descriptive ability, they didnt had big ambision to be better. On the other hand for the actived students they was growed better for writing descriptive and positive progressed on their self-efficacy, they more confident and trusted with their ability in writing descriptive. Researcher tried to maximalized their effort to make sure students understood and got great progressed for their writing descriptive and influenced their students self-efficacy, but there was some internal factor from some

students who passived in learning activity, there were the personality and attitude still stag and didnt had great spirit to joined and completed writing assignment , there were lack of motivation beside of impact from online learning.

This reseach also proved that Classroom action research methodology still can be applied while pandemic era, depend on the how the researcher utilize and maximilize the learning source and tools for optimizing english learning activity.

The method to utilized instagram as a pedagogical tools to promote students self-efficacy in writing descriptive text was succesfull can made students reach the researcher target around 66-69% can reach the target. The result of this research also supported with previous research from Hilman (2019) show that the experimental group outperformed from the control group in term of writing descriptive , furthermore the experimental group had a positive attitude toward the utilizazion of the instagram account. It is also supported with Handayani , Cahyono, Widiati (2018) the conclusion of their research show that the writing ability from the students get better and also had a positive response toward the implementation of Instagram. On the other hand this research result also support with Thai (2016) that the result from his research

show that collaborative online learning effectively improves students writing performance and influences students writing self-efficacy on pedagogical meaning. On another hand self-efficacy from pre and post-test have a significant correlation with their progression on learning. Charver (2019) Finding from the study show that the image on Instagram platform give a beneficial comprehend for students writing, give freedom for students to write the interesting topic and make them be more interact each other to comment each posting.

## **Conclusion**

This research are suitable with this era and can applied event thought pandemic still happening this research with title “Utilizing Instagram as a pedagogical tool to promote students self-efficacy in writing descriptive text in the first grade of senior high school”. This research did in ten grade of senior high school in Banyuwangi with 36 participants. The research did on 17 October until 28 November 2020. The research used classroom action research and did in two-cycle. The data collected by writing test, questionnaire and observation. The indicator in this research 61% (22 students) of students out of 36 categorize great progress for students writing self-efficacy passing the 70 points in the

questionnaire and 61% (22 students) of students out of 33 reach the passing grade 70.

The result from this research shows that utilizing the Instagram platform as a pedagogical tool to promote students self-efficacy in writing the descriptive text was successful and the result can be showed from the data which in cycle one 66% (24 students) from 36 can reach the passing grade 70 for writing descriptive text and 66% (24 students) from 36 categorize great progress for students writing self-efficacy passing the 70 points in the questionnaire.

The result from cycle two shows that there is no enhancement significantly, the progress grow 3% from cycle one, in cycle two 69% (25 students) of 36 can reach the passing grade 70 for writing descriptive text, 69% (25 students) from 36 categorize

great progress for students writing self-efficacy passing the 70 points in the questionnaire.

Researcher conclude that this research was completed and succeeded passed the target, even though there is some obstacle while action. This research also impacted for English learning activity which students can utilize the social media for learning descriptive text, students can combine their activity for learning and get entertained, on the other hand this research is suitable for the pandemic era which all of education activity did online and maximalized and update technology. The action in this research also made the learning writing activity more colorful and interested. Students can find more ideas for their writing by maximalizing their social media.

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