THE USE OF INSTAGRAM AS A PROJECT BASED LEARNING:
STUDY EXPERIMENTAL AT JUNIOR HIGH SCHOOL

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ABSTRACT

This research aims to find the effect of Project Based Learning techniques on students' writing skills. The Project Based Learning that is used in this research was Instagram for writing skill. The material was limited by descriptive text which exist on eighth grade in junior high school. This research was design by pre-experimental method which consist of two classes. The participants was chosen by random sampling which separated into class VIII A as the experimental class and VIII B as the control class at SMP Negeri 26 Sarolangun. Total meeting of doing this experimental is seven meetings including pre-test, treatment and post-test. The result of this study was significance. It showed by the result of paired sample t test, the value was 0.001 ≤ 0.05. It denotes Ha's acceptance. Therefore, posting on Instagram about student writing suggests that project-based learning has a big impact.

Keywords: Project-Based Learning, Writing Performance Test, Writing Skills

A. INTRODUCTION

By putting the focus on the students themselves, project-based education allows for more in-depth exploration of interesting themes. Project-based learning (PBL) is a student-centered, instructor-guided method of education, as described by Bell (2010). Under the instructor's guidance, students develop a question and direct their own research. Project-based learning (PBL) is a method of education in which students learn curricular ideas by completing actual projects. Students are able to put their knowledge to use as they pursue an answer to an inquiry question that serves as the project's focal point. Moreover, Fried-Booth (2002) defines project-based learning as being student-centered and driven by the need to generate a product. (Project-Based Learning) using Instagram media to strengthen students' ability to put their thoughts into writing.
Instagram is well-known as a student favourite and a fun alternative to traditional English-language-learning methods. This type of social networking site allows users to upload and share images and videos online. Instagram's features are great for education, especially for helping pupils develop their writing abilities. Users can share and discuss content in the form of photos, videos, and scrolls. Written descriptions or captions are included with each post to further explain its contents.

It's possible that using Instagram can improve one's writing abilities through regular post-writing. The ability to put thoughts and ideas into writing is a crucial part of developing fluency in the English language. Writing is mental, which does not demonstrate that insiders communicate their views, thus most students are not interested in writing classes. If the exercise is problematic because it makes it hard for the instructor to incorporate these skills into the lesson plan, then that's a bigger issue. It was the most challenging and complex of the four skills. To guarantee that the sentences we create in writing are right and appropriate for the situation, we must pay close attention to grammar, diction, punctuation, structure, cohesiveness, and coherence. There are a total of twelve distinct text genres, including but not limited to the following: recount, report, process, narrative, news item, descriptive, hortatory, etc. Writing is an iterative process, which means that every student needs to practice writing from time to time in order to become able to attain the aim of learning to write, which is acquiring writing skills. Because learning to write is an iterative process in which every student needs to practice writing on occasion to be able to reach the goal of learning to write, namely acquiring writing skills, it is essential that students have a high drive to write.

Knowing they are making progress in their English studies is crucial in keeping their interest and enthusiasm high. For this reason, it's crucial to keep an eye on how the instructor instructs the class. That's why it's crucial for researchers to put in some time and energy into studying how to best teach and learn English, specifically how to boost student writing. This
suggests that Instagram is a great place for kids to practice descriptive writing. Instagram will be used as a tool for students to hone their writing talents, particularly their ability to create vivid descriptions. Instagram is seen as an appropriate medium for teaching descriptive text because doing so is likely to pique students' interest and encourage them to put forth more effort when writing descriptively. Teachers also need to be imaginative when it comes to creating and using Instagram. Teachers can help students with their Instagram writing by assigning them to produce descriptive texts.

Taking into account the high percentage of SMPN 26 Sarolangun, student body that is uninterested in improving their English skills, especially their writing skills, is a serious concern. Students reported having trouble writing in English because teachers only give them reading and question-answering tasks, rather than giving them opportunities to write their own texts. This was gleaned from the researcher's observations, which also revealed that some students had trouble learning English overall. Almost all students have trouble improving their writing because of it. Instagram is envisioned as a tool that will revolutionize current methods of instructing writing by providing students with more platforms on which to voice their opinions and opinions. It supported by some previous research by Nurfadhilah (2018), Insani (2020), and Soviyah & Etikaningsih (2018), the use of using Instagram seems to very beneficial tools to improve writing skill.

B. METHOD
This research makes use of a design that is known as a quasi-experimental investigation. According to Cohen (1994), a research design is considered to be quasi-experimental if it has some but not all of the characteristics of an actual experiment, and if it is one in which the treatment variable is manipulated but the group is not equated prior to the manipulation of the independent variable. The type of test that will be employed is a pre-test, a post-test, and random sampling from non-equivalent groups. In this study, the sample consists of two different classes (a control group and an experimental group), with the experimental group serving as the primary focus (learning by using PBL, Instagram used). A pre-test is given to
both classes at the beginning of the study, a treatment is only given to the experimental class in the middle, and a post-test is given at the end of the research.

By using random sampling, the results of the lottery turned out to be the first class is VIII A as the experimental class and the second class that came out of class VIII B as the control class to be implemented in the school. In the process of treatment, students are in the experimental class were required to used the phone in order to access the Instagram. Students who are using Instagram will have free chance to take a picture of anything and describe it into a paragraph. Even they have free chance to take a picture to describe it, they are limited by a topic that given to the teacher. After they already finished their paragraph, they should post it to the Instagram and would be comment by the teacher and having the feedback.

1. Hypothesis
   a) H$_{a1}$ : There is a significant The Effect of Project Based Learning By Posting On Instagram For Students Writing Skill At SMPN 26 Sarolangun.
   b) H$_{o1}$ : There is no significant The Effect of Project Based Learning By Posting On Instagram Students Writing Skill At SMPN 26 Sarolangun.

C. FINDINGS AND DISCUSSION (12 pt)
To compare the result of the study, the researchers already conclude the score to table above:

<table>
<thead>
<tr>
<th>Table 1</th>
<th>Table of comparison score</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Control Class</td>
</tr>
<tr>
<td>Test</td>
<td>N  Min Max Mean</td>
</tr>
<tr>
<td>Pre-test</td>
<td>22 36 62 49.00</td>
</tr>
<tr>
<td>Post-test</td>
<td>22 50 86 61.64</td>
</tr>
</tbody>
</table>

In view of the data result above, the researcher found that there was a significant difference in the effect of students' writing skills between students who were used Instagram as project-based learning technique and students who were used conventional strategy at SMPN 26 Sarolangun.
From the data analysis results that have been carried out in this study, the data has been normally distributed. Because the data already homogeneous, the column independent sample t-test that the researcher took was Equal Variances Assumed. In Equal Variances Assumed the Sig. (2-tailed) showed $0.039 < 0.05$. So it can be concluded that there is significance effect both mean of students result in Experiment class and Control Class.

### D. CONCLUSION

Based on the analysis, it was founded that the Experiment class get a higher score than the control class. It meant that the experiment class which was given a treatment of project based learning by using Instagram for writing skill was better than the control class which was not include the treatment. It could be proved from the pre-test and post-test results that were given to both classes.

It was proven that the theory from Bell (2010) Students are able to put their knowledge to use as they pursue an answer to an inquiry question that serves as the project's focal point. By having the calculation in findings, it can be concluded that:

<table>
<thead>
<tr>
<th>Table 2</th>
<th>Independent Sample T-Test</th>
</tr>
</thead>
<tbody>
<tr>
<td>Levene's Test for Equality of Variances</td>
<td>t-test for Equality of Means</td>
</tr>
<tr>
<td>F</td>
<td>Sig.</td>
</tr>
<tr>
<td>Equal variances assumed</td>
<td>.049</td>
</tr>
<tr>
<td>Equal variances not assumed</td>
<td>3.944</td>
</tr>
</tbody>
</table>
Hypothesis $H_1$ was accepted which is there is a significant the effect of project-based learning by posting on Instagram for students writing skill. And, Hypothesis $H_0$ was rejected because of there is no significant the effect of project-based learning by posting on Instagram students writing skill.

**REFERENCES**
Insani, A. N. (2020). THE USE OF INSTAGRAM TO IMPROVE STUDENTS’WRITING SKILLS IN DESCRIPTIVE TEXT.