Instagram in Learning Spoken German

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Abstract. *The aim of this research was to obtain data and information on the effectiveness of Instagram in German speaking for students class X SMAN 1 Maros. This research was Quasi Experimental with the form Non Equivalent Control Group Design. Sample of this research was the students class X SMAN 1 Maros, which consisted of 68 students and class X MIPA 5 as experimental class and class X MIPA 6 as control class and were selected randomly. Instrument in this research was a test of students speaking skills. Data were collected through the results of speaking skills test and data were analyzed using T-test. The results of data analysis show that T_{count} (4,046) $\geq$ T_{table} (1,998) with a significance level of 0,05. This means that Instagram is effective in the German speaking of students class X SMAN 1 Maros.*

INTRODUCTION

The COVID-19 pandemic has brought about drastic changes in various sectors. One of the policy changes in the education sector resulted in the teaching and learning process being carried out online using various online learning applications such as Zoom. Google meets Google Classroom and WhatsApp. The use of learning media is considered very important because the media is one of the attractions in the learning process. Therefore, creativity is needed in using learning media so that it is not monotonous and boring, one of which is by utilizing social media.

Social media has played an essential role in the life of every student. Nowadays, students can spend hours just surfing on social media. One of the most popular social media in the world and among students is Instagram which has as many as 25 thousand users who were successfully registered on the first day (Atmoko, 2012:11). The number of users has increased to more than 50 million as of May 1, 2012, and continues to grow by an average of 5 million users every week (Atmoko, 2012:15).

The results of observations that have been made show that class X does not have the basics of German at all because German is a new subject that students get at the high school level. This also impacts students' speaking skills, who still lack in expressing information orally in German. Therefore, to achieve the goals following the revised edition of the 2013 German Curriculum, Instagram is used as a learning medium to motivate and encourage students to make it easier to understand and practice the newly acquired German language learning materials. Furthermore, Instagram can spur students' speaking skills because it is easy for users to see posts on Instagram. Not only that, Instagram as a learning medium does not limit students to space and time so that learning can be done anytime and anywhere.

This also applies to students who must master both Indonesian and foreign languages. That is why foreign language learning is taught in schools. One of the foreign languages taught at the high school level is German. Learning German has four components of language skills taught, namely listening skills (Hören), speaking skills (Sprechen), reading skills (Lesen), and writing skills (Schreiben). The skills that will be examined in this study are speaking skills (Sprechen). In the 2013 revised edition of the Curriculum, speaking skills have a goal to be achieved; students can be proactive in communicating effectively. Students can express information orally, actively, and independently in the form of a simple presentation in German.

Several research results that support the research conducted include Sesriyani & Sukmawati (2019), which state that the use of Instagram in language learning has a positive impact on speaking skills. Not only that, Veygid et al. (2020) stated that Instagram is also very suitable to be used as a learning medium because this application is straightforward to use. Furthermore, Fatimah et al. (2021) concluded that using learning media effectively spoke German skills.

Based on the background that has been described, the formulation of the problem in this study is whether Instagram is effectively used in learning to speak German for class X SMAN 1 Maros. Therefore, this study aims to obtain data on the effectiveness of Instagram in learning to speak German for X-grade students of SMAN 1 Maros.

LEARNING MEDIA

In terminology, the media comes from the Latin "medium," which means intermediary. Therefore, media in the learning process is an intermediary between the source of the message and the recipient of the message, which in the learning process involves all thoughts, feelings, concerns, and desires. As Arsyad (2016:10) stated, "learning media is everything that can be used to convey messages or information in the teaching and learning process so that it can stimulate students' attention and interest in learning." Not only that, Mantasiah & Hasmawati (2021:5) state that to achieve an effective and efficient learning concept, learning media is needed that can achieve all aspects of student development.

Furthermore, Amka (2018:16) said, "learning media is a tool in the form of physical and non-physical which is deliberately used as an intermediary between educators and students in understanding learning material to be more effective and efficient." Not only that, Munadi (2012: 8) states that "learning media is everything that can convey and distribute messages from sources in a planned manner to create a conducive learning environment where the recipient can carry out the learning process efficiently and effectively."

On the other hand, Panjaitan, et al (2012:3) revealed that "Das Lernmedium ist ein wichtiger Bestandteil des Lernprozesses. Das Lernmedium ist sehr einflussreich auf die Ergebnisse des Unterrichts, weil das Lernmedium die Lerneigenschaft steigern kann, wie Kompetenzen erreichen". It can be said that learning media is an integral part of the learning process. Learning media influences learning outcomes because it can improve learning characteristics or how to achieve competence.

Based on some of these opinions, it can be interpreted that learning media are tools or materials used to focus the attention and attractiveness of students in the learning process in the form of knowledge, skills, and attitudes that have an impact on students' psychology so that learning is more effective and efficient.

INSTAGRAM

Instagram is an abbreviation of the word "instant-telegram." The word instant comes from the word instant, which means that Instagram will display photos and videos instantly. At the same time, the word gram comes from the word telegram, which means that Instagram has a fast way of sending information to others. Overall, it can be said that on Instagram, we can upload photos or videos using the internet network so that the information submitted can be received quickly, as well as the information we want (Nainggolan et al., 2018:5).

Atmoko (2012:17) said Instagram was founded by two young people named Kevin Systrom and Mike Krieger on October 6, 2010. Kevin graduated from Stanford University in 2006 with a management science and engineering major. Meanwhile, Mike Krieger is an alumnus of Stanford University who studies Symbolic Systems (Human-Computer Interaction). These two young people work hard with each other to create a photography-based social networking service according to their dreams.

Initially, this application was called Burbn. Then within two weeks, this application succeeded in making Baseline Ventures and Andreessen Horowitz investors ready to provide $500 thousand of money (Atmoko, 2012:5). Kevin and Mike focused on making this app called Burbn a big company. However, over time they decided to find a new name that everyone could spell more easily. So, the name Instagram was founded, which

combines the aspect of "right here right now" with the idea that users can record something in their life. This name also sounds more familiar (Atmoko, 2012:7). Since Instagram can be accessed on Android, this application was purchased for USD 1 billion by Mark Zuckerberg, the founder of Facebook (Atmoko, 2012:15).

Enterprise (2012:2) says, "Instagram is an application available for iPhone, iPod, and iPad that takes pictures and processes photos to make them seem antique and distribute them to the community." Instagram is an application to deliver information quickly, namely in the form of managing photos, editing photos, and sharing other social networks."

Furthermore, Prihatiningsih (2017:52) "Instagram is a photo sharing application that allows users to take photos, apply digital filters and share them to various social networking services." Furthermore, Instagram is a social media that is included in the category of social networks that can be accessed quickly and provide information. Furthermore, Bettendorf (2019:2) :

> "Im Gegensatz zu Facebook zeichnete sich Instagram zu Beginn vor allem dadurch aus, dass sogenannte Filter zu veröffentlichende Fotos verschönern content. Auch heute noch ist die Plattform als Netzwerk der Bilder bekannt. Instagram hat, wie Facebook auch eine Startseite, auf der jeder Nutzer etwas publizieren kann".

It can be interpreted that Instagram is different from Facebook because Instagram has filters that can beautify the photos to be published. Even today, Instagram is famous as an image-only platform with a start page where any user can publish something.

Based on some of the opinions above, it can be concluded that Instagram is a social media in which users can share posts in the form of photos or videos and use the editing features before sharing them.

SPEAKING

Speaking skill is one of the essential language components, especially in learning German. In this case, speaking skills are included in productive competencies, which require students to be able to produce their own set of words in speaking German. Therefore, it is necessary to learn by producing a series of words. As Tarigan (2015:3) said, "speaking is a language skill that develops in a child's life, which is only preceded by listening skills, and at that time the ability to speak or speak is learned." Furthermore, Hutahaean (2021:13) adds that "speaking is the process of changing the form of thoughts or feelings into meaningful speech or language sounds that are conveyed to others."

Iskandarwassid and Sundar (2013: 241) argue that "speaking skills are skills to produce currents of articulation sound systems to convey wishes, needs, feelings and desires to others." Furthermore, Saddono and Slamet (2012:36) added that speaking skills are mechanistic.

Part of the body spontaneously takes an active role in self-expression and indirectly reinforces the meaning of the conversation to be conveyed. As Setyonegoro (2013: 68) stated, "speaking is a form of speech act in the form of sounds produced by speech organs accompanied by body movements and facial expressions."
Furthermore, Helbig et al. (2001: 910) say:

> "Sprechen ist also als Handlung zu begreifen, die zu einem Partner Beziehungen herstellt, als "soziale Interaktion". Man, versteht darunter die durch Kommunikation (Sprache, Symbole, Gesten, usw.) vermittelten wechselseitigen Beziehungen

zwischen Personen und Gruppen und die daraus resultierende wechselseitige Beeinflussung ihrerEinstellungen, Lelungologi (1994v, gder Handzi 8)''.

The statement implies that speaking must be understood as building relationships with other people or as social interaction. This is also understood as a reciprocal relationship through communication in the form of language, symbols, gestures, and others ways, which will affect the attitudes, actions, and expectations of the interlocutor.

It can be said that speaking skills are the ability to convey thoughts and ideas to others verbally and accompanied by facial expressions so that the meaning to be conveyed to others can be understood.

RESEARCH METHOD

This type of research is Quasi-Experimental Design research in the form of a Non-Equivalent Control Group Design. The population in this study consisted of 6 classes, namely class X MIPA 1, X MIPA 2, X MIPA 3, X MIPA 4, X MIPA 5, and X MIPA 6, which totaled 216 students. The samples of this study were students of class X MIPA 5 as the experimental class and X MIPA 6 as the control class, which were chosen randomly (random sampling) with a total of 68 students. The instrument in the study was a test of students' speaking skills. Data were collected through the results of students' speaking skills tests. The research scheme is described as follows.

$$\begin{array}{ccc} \mathbf{Q_1} & \mathbf{X} & \mathbf{Q_2} \\ \\ \mathbf{Q_3} & & \mathbf{Q_4} \end{array}$$
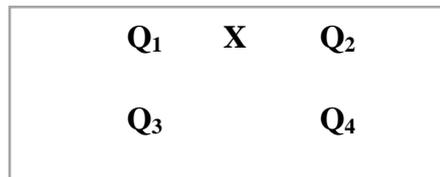
Information:
Q1: Pre-test experimental class
Q2: Post-test experimental class
X: Treatment
Q3: Pre-test control class
Q4: Post-test control class

Data Analysis Technique

The data obtained from the students' speaking skills test in this study were analyzed using inferential statistical analysis to test the research hypothesis using a t-test. However, before testing the hypothesis, a normality test was conducted using a Z-score table and chi-squared, and a homogeneity test was performed using the F (Fisher) test.

RESEARCH RESULTS AND DISCUSSION

Pre-test Descriptive Statistical Analysis

Based on the scores obtained from the pre-test results for class X MIPA 5 SMAN 1 Maros as the experimental class, the average (mean) of 34 students was 52.20. The following data frequency distribution can be seen in the table below:

Table 1. Experiment Class Pre-Test Table

No.	Interval Skor	Frekuensi	Percentage (100%)
1	25-31	2	6
2	32-38	2	6
3	39-45	5	15
4	46-52	4	12
5	53-59	10	29
6	60-66	10	29
7	67-73	1	3
Jumlah		**34**	**100**

From the explanation above, it can be concluded that out of 34 students, 1 (3%) students got the highest score in the score interval with a range of 67-73, while 2 (6%) students got the lowest score in the score interval with a range between 25-31.

Post-test Descriptive Statistical Analysis

Based on the scores obtained from the post-test results for class X MIPA 5 SMAN 1 Maros as the experimental class, the average (mean) of 34 students was 85.73. The following data frequency distribution can be seen in the histogram below:
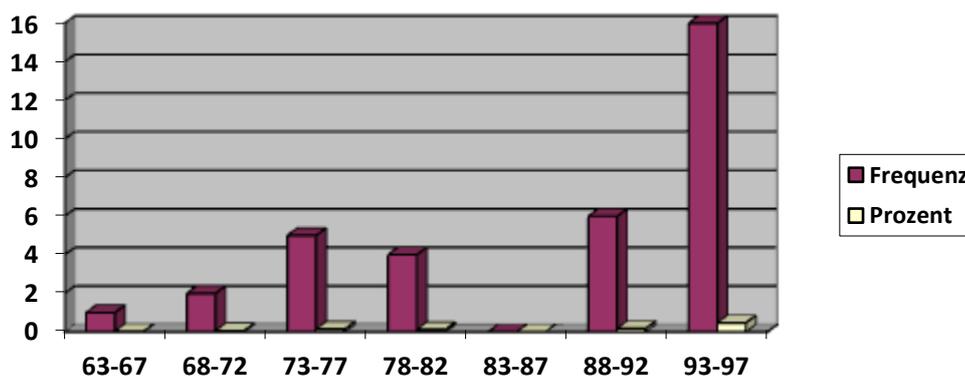
Picture 1. Experimental Class Post-Test Histogram

From the explanation above, it can be concluded that out of 34 students, 16 (47%) students got the highest score in the score interval with a range of 93-97, while 1 (3%) students got the lowest score in the score interval with a range between 63-67.

DISCUSSION

This study involved two classes, namely the experimental class, and the control class. Each class was given a pre-test, treatment, and post-test. In the pre-test and post-test, students were asked to introduce themselves in German with several points such as name, origin, address, occupation, age, hobbies, language, and telephone number. Both classes were also given treatment with an experimental class in the learning process using Instagram, while the control class used an LCD projector as a learning medium.

The value obtained from the pre-test results for class X MIPA 5 SMAN 1 Maros as the experimental class, the average (mean) of 34 students was 52.20, while the post-test results obtained an average (mean) of 85.73. In the control class, the scores obtained from the pre-test results for class X MIPA 6 SMAN 1 Maros, the average (mean) of 34 students was 51.41, while the post-test results obtained an average (mean) of 70.23.

Several steps were carried out to determine the effectiveness of Instagram in learning to speak German. In the first stage, the normality test was carried out using the Z-score table, and chi-squared results obtained that the data were normally distributed. The next step is to test the homogeneity using the F (Fisher) test. The results show that the data is homogeneous. In the end, the hypothesis was tested using a t-test, and the results stated that H0 (Instagram was not effective in learning to speak German for class X students of SMAN 1 Maros) was rejected and H1 (Instagram was effective in learning German-speaking for class X students of SMAN 1 Maros) was accepted.

The results obtained that the average pre-test of class X MIPA 5 as the experimental class was 52.20, while the value obtained after the post-test was 85.73, so it increased by 33.53. Furthermore, based on the t-test, the value of Account (4.046) > TTable (1.998). Therefore, it can be stated that the research on the effectiveness of Instagram in learning to speak German for X-grade students of SMAN 1 Maros was declared victorious.

CONCLUSION

Based on the results of data analysis, it can be concluded that Instagram is effective in learning to speak German for class X students of SMAN 1 Maros. These results can be proven by the average pre-test class X MIPA 5 as the experimental class is 52.20, while the value obtained after the post-test is 85.73, so it has an increase of 33.53. Furthermore, based on the t-test, the value of Account (4,046) > TTable (1,998) can be said that H0 (Instagram is not effective in learning to speak German students of class X SMAN 1 Maros) is rejected, and H1 (Instagram is effective in learning to speak German). Germany students of class X SMAN 1 Maros) were accepted. Therefore, the research on Instagram in learning to speak German for class X students of SMAN 1 Maros) was declared successful.

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