The Use of Instagram as A Media for Learning Simple Present Tense of The Eighth-Grade Students of SMP N 3 Palembang in The 4.0 Era

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Abstract: In the pandemic era, all learning processes are transferred online using digital learning media. Learning media can be easily found by utilizing the digital era 4.0, one of which is the use of social media Instagram as a learning medium for teachers and students who can motivate and entertain students while studying. This research identified two problems: the significant improvement of the eighth-grade students at SMP N 3 Palembang and the significant mean difference between students who learned simple present tense by using social media Instagram as a medium for learning and who were not. This research was the quantitative method. The sample in this study was selected by purposive sampling method. The experimental and control groups were given a pre-test and a post-test to collect data. The findings of this research revealed that there was a significant improvement for the experimental class of 19.33 while for the control was only 3.57. It can be said that the research results from these two groups are the null hypothesis (Ho) was rejected and the alternative hypothesis (Ha) was accepted. As a result, in the digital era, teachers can use Instagram as one of the learning media for students.

INTRODUCTION

Technology is currently developing rapidly along with the times. Technology is being used on various sides as well as in education. Education cannot be separated from technology. The phenomenon of technological progress not only has an impact on education but also has an impact on the development of students. Technology affects how they see, hear, speak and communicate. According to Tondeur et al (2007), digital technology has now begun to be used in educational institutions as a means to support learning, either as an information tool (i.e., as a means of accessing information) or as a learning tool (i.e., as a means of supporting learning activities and tasks). Therefore, in the era of digital technology, it is important for technology-based education development.

There are many facilities were provided by the internet. According to Hamka (2015), The facilities available on the internet are relatively various varieties and their uses so that they can

provide support for academic activities, the mass media, business practitioners, government needs, and researchers. The Internet was also easy to access in this modern world not only via computer but also via handphone. The development that has been made in science and technology to date has enabled unprecedented progress in all sectors. One of the fields that have had a significant impact on the development of this technology in the field of education, especially the learning and teaching of language. In the study conducted by Imlawi (2013), he proposed an engagement model that supported the use of course-based online social networks for engaging students, and hence, improving their educational outcomes. For learning, teachers can use computers and the Internet with its facilities and software to teach and learn in class, rather than relying just on textbooks as teaching materials. For example, which offers a wide range of generic materials and can facilitate student-centered activities, which is a key characteristic of the Communicative Language Teaching (CLT) approach, can be appealing and can facilitate CALL (Computer Assisted Language Learning) and MALL (Mobile Assisted Language Learning) applications. In some Indonesian institutions, using educational technology to supplement classroom learning activities has become a requirement for some teachers. Education management requires the use of information technology to improve efficiency and production. The success of educational management in boosting efficiency and production will also influence the educational institution's longevity.

Education always continues to be built on an increasingly advanced and evolving curriculum, the world of education is always necessary to keep up with the rapidly developing route of science and technology. According to Zyainuri (2012), the development of online learning by technology in the learning process has been carried out and proven its positive impact on the achievement of learning objectives. Online learning can help students take online learning while doing field practice activities in an industry whose position is very far from the teacher or school where the student originated. It is intended that by incorporating technology into education, the nature of education will move from introverted (closed) to extrovert (open) and more proactive, allowing the teaching and learning process to become more creative and competitive. Educators must identify the potential for cultivating student engagement in the classroom using these technologies (Mirabolghasemi & Lahad, 2013). In the process of learning English, teachers must be able to make the learning system creative and innovative and take advantage of technological advances through social media or any media to achieve competence based on the curriculum and learning syllabus.

On other hand, the teachers should prepare good instructional media and learning techniques that will make the students curious and interested in studying English. English comprises of four-integrated language skills; listening, speaking, reading, and writing. Grammar is one of the aspects of these skills such as speaking and writing. Learning English grammar is crucial because by understanding the use of grammar one can make sentence structures properly so that it is easier to communicate and understand each other. According to Coghill and Stacy (2003, p. 26), the grammar of a language is the set of rules that govern its structure. Grammar determines how words are arranged to form meaningful units. Besides, Swan (2005, p. 19) asserts the rules that show how words are combined, arranged, or changed to show certain kinds of meaning. As Bryan (2020) argued, some students say that grammar has no longer enough relevance, most notably in a society where slang and texting are widely used. On the other hand, proper grammar usage in the professional world remains a significant competency that must be studied and mastered. More so, minor grammar errors could show unprofessionalism. Alternatively, Pachina (2019) says that

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learning and acquiring proper grammar is necessary since it is the language that enables people, including learners, to talk effectively in English. Grammar identifies all the words and word groups that formulate a sentence. It can be concluded that grammar is the rules' structure to make a sentence in English to make it other easier to understand the sentence and to communicate professionally and in academics.

In English, there are 16 tenses, one of which is the Simple Present Tenses. The simple present tense is a grammar that is commonly studied and used to express activities that are carried out repeatedly, state facts, general truths, and events that are currently happening. According to Bett (2006) In general, the simple present expresses events or situations that exist always, usually, and habitually; they exist now, have existed in the past, and probably will exist in the future. It is the first and basic tense that is used to express regular and habitual action. A common difficulty experienced by students in learning the Simple Present Tense is that it is difficult to determine sentence patterns that have their own rules for use. The rule is that if the subject in a sentence singular subject, the verb will be written differently from the plural subject. In studying this, the learning method used by the teacher is also very influential in the interests and learning outcomes of students. In general, teachers use lecture and discussion methods in explaining the Simple Present Tense material.

Nevertheless, challenges in English grammar learning indicate the various difficulties being faced by persons involved in the educational setting, both teachers and students. Apolonio (2021) claims that these student-experienced challenges are manifested in the various macro skills application that can be seen primarily in their fears and unwillingness to use the English language, which results in an insufficient vocabulary, poor language acquisition, and a low rate of syntactical knowledge, most notably the subject-verb agreement rules. Furthermore, Gunawan and Yusniaty (2015) found that the level of difficulty in learning grammar from the most difficult one to the easy ones such as Grammar (66%), Speaking (22%), Listening (7%), Writing (4%), and Reading (1%). It is appropriate for English teachers must learn to decide the best strategy to use when teaching grammar, utilizing an equilibrium between learning grammar and natural communication (Nugraheni, 2017). Therefore, language teaching and learning are the main highlights of educational pedagogy. In the process of learning grammar, of course, the teaching method must use the right method and adapt to the needs of students. Not only that, but students also have to develop their language skills by implementing the language in their daily life and building self-confidence so that they can motivate themselves to continue developing their writing and speaking skills. This has become the focus of researcher to research learning grammar material, especially the Simple Present Tense by using learning media through social media Instagram.

Instagram can be used as a learning medium because according to Hujair (2013), learning media is a tool that functions and can be used to convey learning messages. Meanwhile, according to Reiser and Dempsey (2012), Learning media are physical equipment such as books, visual tools, computers, and others that are used to present learning to students. Furthermore, Arsyad (2014) defines learning media is an intermediary tool to assist communication between educators and students in the learning process. Based on the opinion above, it can be concluded that the media is a component of learning resources that can be a distributor of information to anyone so that they are able to acquire knowledge, skills, and attitudes.

Instagram is a social media that serves to upload images and videos. According to Musonera (2018, p. 4), Instagram is a photo-sharing application that can be accessed through mobile devices

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or desktop computers. The application, created in 2010 by Mike Krieger and Kevin Systrom, was originally released exclusively on the iOS operating system. By the end of 2012, the app was available on Android devices and desktop computers. After its launch in 2010, Instagram quickly gained popularity and currently has over 700 million active users. Now, Instagram has a significantly increasing user. Statista (2017) revealed that Instagram reached 800 million active users monthly. The user profile is quite young as 90 percent of Instagram users are under the age of 35 (Bagadia, 2017). Every year, Instagram always provides updates to its application so that it makes users more comfortable surfing on social media. Now, users of Instagram can combine up to 10 photos and videos in one post and swipe through to see them all (Instagram press, 2017). So, teachers can also use Instagram to help students use item tools to post homework and project reminders, as well as post-picture-by-picture tutorials. Instagram is also a great way to encourage classroom discussion through the comments section and a way for students to ask for the help they need.

Based on the above explanation, it could be concluded that there was a need for new media and learning methods to be implemented in English Language learning in order to improve students' abilities, interests, and motivation in learning. Therefore, this phenomenon might be used properly and wisely, especially for the development and progress of education in Indonesia. Likewise, in this research, the researcher focused on social media Instagram as a medium for learning English especially Simple Present Tense among young people or students. In addition, based on the above explanation, the researcher was interested in finding out significant improvement on the eighth-graders achievement about Simple Present Tense through social media Instagram and findig out the significant mean difference between the students who learnt Simple Present Tense by using Instagram and those who were not.

METHOD

In this research, the researcher used the quantitative method. A quantitative approach is a traditional approach because this method has long been used in research. According to Creswell (2014, p. 13), the quantitative strategy is to clarify peculiarities by gathering mathematical information which is broke down utilizing numerical based strategy. The research technique can be defined as a method or approach for researching a treatment under controlled conditions which aim to obtain actual data. The researcher utilized experimental research as the plan of the review.

The population is a generalization area consisting of objects/subjects that have certain quantities and characteristics determined by researchers to be studied and then drawn conclusions based on Sugiyono (2016, p 135). As a result, the population of this study was students in eighth grade at SMP Negeri 3 Palembang in the academic year 2021/2022.

A sample is a subgroup of the target population that the researcher plans to study for generalizing about the target population based on Creswell (2012). In conclusion, the researcher decided to combine students from eighth-grade (8.1, 8.2, and 8.3) who were willing to be participants in this research activity and only 10 students took in each class to be made into an experimental group, then 10 students from each class used as a control group at SMP Negeri 3 Palembang in the academic year 2021/2022.

The validity test is use to determine if the data received by an instrument is legitimate or not. According to Creswell (2012, p. 630), Validity is the process of gathering evidence to show that the intended test interpretation (of the idea or construct that the test is supposed to measure)

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corresponds to the test's intended purpose. Test content, response mechanisms, internal structure, relationships with other factors, and testing outcomes all contribute to this data. As the result, the researcher gave the test to two experts to check the content validity before giving it to class VIII.1 and some results obtained in checking the validity of the two expert judgments are valid and also, there were 1,00, 0,875, 0,75, 0,625 and 0,5 were greater or > 0,4 and also, there were 0,375, 0,25, 0,125 and 0 were lower or <0,4.

The consistency of data collecting is referred to as reliability. Reliability is an activity in which researcher evaluate data in order to measure the test offered in such a way that the findings stay consistent throughout the measurement procedure. According to Creswell (2012, p. 159), dependability refers to an instrument's score remaining stable and constant throughout time.

Table 1. The Result of Reliability Statistics

Reliability Statistics	
Cronbach's Alpha	N of Items
,934	40

As the result, a test was regarded to be reliable if its reliability coefficient was between >0,9 because the Cronbach's Alpha value was 0,934. The scale was perfect reliability.

In this study, the data collection instruments used by the researcher are: first, the researcher adopted all of the question related to the Simple Present Tense that had been tested before. The test is divided into two parts, namely: the pre-test has given before the treatment, post-test has given after the researcher has given treatment to the class. The questions consist of 40 questions which are multiple-choice models.

Data from assessments in this study can be seen from the pre-test and post-test scores. The percentage assessment on the assignment sheet was accumulated to determine the increase in the ability of participants in the learning process and to understand the use of the simple present tense through videos shared on the researcher's Instagram account. This research has counted using SPSS V.25 to analysis the data. Paired Sample T-Test and Independent Sample T-Test were applied in this study. Paired Sample T-Test was used to see the differences in the average score of students. However, Independent Sample T-Test was to see the significant differences between the two groups.

FINDINGS AND DISCUSSION

In finding the data, the researcher used the results of the pre-test and a post-test of the simple present tenses test from both groups (experimental and control groups). A pre-test was given before the treatment and a post-test was given after the treatment. After collecting the data, the researcher used the t-test with SPSS v.25 programs to analyse the results. The researcher employed paired sample t-test and an independent sample t-test. Paired sample t-test was used to see the difference in mean scores of students' ability of Simple Present Tense before and after the treatment.

As mentioned previously, the researcher wanted to know about significant improvement in the eighth-grader of SMP N 3 Palembang about Simple Present Tense through Instagram as a media for learning. The results of paired sample t-test answered the research question above. Meanwhile, an independent sample t-test was used to see whether there was any significant mean difference between the students who learnt simple present tense by using Instagram and those who

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were not. However, before analysing the data, the researcher analysed the normality and homogeneity of the data. This analysis will determine whether or not the research's data were normally and homogeneously distributed. Since to be able to calculate the next data, the data must be normally distributed and homogeneous. Therefore, the researcher used SPSS V.25 programs to find the normality and homogeneity of the data by looking at the significance of the data. According to Febri and Teofilus (2020, p.43), this shows that the data was normally and homogeneously distributed if it is higher than 0,05. The results of the pre-test and post-test normality and homogeneity tests from both experimental and control groups were described in table 1 and 2 below:

Table 2. The Result of Normality Test

Tests of Normality			
Groups	Shapiro-Wilk		
	Statistic	df	Sig.
Pre-Test Experimental Group	.952	30	.197
Post-Test Experimental Group	.943	30	.110
Pre-Test Control Group	.969	30	.508
Post-Test Control Group	.974	30	.662

In the Normality test, the significant level of the pre-test score in the experimental group according to Shapiro-Wilk was 0.197, as can be seen in table 2 above. Because 0.197 was higher than 0.05, it can be concluded that the data was normally distributed. Furthermore, according to Shapiro-Wilk, the significance level for the post-test score in the experimental group was 0.110. Because 0.110 was higher than 0.05, it can be concluded that the data was normally distributed. According to Shapiro-Wilk, the pre-test score in the control group had a significance level of 0.508. Since it was higher than 0.05, it can be said that the data was normally distributed. Furthermore, based on Shapiro-Wilk, the significance level for the post-test score in the control group was 0.662. Since it was more than 0.05, it may be said that the data was normally distributed.

After the normality test, the researcher got the results that all data in the pre-test and post-test of both experimental and control groups have been normally distributed. One of the necessary t-tests requires that they should be normally distributed and homogeneity. In the meantime, the results of the pre-test and post-test homogeneity tests were described in a table as follows:

Table 3. The Result of the Homogeneity Test

	Levene Statistics	df1	df2	Sig.
Pre-Test Homogeneity Test	.004	1	58	.948
Post-Test Homogeneity Tets	1.773	3	47	.165

In the homogeneity test, the significance of pre-test scores between experimental and control groups was 0.948. Therefore, it can be inferred that the pre-test data of both groups were

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homogenous since 0.948 was higher than 0,05. Furthermore, the significance of post-test scores between experimental and control groups was 0.165. Therefore, it can be concluded that the post-test data of both groups were homogenous since 0.165 was more than 0,05. Based on the calculation of homogeneity, the researcher got the results that all data in the pre-test and post-test of both experimental and control groups were homogenous. The data must be homogeneous because of one of the pre-requisite t-tests.

After knowing the data was normal and homogenous. To answer the first research question in this research, the Paired and Independent sample t-test were conducted with SPSS v.25 programs. Paired sample t-test was used in this research to find out whether or not there were any significant improvement in the eighthgrade students' achievement in learned Simple Present Tense via social media Instagram. Meanwhile, independent sample t-test was utilized to find out the significant mean difference between the students who learned simple present tense by using Instagram and those who were not. The statistical analysis of experimental and control groups was shown in table 4 below.

Table 4. The Result of Paired Sample T-Test in Experimental and Control Groups

Variable	Pre-test		Post-Tets		Mean Difference Pre and Post Exp Within	Mean Difference Pre and Post Cont Within	T-Value and Sig. between Pre and Post Exp Within	T-Value and Sig. between Pre and Post Exp Within	T-Value and Sig. between Pre and Post Exp Within
	Mean Exp	Mean Cont	Mean Exp	Mean Cont					
Students' Achievement of Simple Present Tense	61,33	60,18	80,66	63,75	19,33	3.58	-7.332 (.000)	-3.941 (.000)	-3.391 (.000)

In the table above, it showed that t-obtained was 7.332> t-table (df=29) was 2.045 at the significant level of 0.05 and sig. (2-tailed) was 0.000 < 0.05. It can be concluded there was any significant improvement in students' achievement of simple present tense after being taught by using social media Instagram. Furthermore, the data table showed that t-obtained was 3.941 > t-table (df=29) was 2.045 at the significant level of 0,05 and sig. (2-tailed) was 0.000 < 0.05. It can be said that the null hypothesis (Ho) was rejected and the alternative hypothesis (Ha) was accepted. It means that there was an improvement, but not as significant as in the experimental group.

After knowing the results of paired sample t-test was any significant improvements. Further, to answer the second research question in this research, the researcher used independent sample t-test. The result of the independent Sample ttest was described in the following table:

Table 5. The Result of Independent Sample T-Test

Variable	Independent Sample T-Test in Post Experimental and Control Groups		
	t	df	Sig. (2-tailed)
Students' Achievement of Simple Present Tense	4.015	58	.000

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Table 5 showed that t-obtained was 4.015 > t-table (df=58) was 2.002 at the significant level of 0.05 and sig. (2-tailed) was 0.000 < 0.05. It can be said that the null hypothesis (Ho) was rejected and the alternative hypothesis (Ha) was accepted. It means that was a significant mean difference between the experimental and control groups.

Based on the results of analyses and findings, there was a significant difference in students' achievement in simple present tense between the students who were taught by using Instagram and who were not. There were some factors that might cause why learning by using Instagram was effective when it was applied in the experimental group in this research. First, after the researcher conducted the research learning by using social media Instagram and watching short videos, of course, it motivated the students to study hard. It is in line with Zafarani & Kabgani (2014) who investigated the possible outcomes of the effectiveness of the main idea strategy, keyword strategy, and the explicitness of the training on improving comprehension of English textual materials of Iranian ESP learners, and it found that the explicit instruction on summarizing strategy can effectively contribute to enhancing ability and aptitude of ESP learners in comprehending reading and can help them build up a constructive attitude toward English reading in the Iranian context. It can be seen from the results of learning every day, that students experience an increase in understanding related to the material provided.

Before answering the quiz, students were advised to watch the video learning first that has been uploaded. Harmer (2006) states about several techniques that can be applied when using videos in EFL classrooms, such as; Viewing Techniques (Fast Forward, Silent Viewing, Freezing Framing, Partial Viewing) and Listening (and mixed) Techniques (Picture less listening, picture of speech). Learning using video can also be an alternative learning medium. By using video students can understand the material more easily and quickly. Other researcher (Yudianto, 2017) found that video media is the most appropriate and accurate learning media in conveying messages and will greatly help students' understanding. By having media, students were more familiar with the material presented by the educator through the screening of a film that is screened. the elements contained in video media such as sound, text, animation, and graphics. By using the video media, participants were able to achieve abilities in the realm of cognitive (mental brain activities), affective (attitude), psychomotor (skills), and improved interpersonal skills. It can be concluded from the research that students are able to achieve what was expected by the teacher in the classroom.

Apart from that, several formulas and examples were written in the video learning. The researcher assumed this activity makes students easily comprehend them. It is supported by Mohammed's finding (2013) who revealed another effective way to use video is by applying the use of video subtitles to teach grammar and successfully developing the accuracy of student grammar. Students may find it easier to comprehend directly from the explained grammar while learning through social media videos that include textual explanations, of course. besides that, this type of learning was incredibly flexible and did not place a time limit on student learning. By uploading videos using Instastories, students can also watch the video learning again and view the questions that have been pinned to the researcher's Instagram profile's highlight feature. Meanwhile, other experts argue that technology has the potential to significantly alter how languages are taught today. The integration of technology into English instruction solidifies a thorough understanding of contemporary means systems and links with other elements, which benefits students by reaching desired outcomes (Gilakjani, 2013). For this reason, in this research,

the researcher fully used digital-based online learning methods by utilizing the features on Instagram as a learning medium.

From the results of research conducted at the twelfth meeting, students were able to distinguish nominal and verbal use, use of to be, the additional suffix -s/-es, use of verbs, placement of to be and not when sentences are negative and interrogative. This was a process of developing student knowledge that can be seen in this research. Because the process of development and transfer of knowledge is important in the learning process then a need for suitable and interactive learning media that can be used and can improve and influence students' understanding in the classroom according to student needs. According to Ractham et al. (2012) consider learning is a process of acquiring new information, knowledge, and best practices, while development is the act of putting that learning to use in a way that affects student progress.

Lastly, at the thirteenth meeting (last meeting), the researcher gave post-test questions to the experiment and control groups via a google form sent to the WhatsApp group. The learning process that was implemented fully utilizes technology in the 4.0 era. Even though the use of videos in many EFL classrooms were not something new anymore, but more positive responses were still shown by students. Through the understanding of the theories of the experts described above, the researcher believed that technology brings about fundamental structural changes that can play a crucial role in generating considerable productivity gains. Technology is being used to enhance teaching and learning in classrooms. It expands course options, experiences, and learning resources supports learning seven days a week, fosters the development of 21st-century skills, boosts student engagement and motivation, and speeds up learning. Related to the results of research that has been carried out by researchers, the researcher presents short and interactive videos where students can listen, then answer the quiz provided through the question-and-answer feature provided by the Instagram platform, after knowing the results of the t-test and also seeing the process when giving the treatments to the students in the experimental group, the researcher took the conclusion that social media Instagram was applicable to develop student improvement of the eighthgrade students of SMP N 3 Palembang in the 4.0 era. It has shown significant results. Apart from the ease of access and understanding of teaching materials, learning using media also increases cognitive abilities and improves interpersonal skills in students. So that in the future, it can be used as reference material for activities or for delivering material to students.

CONCLUSION

Based on the results of analysing the data, it can be known that the mean of post-test in the experimental group was higher than the mean of pre-test in the experimental group. It was also supported by the result of paired sample-test in the experimental group. The result showed that t-obtained was higher than t-table (df=29) at the significant level of 5% and sig. (2-tailed) was lower than 0.05. It can be said that the null hypothesis (Ho) was rejected and the alternative hypothesis (Ha) was accepted. It means that this result indicated that there was a significant improvement in students' achievement of simple present tense after being taught by using social media Instagram. In addition, the mean of the post-test in the control group was higher than the mean of the pre-test in the control group. It was also supported by the results paired sample test in the control group. The result showed that t-obtained was higher than t-table (df=29) at the significant level of 5% and sig. (2-tailed) was lower than 0.05. It can be said that the null hypothesis (Ho) was rejected and the alternative hypothesis (Ha) was accepted. It means that this result indicated that there was an

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improvement, but not as significant as in the experimental group.

Furthermore, the mean of post-test in the experimental group was higher than the mean of post-test in the control group. It was also supported by the result of the independent sample t-test. The result that t-obtained was higher than the t-table (df=58) at the significant level of 5% and sig. (2-tailed) was lower than 0,05. It can be said that the null hypothesis (Ho) was rejected and the alternative hypothesis (Ha) was accepted. This means that this result indicated that there was a significant mean difference in students between the students who learned simple present tense by using Instagram and those who are not.

From the explanation above, it can be inferred that social media Instagram was effective toward students' achievement of the simple present tense in the eightgrader students of SMP N 3 Palembang in the 4.0 era.

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