

IMPROVING THE STUDENTS' SPEAKING IN ARGUMENTATIVE TEXT BY USING INSTAGRAM AS A MEDIA

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ABSTRACT

This study aims to determine the effect of Instagram in improving students' speaking skills. This research used collaborative classroom action research. The objective of this study are: 1) Finding out how Instagram can improve the speaking skill of the students, and 2) Knowing the student respond of the second grade student toward the implementation of the Instagram in improving students speaking skills. To collect data, the researcher used Instruments of observation, test and questionnaire. The finding showed that the used of Instagram was effective in improving students speaking skill of the students in the class. This can be seen from the improvements after each cycle. The average score of the first cycle was 64.25 to 81.66 in the second cycle. The questionnaire instrument received a very positive response to the implementation of Instagram in improving students' speaking skills. Therefore, it can be concluded that Instagram platform can improve students' speaking skill and also can improve speaking classroom into a better situation.

Keyword: Improving, Speaking, Instagram.

INTRODUCTION

Speaking is a productive skill by using spoken language through two-way or more conversations with language speakers to understand languages that use variously connected and growing vocabulary structures [1]. The essence of speaking is that someone conveys a message to another person. This message can be thoughts, ideas, feelings, attitudes, responses, and judgments [2]. Therefore speaking skills must be adequately by students trained to share information, ideas, thoughts, feelings, and desires readily accepted and understood by the listener. In addition, a speaker is also required to be able to communicate their ideas.

Based on the 2013 curriculum applied at MAN 3 Bireuen, students are expected to capture and express meaning contextually in oral interactions involving giving and asking for

information related to actual issues by paying attention to speech, grammar, vocabulary, fluency, and fluency. Therefore, first-graders at MAN 3 Bireuen must be able to give and ask for opinions/views related to information with analytical arguments using Argumentation text. Students must be able to capture the meaning, compose texts associated with reporting on an idea and view data or facts according to the context of their use.

The argument is a general term that refers to the product or representation of an argument widely used in debates, essays, research treatises, orally, speaking, and other means [3]. Speaking using argumentative paragraphs is an activity to express opinions whose development patterns are based on arguments or reasons presented by the author. Argumentation paragraphs include facts, data, and arguments [4]. Arguments are usually presented in debates, discussions, deliberations, or texts such as opinions [5].

Based on observations made at MAN 3 Bireuen, some problems occur to students and teachers:

1. The teacher must use a better teaching strategy in the teaching and Learning process.
2. The teacher continuously introduces English patterns and expressions without going through the proper context or situation, and this needs to be followed by practice and application or speaking practice.
3. Conventional learning carried out by the teacher is a lecture, so students only listen without any dynamic relationship in the classroom environment.
4. Teachers have yet to use the platform in class or speaking practice as a learning medium.

Children, teens, and adults can fear the constant challenges of formal speaking in large groups. Many factors cause students to be unable to speak. The students did not know what to say, so they dared not speak. Others may say that they need the words to start a conversation or that the topic of conversation could be more enjoyable.

Therefore, the researcher can suggest the best strategies for students and teachers to overcome these problems. Second-grade students and teachers at MAN 3 Bireuen can use the Instagram platform to solve the issues that the researcher mentioned above. Second-grade students and teachers at Man 3 Bireuen can use the Instagram media platform to solve the problems that the researcher mentioned above. Instagram is one of

the most popular social media platforms today. The students can use the Instagram platform to improve their Speaking skills by interacting with fellow users. Preparing good material does not only determine the success of learning English. Still, it is also influenced by the accuracy of choosing the media used to support the efficiency of the learning process. *Instagram* is a social media that can attract students' attention.

Instagram is an internet-based social media that can implement several activities in language classes, such as digital storytelling, grammar activities through photos, role-playing, reading, speaking activities through videos, Etc. Speaking is essential to language learning as a second or foreign language [6].

In the language learning process, speaking is also considered a productive skill related to the competence to process information during conversations with other people. In short, speaking is an important topic to consider when teaching or learning a language because of its effect on the achievement of other skills and the motivation of learners to gain knowledge of the target language. Speaking is an interactive process for constructing meaning that involves producing, receiving, and processing information [7].

The essence of speaking is moving from one source to another [8] . It means speaking as a result of getting information through people's minds, and then they would understand it in words and store it in their minds at the end of processing the words produced orally. The general use of Instagram to students' perceptual English learning, adapted survey items were sent to English Education and teaching experts. Supporting speaking skills would help students develop good communication skills through informal or public communication. Students' speaking skills are needed in the teaching and learning process in the classroom. In the teaching and learning process in the classroom, students need to be more proactive in expressing their thoughts and ideas. Speaking skills are the only way to express students' thoughts and concepts in the teaching and learning process in the classroom. So, Speaking is not only a communication tool but allows students to demonstrate their supporting competence in speaking [9].

There are several benefits of using Instagram online. The advantages of using Instagram [10] include 1). Instagram aims to increase motivation in writing; 2). Using Instagram as an online peer-review tool requires less paper; 3). Instagram is convenient and easy to use; 4). Using Instagram as an online peer-review tool is more flexible in using time;

5). Social media services enable multimedia interaction; 6). Students would be responsible for work; 7). Fast Update of Information; 8). Presenting Informative and Educative Content.

There are three functions of speaking [11] : Speaking as an interaction, Speaking as a transaction, and Speaking as a performance. The argument is a general term that refers to the product or representation of an argument widely used in debates, essays, research treatises, orally, speaking, and other means [3]. *Arguments* are opinions related to something more technical such as the context of Education, politics, economics, law, Etc. In addition, argumentation is the process of forming reasons, justifying beliefs, and drawing conclusions to influence the thoughts and actions of others.

The teaching procedure using Instagram as a medium for learning to speak as follows: a). Researchers convey learning objectives and research objectives, b). The researcher provides material and facilitates the process of learning to speak by utilizing argumentative text using Instagram by following the lesson plans. C). Students listen and participate in the learning process, d). The teacher instructs students to access the Instagram account that has been prepared using their account and see examples of argumentation texts that have been uploaded, e). The teacher asks students to make several groups of four students. F). The teacher gives and explains to the students the tasks they will do with their group mates, g). Then, the teacher asks students to design a conversation based on the argumentative text; h) they can make a conversation script based on the questions prepared by the teacher, which students will later display in the video as a speaking ability assessment test, i). Students make videos of argumentative conversations; students are asked to upload them to Instagram using the hashtags specified by the requested time limit, j). The teacher watches videos, gives assessments, and, where possible, provides online feedback. If not, the researcher will give the feedback directly in the class; k)The teacher gives the results of using Instagram as a medium for learning to speak.

Therefore, the current work of investigating bagaimana Instagram media effectively dalam meningkatkan kemampuan berbicara siswa, and how it benefits each student's speaking skill. These research findings may contribute to students and teachers in selecting the most appropriate learning media in designing the best speaking task for a speaking course and the student response to the implementation of Instagram in improving students

speaking skills. This current research was, thus, carried out to answer the following research questions:

1. How does Instagram as media improve the speaking skill of the second-grade students of MAN 3 Bireuen?
2. How do the students respond to implementing Instagram as media to improve the speaking skill of the second-grade student of MAN 3 Bireuen?

Research Methodology

The research method used is Classroom Action Research (CAR). Classroom action research aims to solve problems that occur in the classroom, especially in learning. The teacher can find answers to classroom issues by taking out the CAR stages. CAR is essential because it helps teacher better understand their Education, develop their skills and knowledge, and take action to improve student learning. Classroom Action Research (CAR) is a research activity with a classroom context to solve learning problems teachers face, improve the quality and learning outcomes and try new things in learning for the sake of learning improvement of quality and learning outcomes [12] . The classroom action research method is used to solve teaching and learning problems and improve the quality of Education[13].

This research was conducted in Man 3 Bireuen, on the Medan-Banda Aceh road, Peusangan District, Bireuen Regency, Aceh. The researcher looks at the subject of the research population, the second-year student, while for the specific object or the sample, the researcher looks at one class of 8 classes. They have different levels of intelligence and English skills. Each of them participated in the discussion in each cycle. Scores would be given by the researcher based on their speaking ability. It would find out if they significantly improved their speaking ability. They cannot speak in English class because they do not know what they are told about.

Based on the above understanding, the researchers used collaborative CAR (collaboration) with school English teachers in this study. Each has roles and responsibilities that need and complement each other to achieve the goal. Cooperation in classroom action research is essential because this collaboration can explore and examine real problems

teachers and students face at MAN 3 Bireuen. The researcher chooses collaborative classroom action research as the research design because the researcher intends to improve students' speaking skills by using the Instagram Platform for the second-year students of MAN 3 Bireuen.

Based on the analysis of existing problems, this implementation plan by conducted in two cycles. The activities are done in each cycle step based on Kemmis and McTaggart [14] . The stages are (1) Preliminary study, (2) Finding the problems, (3) Planning the action, (4) Implementing the action, (5) Observation, and (6) Data Analysis and Reflection. The success criteria reflected the areas of concern emphasized in the study. The criteria would be set up to judge whether the implementation of the action is effective or not. In this research, the criteria of success used as follows:

1. The average score on speaking tests should have 80 % or a reasonable level
2. The teacher had good achievement in teaching the speaking process. The teacher's performance should be 85 % or a reasonable level.
3. The students were enthusiastic and were actively involved during learning speaking, and the students should get 80 %.
4. The media had been successful. At least each student reached 3, 0-3, 5 scores or belonged to the criteria "agree" on the questionnaire.

In conducting the research, the researcher must consider the research instruments used to collect the required data dealing with the criteria of success specified. The researcher conducted the research by using three instruments: test, observation checklist for the teacher and students, and questionnaire for the students. At the stage of implementing the action, the researcher carried out the planned learning. The implementation of this action consists of 2 cycle, named Cycle 1 and cycle 2.

In conducting the research, researchers used tests, questionnaires, and observations to obtain data. The data generated by the researchers were then analyzed using data analysis techniques. There are usually two types of data collected and analyzed in classroom action research, namely qualitative and quantitative data. Researchers analyze data by giving grades to students based on the results obtained from research conducted from Cycle 1 to Cycle 2. The Researcher analyzed qualitative data with descriptive statistics to calculate

the students' mean scores. The average value is used to find the value of student skill improvement. Winarsunu (2003:31) gives the following formula below :

$$\tilde{\chi} = \frac{\Sigma fx}{n}$$

Where :

$\tilde{\chi}$ = Mean score

Σfx = Total score of all students

n = Number of students

On the contrary, qualitative data is the data in the form of sentences which obtained from the observation check list and questionnaire like students attitude and motivation during learning teaching process. Indicator of being active is analyzed on the basic of explanation an conclusion obtained from the researcher. The level percentages of questionnaire toward that score can be seen as follow

Level 4 : 3,0 – 3,5 = Strongly agree

Level 3 : 2,5 – 2,0 = Agree

Level 2 : 2,0 – 2,5 = Disagree

Level 1 : 0 – 2,0 = Strongly disagree

To calculate the result of students' activeness observation, the researcher used the class percentage. The formula is as follow :

$$P = \frac{F}{N} \times 100\%$$

P : the percentage of observation score

F : Number of students activeness score in each indicator

N : Number of all students in class

Research Findings and Discussion

Based on the implementation of actions for 2 cycles conducted 4 times a meeting, the data obtained that students' speaking ability has increased. The increase in learning activeness is known by applying Instagram media in speaking learning. The results of

observations of the implementation of the speaking learning model using Instagram media can be seen in the following table:

Table 1. comparison of the results of observations of students' speaking ability using Instagram learning media cycle I and cycle II

Students' Speaking Ability Using Instagram Learning Media	
cycle I	cycle II
85%	96%
Good	Very good

Based on the table above, the percentage of observation of students' speaking ability using Instagram platform learning media in cycle I is still 85% with a suitable category. In cycle II, it reaches 96% with an outstanding category. The observation of students' speaking ability using Instagram platform learning media increased from cycle I to cycle II by 11%. The improvement of students' speaking ability using Instagram platform learning media is known from the results of student evaluations in cycles I and II as follows:

Table. 2 Data on the evaluation results of students in cycles I and II

Description	value	
	cycle I	cycle II
Quantity	1545	1960
average value	64.25	81.66
Highest grade	72	90

Based on the research that has been carried out, it is known that the learning outcomes of students speaking English using Instagram learning media have increased. The average score of students increased from cycle I, 64.25 to 81.66 in cycle II. Based on this data, it is known that the students who did not pass the KKM (Minimum Completeness Criteria) in cycle I were 24, which was the total number of students. In cycle II, there was an increase to 19 learners who had passed the KKM. The achievement of classical learning outcomes in cycle II has reached the success indicator because students experience individual learning completeness ≥ 80 . The results of teacher activity observations using the

cooperative learning model type make a match in cycle I and cycle II are presented in table 3 below.

Table 3. comparison of the results of observations of teacher activities on the implementation of Instagram media to improve the ability of students' speaking results in cycle I and cycle II

Teacher activities on the implementation of Instagram media to improve students' speaking skills	
Cycle I	Cycle II
88%	97,2%
Good	Very good

The results of observation of teacher skills in cycle I obtained a percentage of 88% with suitable criteria. At the same time, Cycle II obtained a percentage of 97.2% with perfect criteria. The teacher skills of cycle I and cycle II experienced an increase in percentage because, in closing the lesson, the teacher had experienced completeness in all descriptors.

Meanwhile, the results of student responses to implementing learning activities using Instagram media to improve speaking skills have been carried out for four meetings, which can be seen in Table 4 below.

Table 4. results of student responses to learning implementation

No.	Variable measure	Questionnaire numbers	Total score	Mean score
1.	Students' happily toward teaching learning speaking	3,4	6.36	3.33
2.	Students' motivation in improving their speaking skill by using Instagram as media	2	3.25	3.25
3.	Students' comprehend the lesson	6,7,11	10.2	3.34
4.	The students interested and give brave idea	1,5,8,9,10,12,13,14, 15	26.5	3.39

Total score	43.3	13.31
Mean score	10.82	3.32

Based on the explanation above, it can be concluded that:

1. The Students' happily toward teaching learning speaking by using Instagram as a media obtained an average score of 3.33% and reached the criteria of strongly agree.
2. Students' motivation in improving their speaking skill by using Instagram as media by using Instagram as a media obtained an average score of 3.25%, so the results reached the criteria of strongly agree.
3. Students' comprehend the lesson to be more creative in finding the idea, obtained an average score of 3.34% and reached the criteria of strongly agree
4. The students interested and give brave idea during the lesson teaching Speaking through Instagram as a media obtained an average score of 3.39%, reaching the criteria of strongly agree.

Therefore, based on the average score obtained from students' responses to learning to speak using Instagram media, they received a very positive response to implementing Instagram in improving students' speaking skills. Based on the unsatisfactory results obtained by researchers from implementing learning in the first cycle. The researcher continued to the second cycle to see changes in the student's understanding of the speaking learning material presented by the researcher. Furthermore, the average value obtained by researchers from the results of student responses to the speaking learning process using Instagram media is in the category of strongly agree, where it is from the positive reactions from students based on the statements in the questionnaire. The main thing that can be taken from this cycle is that students' speaking achievement scores increased. In this case, students' speaking ability also reached the excellent criteria. Therefore, the researcher concluded that the second research cycle began and ended successfully.

Conclusion and Suggestion

Based on the result of the research, some conclusions can be drawn as follows:

1. This study proves that the Instagram media platform can improve students' speaking skills. Students' average score in speaking has increased from

2. The result of the questionnaire regarding the implementation of Instagram media to improve students' speaking ability is the total percentage of students actively involved in improving students speaking ability.
3. This study proved that Instagram media could increase students' motivation to learn English. The researcher found that 85% of the students were motivated to speak. So, the researcher concluded that Instagram media is a suitable media that students can use to improve and encourage students in speaking skills could use to improve and encourage the students in speaking skills.

After conducting the study, the researcher concluded that Instagram media could improve students' speaking ability. Regarding the subject of PTK, the author suggests that teachers use various learning media in class because it can motivate their students and not quickly get bored, especially by using Instagram as an alternative media for teaching speaking.

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