

**THE EFFECTIVENESS OF USING SOCIAL MEDIA
TO TEACH WRITING HORTATORY EXPOSITION TEXT
AT ELEVENTH GRADE OF SMAN 1 NGADILUWIH**

Nilasari
Universitas Islam Kadiri
nilasarisari17253@gmail.com

Agus Amroni
Universitas Islam Kadiri
manggapodang68@gmail.com

Abstract

The aim of this research was to motivate students by using social media to teach writing hortatory exposition text. The researcher chooses two media such as Instagram and Facebook. The application of teaching writing of hortatory exposition text at eleventh grade of SMAN 1 Ngadiluwih by using social media Instagram and Facebook to hold the interesting and enjoyable learning activity. This research was quantitative research approach, whereas the research design used true experimental. This research chosen randomly in Instagram class (social one class) and Facebook class (social two class). The instrument used in the research was writing test. The procedure lasted 4 meeting and 1 meeting to do test. The result of t-test showed that: the mean score of Instagram class ($M= 68.79$) is lower than Facebook class ($M= 77.07$), and independent sample t-test which values of the sig-2 tailed is 0.000 and $0.000 < 0.005$. Thus, it can be concluded that Facebook is more effective than Instagram in teaching and learning English Hortatory Exposition Text.

Key word: hortatory exposition, social media, teaching writing

INTRODUCTION

Teaching and learning English in formal education in Senior High School, seems unsatisfying. English is not just one subject that will be thought to students. English has four skills that need to be taught to students. Writing is one of the four English basic skills. It is very important in teaching and learning English. Writing composition is a task which involves the students in manipulating words in grammatically correct sentence from a piece of continuous writing, which successfully communicate the content thought any ideas on a certain topic (Heaton, 1994). The material in the second grade based on the 2013 Curriculum Revision Specialization Program) is reservation, advertisement, and hortatory exposition text. This research choose one material is hortatory exposition text. To increase the students writing achievement, it need appropriate media to helping them a solution for their problem. By using media in help teacher to motivate the students by bringing to slice of real life in the classroom and by presenting language in its more complete communicative context (Brinton, 2005).

Social media can be used as the media to teach English, especially writing skill. The use of social media can bring new atmosphere for the students learn (Smith, 2010). This research choose two social media is familiar for students, namely Instagram and Facebook. Instagram and Facebook are social media can be used as useful and enjoyable media in teaching writing. Instagram and Facebook have some features to support in teaching writing, such as comment, group, chats, page and anymore. This research compare media between Instagram and Facebook in teaching writing hortatory exposition text. The researcher chosen randomly, Social One used Instagram and Social Two used Facebook. This research have some objectives of study can be formulated as follow:

1. To describe the students writing achievement by using Instagram in teaching writing hortatory exposition text at the eleventh grade of SMAN 1 Ngadiluwih.
2. To describe the students writing achievement by using Facebook in teaching writing hortatory exposition text at the eleventh grade of SMAN 1 Ngadiluwih.
3. To investigate there is significant difference of writing achievement between Instagram and Facebook.

4. To analyze which is more effective between Instagram and Facebook to be used in teaching writing hortatory exposition text at the eleventh grade of SMAN 1 Ngadiluwih.

METHOD

The research method used in this research was writing test. This research used two class, they were Instagram class and Facebook class. All class give treatment and there used experimental design. Both classes were scored to determine the outcome. The scores were gotten from the test administered. The result of the test were used to find out compare between Instagram and Facebook is more effective in teaching writing hortatory exposition text.

This research was done at SMAN 1 Ngadiluwih which was located at Jl. Puskesmas Branggahan Ngadiluwih, Kediri, East Java. The subject of this research was eleventh grade students of SMAN 1 Ngadiluwih. The amount students from both classes were 28 students. Social one class which was taught by using Instagram and social two was tough by using Facebook. Total subject of this research is 56 students.

The instrument used in this research was a writing test. The test administered for Instagram class and Facebook class was the same. The test was given after teaching writing by using Instagram or Facebook is done. The students were asked to write a hortatory exposition text in the title "Game Online" used 150 words. Time allocation for doing test was 90 minutes. Their writing would be score based on some aspect, they are; content (13-30), organization (7-20), vocabulary (7-20), language use (5-25), and mechanical (2-5). This research done to find out the instrument quality, they were; its validity, reliability and normality.

Research Procedure

This research typically involved two group. Those group were given the same treatment. Instagram class (social one) was given new treatment, that was having online teaching in Instagram. Facebook class (social two) was given treatment that

was having online teaching in Facebook. Teaching online by using Instagram or Facebook have four meeting and one meeting for doing test.

- The first meeting in Instagram, 1) Following account Instagram @socialone1_class, 2) Sharing material about hortatory exposition, they were; definition, generic structure and language feature.
- The second meeting, 1) Giving task about “Online Job”, 2) Giving opinion in Instagram comment about text, 3) Clarifying about answer the student’s discussion.
- The third meeting, 1) Giving task and three question about “School Need More Dustbin”, 2) Answering for the question in Instagram comment, 3) Checking for student answer.
- The fourth meeting, 1) giving task and some question about “Tourism Benefit on Local People, 2) Answering for question in Instagram comment, 3) clarifying students answer in Instagram class and meeting in the class.

Teaching online in Facebook had four meeting.

- The first meeting, 1) joining in Facebook group “Amazing Social Class”, 2) sharing material about hortatory exposition text, they are; definition, generic structure, and language features.
- The second meeting, 1) Giving task about “Online Job”, 2) Giving opinion in Facebook comment about text, 3) Clarifying about answer the student’s discussion.
- The third meeting, 1) Giving task and three question about “School Need More Dustbin”, 2) Answering for the question in Facebook comment, 3) Checking for student answer.
- The fourth meeting, 1) giving task and some question about “Tourism Benefit on Local People, 2) Answering for question in Facebook comment, 3) clarifying students answer in Facebook class and meeting in the class.

After all treatment done, the teacher gives writing test. The student to write hortatory exposition text in the title “Game Online” and to write 150 words. The

writing test was administered to get the students score. The formula to calculate the total score as follow:

$$\text{Score Total} = \text{Content} + \text{Organization} + \text{Vocabulary} + \text{Language Use} + \text{Mechanical}.$$

The table of criteria can show how many percent of students score who have very good, good, fair, bad, very bad. The qualification score adapted from Sumarna Suprpta in Pujiati (2010). It can be seen 3.6.1

Table 3.6.1 Criteria of Students Score

Score	Category
81 – 100	Very Good
61 – 80	Good
41 – 60	Fair
21 – 40	Bad
0 - 20	Very Bad

The classification could make easier to show how many students good value in very good, good, fair, bad and very bad level. The data of students writing achievement were analysis for Instagram and Facebook. Then, the score was analyzing by SPSS version 23 that provide descriptive the data through mean, median, mode, standard deviation, percentile and range. After getting the result of descriptive statistic for Instagram class and Facebook class. The next step done was calculating t-test. After finding the t-test result or t-value, the next step is interpreting it. If the significance is the same as or is lower 5% or 0.05, the difference between two classes is found Facebook is more effective than Instagram.

RESEARCH FINDING

After the treatment was given to the experimental class that was teaching by using Instagram or Facebook, then the researcher conducted the writing test. From the writing test it was found the score of Instagram class and Facebook class.

A. Instagram Class

Table 4.1.1., the score minimum was 54 and score maximum was 83. Score 54 had 1 frequencies (3,6%), score 58, 59, 63, 66, 68, 69, 71, 72, 77, 80, 83 had 1

frequencies (3,6%), score 62, 64, 74 had 2 frequencies (7,1%), 67 and 75 had 3 frequencies (10,7%), and score 70 had 1 frequencies (14,3%).

Table 4.1.1. The Score of The Test.

INSTAGRAM

	Frequency	Percent	Valid Percent	Cumulative Percent
54	1	3.6	3.6	3.6
58	1	3.6	3.6	7.1
59	1	3.6	3.6	10.7
62	2	7.1	7.1	17.9
63	1	3.6	3.6	21.4
64	2	7.1	7.1	28.6
66	1	3.6	3.6	32.1
67	3	10.7	10.7	42.9
68	1	3.6	3.6	46.4
Valid 69	1	3.6	3.6	50.0
70	4	14.3	14.3	64.3
71	1	3.6	3.6	67.9
72	1	3.6	3.6	71.4
74	2	7.1	7.1	78.6
75	3	10.7	10.7	89.3
77	1	3.6	3.6	92.9
80	1	3.6	3.6	96.4
83	1	3.6	3.6	100.0
Total	28	100.0	100.0	

The researcher also gave elaborate bar chart to make the data clear. The bar chart of the result of post test was presented below;

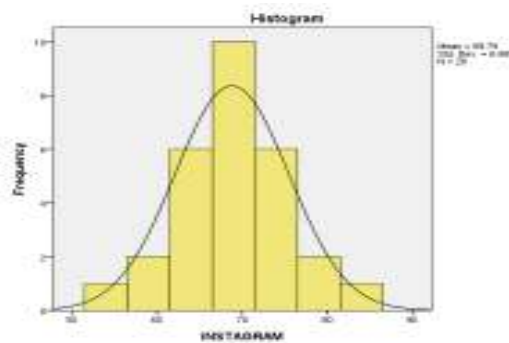


Figure 4.1 Bar Chart of the score of test

Beside showing the score of test and the interval score of post test, the researcher also showed the maximum and minimum score, range, mean, and standard deviation by using SPSS version 23. The data could be seen at below;

Statistics
INSTAGRAM

N	Valid	28
	Missing	0
Mean		68.79
Std. Error of Mean		1.263
Median		69.50
Mode		70
Std. Deviation		6.685
Variance		44.693
Range		29
Minimum		54
Maximum		83
Sum		1926
Percentiles	25	64.00
	50	69.50
	75	74.00

From the result above, the researcher analyzed the data by using SPSS version 23 that could be seen the highest score was 83 and the lowest score was 54, while the range was 29. Beside that the mean of variable was 68,79 the median of variable was 69,50 and the mode was 70. The mean score of post test of the students was 68,79. The researcher concluded this mean to the system category and it found that the average score of post test was good because 68,79 was among the 61 – 80 the categorized as good category.

B. Facebook Class

The table 4.2.1., the score minimum was 68 and score maximum was 91. Score 68 had 2 frequencies (7,1%), score 72, 81, 82, 83 had 2 frequencies (7,1%), score 69, 70, 71, 73, 77, 84, 87, 91 had 1 frequencies (3,6%), 76 and 80 had 3 frequencies (10,7%), and score 74 had 4 frequencies (14,3%).

Table 4.2.1 The score of the test

Facebook

	Frequency	Percent	Valid Percent	Cumulative Percent
68	2	7.1	7.1	7.1
69	1	3.6	3.6	10.7
70	1	3.6	3.6	14.3
71	1	3.6	3.6	17.9
72	2	7.1	7.1	25.0
73	1	3.6	3.6	28.6
74	4	14.3	14.3	42.9
76	3	10.7	10.7	53.6
Valid 77	1	3.6	3.6	57.1
80	3	10.7	10.7	67.9
81	2	7.1	7.1	75.0
82	2	7.1	7.1	82.1
83	2	7.1	7.1	89.3
84	1	3.6	3.6	92.9
87	1	3.6	3.6	96.4
91	1	3.6	3.6	100.0
Total	28	100.0	100.0	

The researcher also gave elaborate bar chart to make the data clear. The bar chart of the result of post test was presented below:

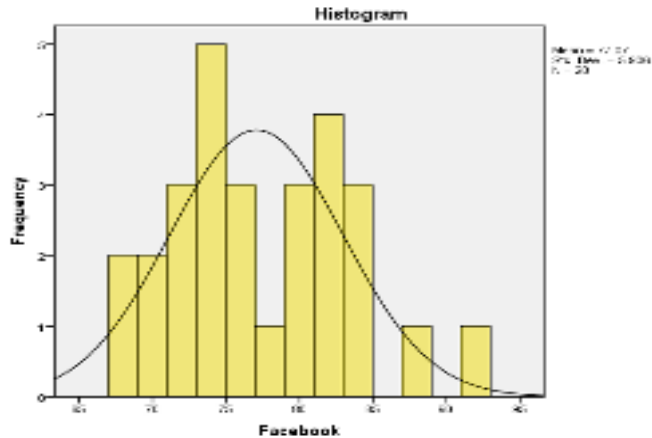


Figure 4.2 Bar Chart of the score of test

Beside showing the score of post test and the interval score of post test, the researcher also showed the maximum and minimum score, range, mean, and standard deviation by using SPSS version 23. The data could be seen at below;

Statistics

Facebook

N	Valid	28
	Missing	0
Mean		77.07
Std. Error of Mean		1.116
Median		76.00
Mode		74
Std. Deviation		5.906
Variance		34.884
Range		23
Minimum		68
Maximum		91
Sum		2158
	25	72.25
Percentiles	50	76.00
	75	81.75

From the result above, the researcher analyzed the data by using SPSS version 23 that could be seen the highest score was 91 and the lowest score was 68, while the range was 23. Beside that the mean of variable was 77,07 the median of variable was 76,00 and the mode was 74. The mean score of test of the students was 77,07. The researcher concluded this mean to the system category and it found that

the average score of post test was good because 77,07 was among the 61 – 80 the categorized as good category.

Significant Difference Of Writing Achievement After Having Online Teaching Between Instagram And Facebook

After finding the result of both classes, the significance difference between writing test in Instagram class and Facebook class is calculated SPSS version 23 is used to analyzed the data. The result shown;

Table 4.3.1 Statistic Difference between Instagram Class and Facebook Class

Group Statistics

	Group	N	Mean	Std. Deviation	Std. Error Mean
Scores	Instagram	28	68.79	6.685	1.263
	Facebook	28	77.07	5.906	1.116

Table 4.3.1 reveals a difference in mean value between the Instagram class (M = 68.79, SD = 6.685) and Facebook class (M= 77.07, SD= 5.906). In order to examine the Instagram class and Facebook class different significantly in the test achievement, an independent-samples t-test was conducted using an alpha level 0,05. The result is indicated in Table 4.3.2

Table 4.3.2 Independent Sample T-test Result

	Levene's Test for Equality of Variances									
	Sum of Squares		df		Mean Square		F		Sig.	
	Between Groups	Within Groups	1	54	1.764	32.571	1.000	1.000	1.000	
Test Scores	1.764	10.000	1	54	1.764	32.571	1.000	1.000	1.000	

The interpretation of the table above is; there is sig. Levene’s Test for Equality of variances is 0.764 > 0.005, then it can be interpreted that the variance

between the Instagram class and Facebook class is homogeneous or the same (V. Wiratna Sujarweni, 2014). Based on significant difference between two class if sig. (2-tailed) value is $0.000 < 0.005$, it can be concluded that there is a significant difference between the average learning outcomes of Instagram class and Facebook class. From table 4.3.2, it can be seen that "Mean Difference" is -8.286. This value shows the difference in the average student learning outcomes between Instagram class and Facebook class and the difference is -11.667 until -4.905 (95% Confidence Interval of The Difference Lower Upper). $T_{obs} = -4.915$ means that the average value of students in Instagram class is lower than the average value in the Facebook class, it can be concluded that H_0 is rejected and H_a is accepted.

The Effectiveness Between Instagram And Facebook In Teaching Writing Of Hortatory Exposition Text

The Null hypothesis (H_0) states: Instagram is more effective than Facebook to be used in teaching writing of hortatory exposition text at the eleventh grade of SMAN 1 Ngadiluwih. The alternative hypothesis (H_a) states: Facebook is more effective than Instagram to be used in teaching writing of hortatory exposition text at the eleventh grade of SMAN 1 Ngadiluwih. Before testing this hypothesis, t-test is calculated to compare the means between the Instagram class and Facebook class.

Facebook class, which is used as teaching media in this research is more 'effective' than Instagram because the research findings show some indicators, those are; 1) the mean score Facebook class ($M = 77.07$) is higher than Instagram class ($M = 68.79$); 2) the result that Facebook class outperforms the Instagram class with significance value 0% or 0.000 as indicated in Table 4.3.2; and 3) t-observed ($t_{obs} = -4.915$) is higher than t-table ($t_{table} = 2$).

Therefore, the Null Hypothesis is rejected in favor of the Alternative Hypothesis. Thus, Facebook is more effective than Instagram to be used in teaching writing of hortatory exposition text at the eleventh grade of SMAN 1 Ngadiluwih.

The findings of the research give some implication, those are as follow;

1. The students are more interested in learning English because they learn by using Facebook which is familiar to them.

2. The students are easier to access Facebook for learning media, because it is more efficient in using data compared to Instagram.
3. Facebook has many features that support the learning process, for example wall Facebook, Facebook note, Facebook group, chatting figure and Facebook share.

DISCUSSION

Table 5.1.1 The Interval Score of Test.

Interval	Frequencies	Categorization	Percentage
81 – 100	1	Very Good	3,6%
61 – 80	24	Good	85,6%
41 – 60	3	Fair	10,8%
21 – 40	0	Bad	0%
0 – 20	0	Very Bad	0%

Based on the table 4.1.2 and the score in the table 4.1.2, it was known that 0 students or 0% got score between 0 – 20 in very bad score, 0 students or 0% got score between 21 – 40 in bad score , 3 students or 10,8% got score between 41-60 in fair score, 24 students or 85,6% got score between 61 – 80 in good score, and 1 students or 3,6% got score between 81 – 100 in very good score. It meant that the students writing achievement in hortatory exposition text after having online teaching by using Instagram was in good level category, because 85,6% of students got good score and only 10,8% of the students got fair score. Furthermore, the mean scores of Instagram class is lower than the Facebook class. It's value is 68.79. The score indicates that although Instagram.

The Students Writing Achievement By Using Facebook In Teaching Hortatory Exposition Text At The Eleventh Garde Of SMAN 1 Ngadiluwih.

Table 5.2.1 The Interval Score of Test.

Interval	Frequencies	Categorization	Percentage
81 – 100	9	Very Good	32,1%
61 – 80	19	Good	67,9%
41 – 60	0	Fair	0%
21 – 40	0	Bad	0%
0 – 20	0	Very Bad	0%

Based on the table 5.2.1 and the score in the table 5.2.1, it was known that 0 students or 0% got score between 0 – 20 in very bad score, 0 students or 0% got score between 21 – 40 in bad score, 0 students or 0% got score between 41-60 in fair score, 19 students or 67,9% got score between 61 – 80 in good score, and 9 students or 32,1% got score between 81 – 100 in very good score. It meant that the students writing achievement in hortatory exposition text after having online teaching by using Facebook was in good level category, because 67,9% of students got good score and 32,1% of the students got very good score. Furthermore, the mean scores of Facebook class is higher than the Instagram class. It's value is 77.07. The score indicates that although Facebook.

The Significant Difference between The Students Writing Achievement In Instagram And Facebook.

After the finding the students writing achievement in Instagram and Facebook class, the next step done is finding significant difference between them. The test result shows that the mean of Instagram class is 68.79 whereas the mean of Facebook class is 77.07. The standard deviation values of both are 6.685 and 5.906. Meanwhile, their standard error mean values are 1.263 and 1.116. Furthermore, the mean difference between both class is 8.286. These result indicate that the significant difference of mean value between Instagram and Facebook class was found.

A research related to the use of Instagram in language teaching was done by Ibrahim (2013) entitled “The Effect of Using Facebook on Improving Students Writing Skill in English”. The values of significant difference 0.34 for the effect of using Facebook in improving the students writing skill between control and experimental group.

Another research by done by Sasmito (2015), entitled “The Usage of Social Media Facebook in Teaching Learning” . The result values between control group (M= 61.28, SD= 1.34) and the experimental group (M= 83.46, SD= 2.56). It also showed that the experimental group is effective in teaching learning process. While Instagram research by done by (Lindani, 2016), entitled “Potential Use of Social

Media Instagram as Learning Media” in teaching learning process is less effective, because the students have difficulty accessing it. It causes the students to be less understanding the material that has been shared. More than 75% of students only use Instagram as an entertainment.

The Effectiveness Between Instagram And Facebook In Teaching Writing Of Hortatory Exposition Text.

The objective of this research is to find out the effectiveness between Instagram and Facebook in teaching writing hortatory exposition text. After analyzing the result of both class, independent sample t-test is calculated.

The result of t-test shows that; 1) the mean score in Instagram class (M= 68.79) is less than Facebook class (M= 77.07); 2) Instagram class with significant values 0.0% or 0.000 as indicated in Table 4.3.2.; and t-observed ($t_{obs}= 4.915$) means that the average value of students in Instagram class is lower than the average value in the Facebook class. Thus, it concluded that Facebook is more effective than Instagram.

The effectiveness of Facebook in language teaching was also found by other researcher, such as (Khusnita, 2013), (Sasmito, 2015), and (Lindani, 2016). The result of their researcher revealed that Facebook gave positive effect or advantage in language teaching. Therefore, the alternative Hypothesis which states that ‘Facebook is more effective than Instagram to be used in teaching writing of hortatory exposition text at the eleventh grade of SMAN 1 Ngadiluwih is accepted.

CONCLUSION

From the result of the research, it can be concluded that; 1) The students writing achievement in Instagram class after having online teaching by using Instagram at the eleventh grade of SMAN 1 NGADILUWIH was in good category, 2) The students writing achievement in Facebook class after having online teaching by using Facebook at the eleventh grade of SMAN 1 NGADILUWIH was in good category, 3) There is significant difference of writing achievement between Instagram and Facebook. So, there is significant if the result of independent sample

t-test is lower 0.05 and t-table is 1.708, 4) Facebook is more effective than Instagram to be used in media teaching writing hortatory exposition text at the eleventh grade of SMAN 1 Ngadiluwih.

REFERENCES

- Alamsyah, Maurizal. *Kiat Jitu Meningkatkan Prestasi dengan Mind Mapping*. Jogjakarta: Mitra Belajar. 2009
- Arikunto, Suharsami. *Manajemen Penelitian*. Jakarta: Rineka Cipta. 2007
- Brown, H. Douglas. *Teaching by Principle: An Interactive Approach to Language Pedagogy, 2nd Ed*. New York: Addison Wesley Longman, Inc. (Brown 2001: 348-350). 2000
- Brown H.D. *Language Assessment Principle and Classroom Handbook of Qualitative Research*. Thousand Oaks, CA: Sage: 516-529. 2004
- Choriyah. *The Effectiveness of Teaching Writing in Descriptive Text by using Picture at the First Year Students of MA Arrohmah*. Semarang University Journal. Vol 6. No 2, (<http://unnes.ac.id>, adapted on 15 March 2019). 2012
- Endang, Fauziati. 2005. *Teaching of English As A Foreign Language*. *Press Journal*. Muhammadiyah University, (<http://press.muhammadiyah.ac.id>, adapted on 18 February 2019)
- Harmer. *The Practice of English Language Teaching*, England: Person Education Ltd. 2004
- Ibrahim, Mariam Ghaleb. 2013. *The Effect of Using Facebook on Improving Students Writing Skill*. *Nablus Palestine in Academic Year 2013*. Schollar Journal. (<http://scholar.najah.edu>, adapted on 20 March 2019)