



Microblog: An interactive learning media for learning English

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Abstract

This research intended to design a Microblog on Instagram as interactive learning media to learn the descriptive text for Grade 7. The media designed to assist students comprehend in English learning, especially descriptive text. This research was conducted at SMP Negeri 16 Tanjungpinang for the academic year 2021/2022 on class VII E, which consisted of 38 students. This research was Research and Development (R&D). The development model was Thiagarajan model which are 4D (Define, Design, Develop, and Disseminate). Moreover, this research was limited to Develop stage. The instrument to collect the data was several questionnaires which consist of validation questionnaire and student practicality questionnaire. The results of data analysis revealed that the score of media validation is 86% with "very good/very valid" and the score of material validation is 90% with "very good/very valid". Thus, the score of the media trial to observe the practicality of the media is 80% with "practical". The Microblog on Instagram as Interactive Learning Media was valid and proper to use for learning and advantageous for students to comprehend English learning materials, especially on descriptive text.

Keywords: Descriptive Text, Interactive Learning Media, Microblog,

I INTRODUCTION

In today's modern era, technological developments are very rapid and the flow continues to progress. Technological advances and developments are very influential in various aspects of people's lives. The existence of technology is very important and its development is very rapid in the field of education during the COVID-19 pandemic, where the entire teaching and learning process relies on technology to carry out distance and online learning. Of course, teachers who were originally offline in teaching, must be smart and clever in making innovations in delivering learning materials and holding teaching and learning processes in the classroom. According to Criollo-C et al., (2018) learning how to utilize mobile devices makes education more accessible to everyone, even vulnerable individuals living in distant places. Mobile

devices are sometimes the only inexpensive option to provide digital material in many regions. With various devices, several applications are advantageous for supporting the learning and teaching process. It reveals that the presence of technology is beneficial and advantageous for use in education and can be used in accordance with the learning objectives to be achieved. Through the device used, of course, there are many useful /applications to use, ranging from social media applications and special applications in education.

In recent years, applications (apps) have become a popular media for learning, offering learners a convenient and interactive way to engage with educational content. There are many applications available that are designed to support learning across a range of subjects, including language learning, math, science, history, and more. In the world of education, learning media has become an increasingly important aspect of the teaching and learning process. With the advancement of technology, traditional teaching methods have been complemented and replaced by digital media and educational software. Learning media refers to any material or tool that is used to facilitate learning. It can be in the form of books, audio-visual aids, computer programs, online resources, games, and simulations. The use of learning media enhances the teaching and learning process, making it more engaging and effective.

Based on Garcia et al., (2019) Blogging are writing, reading, and ‘commenting in’ and ‘commenting out’ of blogs are all part of the blogging rhythm. All activities related to blogging use the blogger application/website with Google developers as a means to blog on the website. Then in 2007 appeared the same activity with blogging commonly called microblog. This microblog is the same activity as blogging but on a small scale that is limited and has a smaller size than the actual blog. Microblog is a popular service started on the Twitter application in 2006, microblog activities started and users can write and discuss any topic in a thread on twitter. Then the microblog on the Twitter application is used in the teaching learning process. Microblog activity in learning is being able by teachers or students in the teaching-learning process through social media applications (e.g., Twitter) or applications related to learning and education activity. In this researcher, the researcher attempted to design a microblog to learn English material by using Instagram as social media application. Instagram is one of social media platforms can make easier for people to share interesting information through pictures, video and other menu service there. The function of a microblog is to promote and brand a product on Instagram. In this research, the researcher designed the microblog model based on an Instagram application for learning English.

One of the benefits of using Instagram as a tool for microblogging is its reach. Instagram has over one billion active users, making it a powerful platform for users to reach a large and diverse audience. Another advantage of using Instagram for microblogging is its visual nature. While microblogging typically involves text-based content, Instagram allows users to combine visuals with their captions, making their posts more engaging and shareable. This can help users to capture their audience's attention and make their message more memorable.

In addition, the microblog is an interactive learning media used by teachers and students in the learning and teaching process of English subjects in grade 7 Junior High School. By using the Instagram application, teachers can use it well or can design learning media by utilizing the application.

The researcher made several observations to learn about the issues that arise in the classroom throughout the teaching-learning process, specifically in 7th grade English. This research discovered several difficulties in learning English in 7th grade after interviewing one of the English teachers there. The first issue is that children didn't learn English from 1st to 6th grade in primary school. They began learning English subjects in grade 7. This condition made them not understand the basics of English subject well. The second problem, based on the condition in the teaching-learning process during pandemic Covid-19, the government took an alternative to do limited face-to-face learning. This condition was not conducive for them because the learning time tends to be short. It made not comprehend the English learning material well. Based on the issues, it is necessary to develop microblogs as interactive learning

media that are attractive, easy, and efficient for learning and delivering the material. This microblog learning media expected to help students comprehend the English learning material. The presence of learning media that contains teaching materials from the teacher will enhance students' motivation, and comprehension towards the material becomes more optimal. The Designing learning media created actualized in the research entitled Designing Microblog in Instagram as Interactive Learning Media to Learn Descriptive Text for Grade 7.

II METHOD

2.1 Research Design

This research was conducted to know the validity and practicality of Microblog in Instagram as interactive learning media to learn descriptive text for grade 7. In this research, the data that researcher obtained was from expert validity sheet and student practicality sheet. The method of this research is Research and Development (R & D). The purposes of research and development were be able to produce certain products, including the process of examining the practicality of the product. The improvement, development, and assessment of the educational system are the explicit goals of research and development methods (Yang et al., 2005). The focus of this research is designing microblog in Instagram as interactive learning media to learn descriptive text for grade 7. The development model was used in this research was the Four D (4D) model (Thiagarajan et al., 1974). Thiagarajan is a practical problem-solving and decision-making model that can be used in a variety of contexts, including education, business, and community development. The model encourages collaboration and creativity, and can help individuals or teams to effectively define problems, generate and evaluate potential solutions, and implement the chosen solution. This model consists of 4 stages which is Define, Design, Develop, and Disseminate. Moreover, in this research the 4D model confined to Develop stage.

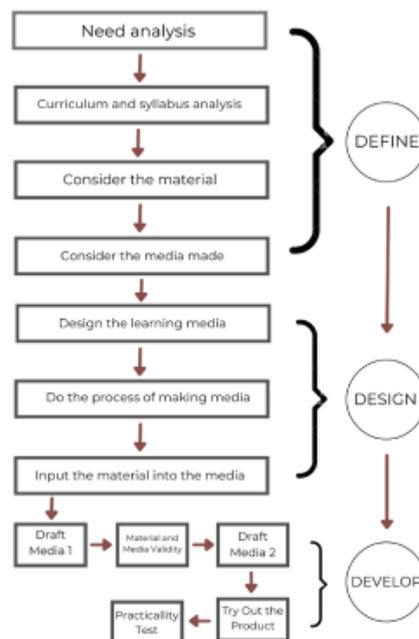


Figure 1. The process of design product by using 4D Model

Based on the flowchart above, the E-Learning was developed using the 4D model which explained as:

1. Define

In the first stage, the focus is on defining the problem or challenge in clear and specific terms. This includes identifying the root cause of the problem, defining the scope and boundaries of the problem, and determining the criteria for success. In this stage contain learning needs. This stage determined the learning needs consist of need analysis, curriculum analysis, consider the material, and consider the media.

2. Design

In the second stage, the focus is on designing potential solutions to the problem. This involves brainstorming, researching, and gathering information from a variety of sources to identify possible options. The design stage contain the activity of designing the media (microblog) by using Canva website. Canva is an online tool for creating graphic design (Miluniec & Miciuła, 2020) . Thus, the preparation of Instagram account for upload the microblog.

3. Develop

In the third stage, the focus is on developing and refining potential solutions. This includes evaluating and selecting the most promising options, developing detailed plans for implementing the solutions, and considering potential obstacles or challenges that may arise. This stage contains validation of media by experts and product trials for the student. Validation consists of media validation and material validation. It is carried out by media and material experts. The data was collected by an expert validation questionnaire. Then, the media has validated, and the next step is a product trial. The product trial is a practicality test to find out whether media be able to use or not.

2.2 Subject of the Research

The subject of research refers to the topic or area of interest that is being studied or investigated. It is the focus of the research and provides a clear direction for the research questions, methods, and analysis. The subjects of the research was on 7th grade of SMP Negeri 16 Tanjungpinang especially in class 7E. The trial of media was carried out in 38 students.

2.3 Research Instrument

A research instrument is a tool or technique that is used to collect data or information for research purposes. In order to conduct research, it is often necessary to collect data on a variety of different variables, such as attitudes, opinions, behaviors, or performance. Research instruments are designed to measure or quantify these variables, and can take many different forms depending on the nature of the research question and the type of data being collected. Some common examples of research instruments include surveys, questionnaires, interviews, observation checklists, tests, or

experiments. These instruments can be either standardized or non-standardized, depending on whether they have been validated and tested for reliability and validity.

The instrument of this research is questionnaire. According to Roopa & Rani (2012), questionnaire is mostly a set of written questions that a respondent fills out to express his or her opinion. The questionnaire in this research consist of material validation sheet, media validation sheet, and students' practicality sheet. In order to score their answers to evaluative questions, respondents can select from a sequence of statements on a Likert-type scale (Vogt, 1999). The questionnaire has likert scale which range scale is 4 until 1.

Table 1. Table of Likert Scale

No.	Response	Score
1	Very Good	4
2	Good	3
3	Less Good	2
4	Not Good	1

(Sukardi, 2013)

2.4 Data analysis

Data analysis refers to the process of examining, cleaning, transforming, and modeling data in order to extract useful information, draw conclusions, and support decision-making. Data analysis involves a range of techniques and methods, including statistical analysis, machine learning, data mining, and visualization, among others. The goal of data analysis is to identify patterns, trends, and insights in the data that can be used to answer research questions, make predictions, or guide decision-making.

In this research the data which obtained from all the questionnaires was analysed by using the method:

The data was calculated with formula as follows:

$$P = \frac{f}{n} \times 100\%$$

(Sudjana, 2005)

Description:

P = score percentage

f = total of obtained score

n = total of maximum score

Table 2. Grid of Percentage Range and Qualitative Criteria of Product Validation

Score Percentage (%)	Qualitative Criteria
81%<P≤100%	Very Good / Very Valid
62%<P≤81%	Good / Valid
43%<P≤62%	Less Good / Less Valid
25%<P≤43%	Not Good / Not Valid

(Sudjana, 2005)

a. Practicality Analysis

The data from product trial activity of student are converted into numbers, with the following conditions:

$$P = \frac{f}{n} \times 100\%$$

(Sudjana, 2005)

Description:

P = score percentage

f = total of obtained score

n = total of maximum score

The conversion of the numbers then entered into the calculation formula as follows:

Table 3. Grid of Percentage Range and Qualitative Criteria of Learning Media Practicality

Score Percentage (%)	Qualitative Criteria
81%<P≤100%	Very Practical
62%<P≤81%	Practical
43%<P≤62%	Less Practical
25%<P≤43%	Not Practical

(Fransisca et al., 2019)

III RESULT

3.1 Result

3.1.1 Microblog in Instagram Display

Microblog in Instagram as interactive learning media to learn descriptive text for grade 7 has some displays. The specification of the microblog display will be describe in the following points:

1. To access the microblog as interactive learning media by using Instagram. The Instagram username is le.learnenglish.

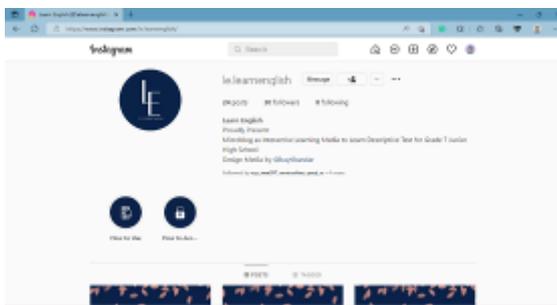


Figure 2. The display of Instagram account

2. There are how to access and how to use microblog on Highlight menu in Instagram account. It made student easily to access and use media for learn English.



Figure 3. Highlights "how to use" and "how to access"

3. The microblog le.learnenglish consist of grid of picture involved the descriptive material in each pictures.

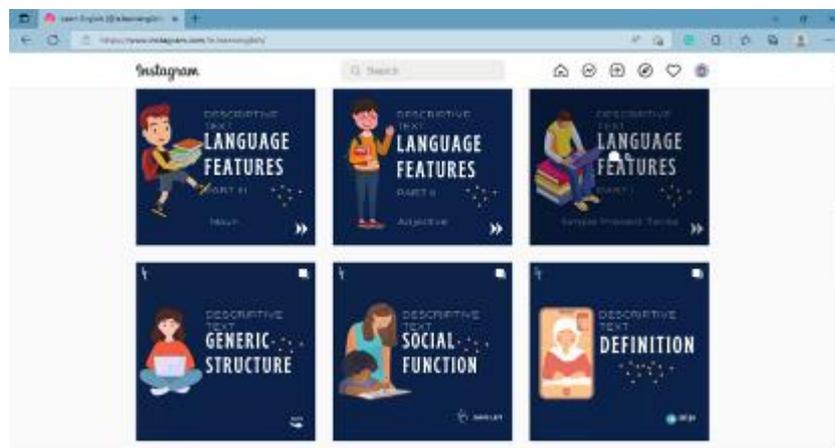


Figure 4. Display of Microblog le.learnenglish on Instagram

4. Pupils may open the material on each picture in microblog. The material is descriptive for grade 7 junior high school. The material consist of definition of descriptive text, social function, generic structure, and language features.

3.1.2 Result of Expert Validity

1. Media Validation

Media validation refers to the process of verifying the accuracy, credibility, and reliability of information presented in various forms of media, such as news articles, social media posts, videos, and images. The purpose of media validation is to ensure that the information being presented is truthful, factual, and based on reliable sources. Media validation typically involves evaluating the source of the information, checking the accuracy of any statistics or data presented, and verifying any claims made in the media through additional research or consultation with subject matter experts. It may also involve fact-checking, which involves verifying claims and statements made in the media against independent sources of information to confirm their accuracy.

Media experts validated twice with several aspects being validated. The validation process was carried out by an English Education lecturer at FKIP UMRAH and one English subject teacher.

Table 4. Result of media validation

Aspect	Media Validation	
	1 st Validation	2 nd Validation
Learning objectives	71%	92%
Student Activities	88%	88%
Media Presentation	75%	79%
Impact of Media on Students	79%	79%
Display Quality	100%	100%
Programming	69%	81%
Average	81%	86%

2. Material validation

Material validation refers to the process of evaluating the quality, accuracy, and suitability of educational materials, such as textbooks, workbooks, lesson plans, and digital resources, before they are used in instructional settings. The goal of material validation is to ensure that the educational materials are accurate, relevant, and aligned with instructional standards and objectives. Material validation involves a range of activities, including reviewing the content and structure of the materials, checking for errors or inaccuracies, evaluating the level of difficulty and appropriateness for the intended audience, and verifying that the materials are inclusive and culturally responsive. Material validation is important in ensuring that students receive high-quality educational materials that are aligned with instructional goals and objectives. This process can help to improve the effectiveness of instructional materials and ultimately lead to improved student learning outcomes.

Material validation was carried out by material experts 2 times with several aspects being validated. The material validation process was carried out by two material experts from an English Education lecturer at FKIP UMRAH and an English subject teacher. The following table shows the percentage of material validation result:

Table 5. Result of Material Validation

Aspect	Material Validation	
	1 st Validation	2 nd Validation
Learning objectives	63%	100%
Student Activities	91%	91%
Media Presentation	71%	88%
The Effect of Media on Students	81%	81%
Appearance	98%	98%
Programming	78%	84%
Average	84%	90%

3.1.3 Practicality Test

Practicality is an important consideration in research, as research that is not applicable or feasible in practice may have limited value. Practical research findings should be relevant to the needs and interests of stakeholders in the field, and should provide practical solutions to real-world problems or issues.

The product trial was conducted on 38 students of class 7E at SMP Negeri 16 Tanjungpinang. The result of practicality test showed in the following table:

Table 6. Result of Practicality Test

Aspect	Percentage	Information
Attentiveness	80%	Valid/Practical
Inquisitiveness	76%	Valid/Practical
Attentiveness	84%	Very Valid/ Very Practical
Satisfaction	80%	Valid/Practical
Student's Interest	84%	Very Valid/Very Practical
Attentiveness	74%	Valid/Practical
Inquisitiveness	75%	Valid/Practical
Student's Interest	81%	Very Valid/ Very Practical
Satisfaction	83%	Very Valid/ Very Practical
Average	80%	Valid/Practical

IV DISCUSSION

The result of the first media validation of Microblog on Instagram as interactive learning media to learn descriptive text for grade 7 was 81% with the valid category. Although, the first validation results were valid, there were comments and suggestions from the validator regarding the learning media. These suggestions added the learning objectives and procedures for using the correct media. Moreover, several revisions were made based on several suggestions and input from the validator. Thus, the second validation was carried out and obtained a percentage result of 86% with a very valid category, and the media was feasible to test for students at school.

The process of validating the media material for Microblog on Instagram as Interactive Learning Media to Learn Descriptive Text for Grade 7 was carried out by an English Education Study Program Lecturer and an English subject teacher at school. On the first validation was obtained that media validation was 84% with a very valid category. Thus, suggestions and comments from material experts, namely the learning objectives were not clearly stated, the use of language was not good, and there were incorrect sentence structures. Then the researchers carried out a revision process based on suggestions and comments from material experts. After the revision process is complete then, the validation process is carried out again for the second time. On second validation the results obtained were 90% with a very valid category and based on suggestions and comments from material experts that the media is feasible to test in schools. The results of media validation and the display of media are relevant to the criteria of good learning media (Alperi & Handayani, 2019).

Microblog media was tested in class 7E consisting of 38 students at SMP Negeri 16 Tanjung pinang to determine the practicality. The practicality test was carried out during the English learning process on descriptive text material, then students individually accessed the microblog learning media with their smartphones and Instagram accounts. Data was collected by providing a student practicality assessment instrument consisting of 12 questions. Based on the results obtained from the trial to see the practicality of the media obtained a percentage of “80%” with the “good/practical” category. This learning media can help the learning process more effectively and efficiently so that it is easier for students to understand descriptive text material delivered through Microblog media.

V CONCLUSION

In the world of education, learning media has become an increasingly important aspect of the teaching and learning process. With the advancement of technology, traditional teaching methods have been complemented and replaced by digital media and educational software. Learning media refers to any material or tool that is used to facilitate learning. It can be in the form of books, audio-visual aids, computer programs, online resources, games, and simulations. The use of learning media enhances the teaching and learning process, making it more engaging and effective. The advantages of Learning Media will enhances learning: earning media makes the teaching and learning process more engaging and interactive. It helps learners to retain information better by providing a variety of learning opportunities and experiences; personalized learning, learning media can be customized to suit individual learning needs and preferences. It allows learners to learn at their own pace and provides opportunities for self-directed learning; Flexibility: Learning media can be accessed from anywhere and at any time. It provides flexibility to learners who may not be able to attend traditional classes due to time or location constraints; Cost-Effective:

Learning media is often less expensive than traditional teaching methods. Printed materials, for example, are inexpensive and can be reused for multiple learners. Electronic media also reduces the cost of printing and distribution of learning materials; Increases Engagement: Learning media makes learning more fun and enjoyable. It encourages learners to actively participate in the learning process and increases motivation.

The process of designing and developing microblog on Instagram as interactive learning media to learn descriptive text for grade 7 was developed by using 4D model. The model consist of define, design, develop, and disseminate. Moreover, in this research limited on develop stage. The validation activity consist of media validation and material validation. The result of media validation is 86%, thus, the value could be interpreted as “very good/very valid.” Therefore, the material validation is 90%, thus, the value could be interpreted as “very good/very valid.” The practicality of microblog in Instagram as interactive learning media to learn descriptive text for grade 7 that has been tested on students shown 80% and the value could be interpreted as “practical.” Microblog on Instagram as Interactive Learning Media to Learn Descriptive Text for Grade 7 is able to increase students' motivation, interest, and enthusiasm for independent learning so that learning is more fun and students easily understand the material presented well. Microblogs can be used as a language learning tool, as mentioned earlier. Language learners can follow accounts of native English speakers or accounts that share English language learning content, and use hashtags to discover new vocabulary and practice their reading and writing skills. In conclusion, microblog can be effective tools for learning. They provide an interactive and engaging platform for sharing information, collaborating, and exchanging ideas in real-time. Microblog can be used for professional development, collaborative learning, language learning, and staying up-to-date on current events related to a specific field of study. It can also be a useful way to facilitate discussion and exchange of ideas among learners. However, it is important to use microblogging platforms responsibly and to ensure that the information being shared is accurate and reliable. Additionally, learners should be aware of the potential distractions and risks associated with using social media platforms, and should use them in moderation to avoid negative effects on their learning experience. Overall, microblogging can be a valuable addition to the learning process when used effectively and responsibly.

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