THE IMPLEMENTATION OF INSTAGRAM SOCIAL MEDIA AS AN EFFORT TO IMPROVE POETRY WRITING SKILLS IN GRADE X STUDENTS OF YAPIN KERTASEMAYA VOCATIONAL HIGH SCHOOL FOR THE ACADEMIC YEAR 2022/2023

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Abstract

This research investigates the application of Instagram social media to enhance poetry writing skills among Class X students at SMK YAPIN Kertasemaya during the academic year 2022/2023. The study, focusing on 14 students in the ASKEP class, addresses the identified deficiency in poetry writing proficiency within the school. The research aims to answer two key questions: 1) How does the application of Instagram social media impact learning in poetry writing? 2) What is the effect of Instagram social media on the improvement of learning outcomes in poetry writing? The research employs a classroom action research methodology, with 14 Class X students as subjects. Data collection involves observations and tests conducted in two cycles. The findings reveal a notable enhancement in the process of learning poetry writing skills. In Cycle I, the average test score was 70, and it increased to 73 in Cycle II, indicating a positive progression. Consequently, the research concludes that the implementation of Instagram as a learning tool effectively improves poetry writing skills among Class X ASKEP students at SMK YAPIN Kertasemaya, influencing positive behavioral changes in the students' approach to writing poetry.

Keywords: *Instagram Social Media, Learning, Poetry Writing Skills*

1. INTRODUCTION

Social media is an internet media that can be used as a modern communication tool. Social media users use it as a tool to socialize with each other, be it communicating or sharing content in the form of writing, photos and videos (Rosida, 2018). Social media is something that is supported by the internet, which is very important for the life of mankind today because it promotes the conditions of interconnectivity of culturally different societies (Pertiwi & Hidayati, 2018). Meanwhile, according to Nasrullah (2016: 13) social media is a medium on the internet that allows users to represent themselves as well as interact, cooperate, share, communicate with other users, and form virtual social ties (Kamila, 2018). So, it can be concluded that, social media is one of the communication tools that is not limited by space and time (Widyantara & Rasna, 2020). This means that social media is a communication tool that is easily accessible to anyone, anytime and anywhere.

Writing skills are one type of language skill that must be mastered by students at school (Dalman, 2016). Writing skills have been taught since the first time students sit in elementary school, because writing skills are a characteristic of an educated person or an educated nation (Aswan & Aulia, 2019). According to Nurgiyantoro (in (Husna, 2020)) in the field of three other language competencies, writing competence in general can be said to be more difficult to master even by native speakers of the language concerned.

This is because writing competence requires the control of various linguistic elements and elements outside the language itself that become the content of the essay. Both language elements and message content elements must be intertwined in such a way as to produce a coherent, cohesive and contained essay (Hafsah, 2018).

Poetry is a literary work created by someone on the basis of feelings that want to be expressed through writing (Almakali, 2020). According to Waluyo (2008) poetry is the oldest form of literary work. Since its birth, poetry has indeed shown distinctive characteristics as we know it today, although poetry has undergone development and change year after year. The form of poetry literary work is conceptualized by the author or creator as poetry and not prose which is then poeticized (Tarigan, 2015a).

According to Tarigan (2015b) poetry comes from the Greek "*poises*" which means creation which is then increasingly narrowed in scope to become a literary art product whose words are arranged according to certain conditions using rhythm, rhyme, and sometimes figurative words (Tarigan, 2009). Instagram is one of the social media that has quite a lot of active users in Indonesia and can be used as an alternative media in learning, because basically Instagram users are not only used by adults but students such as junior and senior high school students are also active in social media. They use Instagram to communicate with each other, express ideas, share stories, find information, trade and also have opinions through the social media application.

The use of media as a learning aids the selection of learning media for students is very important to support the success rate of student learning in the classroom can enhance the learning process in students and in turn is expected to increase the learning outcomes to be achieved (Suherli & Aji Septiaji, 2017). Learning media is an inseparable part of the teaching and learning process in the classroom, and no wonder the demands of teachers are not only able to master teaching methods and techniques creatively and innovatively (Suherli & Aji Septiaji, 2017).

Therefore, in this study, learning media in the form of Instagram is tested in learning poetry writing skills to see whether using the right media can improve poetry writing skills for students. Based on the background of the problem, the problems that can be identified are the media used by teachers in learning to write poetry is still not optimal and the lack of student interest in participating in learning to write poetry.

2. RESEARCH METHODS

The purpose to be achieved in this study is to determine the level of poetry writing skills in the aspects of content and language in class X ASKEP students of SMK YAPIN Kertasemaya by using Instagram social media. The data collection techniques of this research are observation, interview and test. this research is included in class action research. According to Kunandar (2011) classroom action research includes qualitative research although the data collected can be quantitative, where the description is descriptive in the form of words, the researcher is the first instrument in data collection, the process is as important as the product. Meanwhile, according to Arikunto (2011) classroom action research in English is called classroom action research. The name contains three words, namely: 1) Research, shows an activity of looking at an object by using certain rules and methodologies to obtain data or information that is useful in improving the quality of something that is of interest and importance to the researcher. 2)

Action, shows an object of activity that is deliberately carried out with a specific purpose. In research in the form of a series of activity cycles for students. 3) Class, this is not related in the sense of a classroom, but in a more specific sense, namely a group of students who at the same time, receive the same lessons from the same teacher.

The research model used is the Kurt Lewin research model which consists of four stages including planning, action, observation and reflection. This research was carried out in two cycles, namely, cycle I and cycle II. If the first cycle has not obtained the expected results, it will be continued in cycle II.

3. RESULTS AND DISCUSSION

This class action research was conducted in two cycles. Cycle I on January 25, 2023. Cycle II on February 01, 2023. At the end of each cycle an evaluation was held. The research subjects were students of class X SMK YAPIN Kertasemaya in Indonesian language learning. The subjects in this study were students of class X ASKEP SMK YAPIN Kertasemaya which amounted to 14 students. With details of 14 female students. In the teaching and learning process, the researcher was assisted by the Indonesian language teacher of SMK YAPIN Kertasemaya, namely Mr. Teguh Juliyanto, S.Pd. as an observer.

3.1. Cycle I

Planning, at this stage researchers prepare lesson plans (RPP), teaching materials to be delivered, student worksheets (LKS), educator activity observation sheets, student activity sheets and cycle I test questions before the face-to-face is conducted in the classroom. This preparation is adjusted to the material that will be taught during the learning process by utilizing Instagram social media to write poetry. At the end of each meeting, an evaluation is carried out to measure student learning outcomes after the action is taken. After cycle I is implemented, a reflection will be carried out to find out the strengths and weaknesses during the implementation of the cycle, if the expected results in cycle I have not been achieved then it can be done with different actions by repeating in cycle II.

Action, cycle I was carried out on Tuesday, January 24, 2023, in this study Mr. Teguh Juliyanto, S.Pd. (Indonesian language subject teacher) acted as an observer, with the research subject of class X ASKEP SMK YAPIN Kertasemaya. In learning activities are divided into three stages, namely introductory activities, core activities and closing. Based on the action plan and lesson plan that has been prepared, the teacher carries out the learning steps in accordance with the lesson plan and time allocation that has been determined. The implementation of activities includes. 1) the teacher conditions the students and invites students to pray before starting learning. 2) continued by checking the student attendance list. 3) the teacher conveys the learning objectives to students. 4) the teacher provides stimulation to students about material related to poetry. 5) the teacher explains the poetry material with examples of poetry. 6) the teacher gives examples of poems to students to analyze. 7) the teacher invites students to analyze the poem. 8) the teacher asks students to present the results of the poetry analysis in front of the class. 9) the teacher assigns students to create lines of personal poetry based on the poem that has been exemplified. 10) students share the results of writing their own poetry to their

personal Instagram social media by utilizing the available Instagram features to make it look more attractive. 11) the teacher gives students the opportunity to ask questions about poetry. 12) the teacher and students summarize/conclude the lesson. 13) the teacher gives the evaluation sheet to the students.

Observation, in cycle I shows that the teacher is good enough in mastering learning related to utilizing Instagram social media. before learning begins the teacher checks the readiness of students, space, tools and learning media, which is followed by apperception activities and conveys competencies that will be achieved quite well. The teacher has also mastered the material that has been taught which is carried out by involving Instagram social media that has been planned previously. In controlling the class, the teacher is quite overwhelmed so that all students can focus on following this learning because the teacher has not shown enough skill in the use of learning media but it is good enough and involves students in the use of learning media. Observations on student activities in cycle I also showed that students were quite active and enthusiastic about participating in the learning that took place, this could be seen from the fact that there were several students who asked questions and gave their opinions even though they were previously given a stimulus first, students also did their respective assignments well, were quite active in discussing in their respective groups, and dared to perform in front of the class.

Reflection, cycle I was carried out with the Indonesian language subject teacher, this reflection discussed by discussing the results of observations of educator activities, student activities, and student learning outcomes. Based on the results obtained, it can be concluded that the learning process of poetry writing skills in class X ASKEP through the use of Instagram social media has improved, but it has not been significant or has not obtained the expected results, therefore researchers and teachers decided to be carried out again in cycle II.

3.2. Cycle II

Planning, in cycle II is prepared to improve on the shortcomings of cycle I by preparing a learning implementation plan (RPP) as a reference for carrying out learning activities. Preparing more in-depth teaching materials using the use of Instagram social media by involving one of the Instagram accounts named Khoirul Trian where the account owner is a millennial writer, one of which is writing a poem that is shared on social media so that many users or followers like his work because the contents of the poem made relate to the lives experienced by most people, especially young people in the current era (Trian, 2022). In addition, researchers also prepared student worksheets (LKS). The research instruments prepared to carry out research in cycle II are still the same as those used in cycle I in the form of educator activity observation sheets, student activity observation sheets and test questions that must be done by students of class X ASKEP SMK YAPIN Kertasemaya.

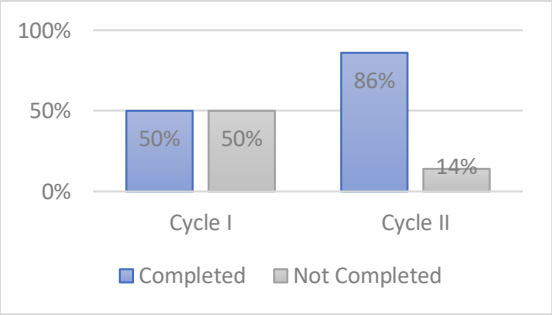
Action, cycle II was carried out on Tuesday, January 31, 2023 which was carried out based on corrections in cycle I. Based on the action plan and lesson plan that has been prepared, the researcher carries out the learning steps in accordance with the lesson plan and the predetermined time allocation. The implementation of activities includes. 1) the teacher conditions the students

and invites students to pray before starting learning. 2) continued by checking the student attendance list. 3) the teacher conveys the learning objectives to students. 4) the

teacher provides stimulation to students about material related to poetry. 5) the teacher explains the poetry material with examples of poetry. 6) the teacher gives an example of poetry that is easier to understand to students by involving one of the Instagram accounts named Khoirul Trian. 7) the teacher shows a poem by Khoirul Trian for students to listen to. 8) the teacher gives an assignment to students to create lines of personal poetry with the theme of Father based on the poem that has been exemplified. 9) students share the results of their own poetry writing to their personal Instagram social media by utilizing the available Instagram features to make it look more attractive. 10) The teacher provides opportunities for students to ask questions about poetry. 11) the teacher and students summarize/conclude the lesson. 12) the teacher gives the evaluation sheet to the students.

Observation, in cycle II shows that the teacher is good at mastering learning by utilizing Instagram social media to improve the poetry writing skills of students in class X ASKEP SMK YAPIN Kertasemaya. Before learning begins the teacher checks the readiness of students, space, tools and learning media, followed by apperception activities and conveys the competencies to be achieved quite well. The teacher has also mastered the material taught which is carried out by involving Instagram social media that has been planned previously. Observations on student activities in cycle II also showed that students were quite active and enthusiastic about participating in the learning that took place, this could be seen from the fact that there were several students who asked questions and gave their opinions even though they were previously given a stimulus first, students also did their respective assignments well, and dared to share their poems on their personal Instagram social media.

Reflection, cycle II is carried out with the Indonesian language subject teacher, this reflection discusses by discussing the results of observations of educator activities, student activities, and student learning outcomes. Based on the results obtained, it can be concluded that the learning process of poetry writing skills in class X ASKEP through the use of Instagram social media in cycle II has increased significantly when compared to cycle I, in cycle II the expected results are also obtained, therefore it can be decided to stop the research until cycle II. If the score obtained by students does not meet the KKM then it is declared incomplete. student learning outcomes in cycle I who reached the KKM score were 7 students or 50% were complete, and as many as 7 students or 50% were still incomplete. In cycle II, the number of students who reached the KKM score was 12 students or 86% who were complete, and as many as 2 students or 14% were still not complete. for more details, the researcher presents it with the picture below.



Source: Proccesed data (2023)

Figure 1. Comparison of Student Learning Outcomes Cycle I and Cycle II

Based on the figure above, it can be seen that there is an increase in learning outcomes. This can be seen from the presentation of student learning completeness in class X ASKEP from cycle I which is 50% to cycle II to 86%. Based on this data, the research was stopped until cycle II.

4. CONCLUSION

Based on the research results described in the previous chapter, the research results can be concluded that learning to write poetry by applying Instagram social media to students of class X ASKEP SMK YAPIN Kertasemaya is declared effective. Learning to write poetry by applying Instagram social media to students of class X ASKEP SMK YAPIN Kertasemaya has a significant increase in learning outcomes. This can be seen from the presentation of student learning completeness in class X ASKEP from cycle I which is 50% to cycle II to 86%. During the learning process in the classroom, students showed activeness in participating in learning to write poetry by applying Instagram social media as a place to pour poetry ideas that will be written by students.

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