

**THE USE OF INSTAGRAM-MEDIATED ACTIVITY IN TEACHING GIVING  
INVITATION IN 11TH GRADE OF SENIOR HIGH SCHOOL**

**A Thesis**

**Presented to Department of English Language Education as Partial  
Fulfillment of Requirements to Obtain the Sarjana Pendidikan degree in  
English Language Education**



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## STATEMENT OF WORK'S ORIGINALITY

I honestly declare that this thesis which I have written does not contain the work or parts of other people except those cited in the quotations and references, as a scientific paper should.

Yogyakarta, 9 August 2020

The writer,



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## MOTTO

*“If you can dream it, you can do it”*

(Walt Disney)



## **DEDICATION**

Gratefully and thankfully, I dedicate this thesis to:

1. The head of English Language Education Department Miss. Irma Windy Astuti, S.S., M.Hum.
2. My thesis supervisor Miss. Astri Hapsari, S.S., M.TESOL who always supports and guides me with her patience.
3. My academic supervisor Miss. Irma Windy Astuti, S.S., M.Hum who always supports me and gives me motivation.
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6. All My friends at English Language Education Department batch 2014.
7. Especially all my good friends from KOMPLIKASI who always give new experience, knowledge and share anything may Allah always provide salvation to all of us.

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Alhamdulillah. All praises due to Allah SWT, who has given us life filled with challenges in a bundle of beautiful results and grateful blessings. In this chances, the Author enables to finishes this thesis as a partial fulfilment of requirements to obtain the Sarjana Pendidikan degree in English Language Education.

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Last but not least, I want to say thank you so much indeed for all those who I could not mention the names. Hopefully this thesis can be useful for us and become the input for the parties in need.

Yogyakarta, 9 August 2020

A handwritten signature in black ink is written over a yellow 6000 Indonesian postage stamp. The stamp features the Garuda Pancasila emblem and the text 'METERAI TEMPEL', '6000', and 'ENAM RIBURUPIAH'. The stamp number '8XHF459839795' is also visible.

**Alief Shiro Phaksi Raharja**

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# **THE USE OF INSTAGRAM-MEDIATED ACTIVITY IN TEACHING GIVING INVITATION IN 11TH GRADE OF SENIOR HIGH SCHOOL**

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## **ABSTRACT**

The best practice aims to describe the use of instagram-mediated activity in teaching giving invitations in 11 th grade of senior high school. Instagram is used as a creative space to post students' invitation creation. How is the use of instagram-mediated activity in teaching giving invitations in 11 th grade of senior high school? From my reflection after doing the best practice, I learned that the use of Instagram-mediated activity makes the students more engaged in the learning material. I learned that as a teacher we have to pay attention in classroom interaction . By using instagram as learning media, the students were also becoming an autonomous learner and more active to search resources to make their own invitation cards because the students were so familiar with Instagram as social media. They also became more creative to create their invitation card by adapting some invitation cards from other Instagram posts. Therefore, the instagram-mediated activity facilitated students' engagement in learning giving invitations in English.

**Key words:** *Instagram, Students' Engagement, Autonomous Learner, Creative Space*

## **CHAPTER I**

### **BACKGROUND OF THE TEACHING PRACTICE**

The teaching practice that I chose for this report and this study is the fifth teaching practice in XI MIPA 1 where I had invitation topic for the material. Why I took the fifth teaching practice as my best practice, nearly because I had positive feedback from many progress that can be used for my data research. For the physical and environmental needs, the female and male students were separated in the classroom so either the female or male students did not engage to learning material I delivered in the classroom. The class consisted of 35 students, so the table arrangement were not set too narrow and it gave enough space for teacher to move around the class to monitor what the students did during the class activity. It really help us as a pre-service teacher when we had games for the activity in the class. The class had enough furniture to support student's need such as wardrobe to keep stuff and trash bin. The class had enough media for me to delivery my material such as lcd and projector. The school did not prepare markers for teachers, so we had to prepare it by ourselves. For the classroom management there were some issues when the students did not like to sit in the front row. In the other side, it is a challenging part when I had to rearrange the seat but with the school policy when the male student were not allowed to sit next to female students so the learning process can be a little bit less effective because not all the female or male students have the same motivation in learning and also there is no possibilities to collaborate between the male and female students in learning process. In addition,

the male students were too dependent with other male students and so did the female students. On the other side, it is easier to identify some students who need more attention in learning process.

The other problem I observed was lack of engagement from the students, from the issues I got according to Niemiec & Ryan (2009) under such controlling conditions, however, the feelings of joy, enthusiasm, and interest that once accompanied learning are frequently replaced by experiences of anxiety, boredom, or alienation. This creates the self-fulfilling prophecy so evident in many classrooms, whereby students no longer were interested in what is taught, and teachers must externally control students to ‘make’ learning occur.

In this report, I chose the best teaching practice with invitation material in class XI MIPA 1, I study *the use of Instagram-mediated activity in giving invitation*. This best practice comes from my interpretative question : how can the students be engaged in learning activity through Instagram- mediated material I prepared around the topic giving invitation.

## **CHAPTER II**

### **CONSTRUCT OF THE TEACHING PRACTICE**

There are two research paper I found related to how to deal with the problem of students' engagement. First research is, Parkin, Hepplestone, Holden, Irwin & Thorpe, (2012) claimed that, students valued the perceived permanence of access to their online feedback. The study revealed that they frequently refer back to it to support future learning and assessments. This was different from the way in which students engaged with feedback when it was delivered hard copy. In the other side, The study found that students value the ability to monitor their own progression and to see how they have performed on each assignment during, rather than following, the module (Carless 2006; Maclellan 2001) as cited on (Parkin, Hepplestone, Holden, Irwin & Thorpe, 2012).

From this paper I learned that there should be a tool to build students' intrinsic motivation so that by choosing the right tool, the teacher may add support to their learning process -which will cause their autonomy in learning. Instagram is a photo-sharing mobile application that allows users to take pictures, apply filters to them, and share them on the platform itself, as well as other platforms like Facebook and Twitter Stec (2015) as cited on Alhabash and Ma (2017). Based on the company website, Instagram has over 400 million active monthly users who shared over 40 billion pictures, with an average of 3.5 billion daily likes for >80 million photos shared daily on the site Instagram (2016) as cited on (Alhabash and Ma, 2017).

For the second research, Jankowska & Atlay (2008) find that, students need to become more active, self-directed, autonomous learners, responsible for the development of their knowledge and skills. Teachers, on the other hand, become partners, facilitators and often co-learners in a lifelong learning process. One of the informants recognizes the space as a very challenging thing because it changes the perspective of teaching.

My interpretative question is: how is the use of instagram-mediated activity in teaching giving invitations in 11 th grade of senior high school?



## **CHAPTER III**

### **IMPLEMENTATION OF THE TEACHING PRACTICE**

#### **3.1. Teaching Preparation**

The interesting activity or familiar media to learn the materials that involved the whole class is needed to apply instead of just learning the material rapidly because not all the students were able to gain the information just from the teacher itself. The goal I set for the teaching was to make students feel more interested in learning and applying English in the students' real life situation by using Instagram. By setting the goal, I expected that after the basic competence of the lesson was achieved, the students would not stop learning and continue using English in their Instagram posts. I wanted them to become more engaged in the learning material and more active in learning English.

#### **3.2. Teaching Procedures**

##### **3.2.1. Pre-teaching Activity**

In pre- teaching (previous meeting), I told all the students about the next material and ask all of them to visit an Instagram account that I already prepared for them using their own Instagram account. After that, I explained that the next meeting will only determining who won the best poster. At last, all the learning material and all the terms would be uploaded on Instagram. The topic of the lesson was Giving Invitation. In my first teaching, I set basic competence that the students would be familiar with the model of invitation letter.



Figure 1 The Instagram I Used to Give the Students Material about Giving Invitation.

### 3.2.2. Whilst-teaching Activity

In whilst- teaching I make new Instagram account [@englishforseniorhigh](https://www.instagram.com/englishforseniorhigh) to facilitate the students about their learning process for giving invitation. I gave the students instruction to check their social media (Instagram), then I provided the whole materials at Instagram. Afterwards, I asked the students to learn the material on the Instagram by themselves. Then I asked the students to make an invitation card and the students were free to choose the theme or the invitation card format



(formal/informal). In addition, the assessment rubric was also added at the Instagram post. The final score of students' invitation cards is 100 with details as followed :

- The originality of invitation card assesses : 35%
- Students' creativity to make their invitation card assesses : 35%
- The content of students' invitation card assesses : 30%

Afterwards, the male student is too depending on other male student so do the female student. In addition, I asked the students to combining the male and female students in each group, so the learning process will be more effective and each group consist of 4 students. Next, the students created their own invitation card and the theme was free to choose by the students. In the next meeting, the teacher is assessing students' invitation cards. Is the students' make their invitation following the instruction that been given in Instagram. Finally, I announced to the students the deadline of this project due to Monday August, 26<sup>th</sup> 2019 at 9 AM".

### **3.2.3. Post-teaching Activity: My Reflection on Teaching Practice**

At the next meeting I gave a brief explanation about how to give, ask, and respond to an invitation. And I asked the students if the students have any issues about the material or media for their learning process. For the closing in the meeting, I asked the students for submitting their posters and announcing who was the winner for best poster.

The influence from the steps/activity to stimulate the students to learn the subject by their own method and developing their own way to gain knowledge not only from the teacher. On the other side, the students became an autonomous learner after they make their own invitation cards and also the activity stimulates students' creativity. In addition, every student in the classroom would have their own prior-knowledge to discuss so the learning process will be more easier because the teacher can lead the students in the discussion panel.



**Figure 2 The Result of Students' Task that I Give in the Instagram**

## **CHAPTER IV**

### **CONCLUSION**

The main goal is to make the students more interested in learning EFL and also to make them implement English in their daily life (instead of speaking or listening English content). Besides, the material is a crucial thing. When the material that teacher brings in class does not make the student more interesting then the class will be a passive class. On the other side, when the teacher brings interesting and challenging material or activity to the class it will be a joyful class you have as a teacher. In this study I choose to use Instagram to make students more engaging about the learning material. As a teacher we have to pay attention to every aspect in the classroom so the learning outcomes can be achieved. In addition, the interaction and communication between male and female students became more active to share their ideas about their invitation card . Their attitude in the learning process became more engaging and also the male student did not depend only on the other male student, so did the female students. In conclusion, instagram mediated activity helped to achieve the learning goals. Students were becoming an autonomous learner and more active to search resources to make their own invitation cards.

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