

The Relationship Between Self-Esteem and Social Media Instagram Toward Writing Skill of EFL Learners

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Abstract—This research is talking about “The Relationship between Self-Esteem and Social Media Instagram toward Writing Skill of EFL Learners (The Experimental Research) The objective of this research is to know whether or not any relationship between Self-Esteem and Social Media Instagram toward Writing Skill of EFL Learners. The method of the research was quasi experimental design. The subject of this research was the students. The cluster random sampling was used to take the sample. The sample was two classes, class X MIPA 1 as the experimental class and class X MIPA 2 as the control class. Pre-test, Post-test and questionnaire was used in collecting the data. From the data analysis, it was found that the result statistic calculation, it was obtained that the value of T_{value} was 2.41 and degree of freedom (df) is 48. In the table of significance 0.05 the value of the significance was 1.68, comparing those values, the result was $2.41 > 1.68$ which means $T_{valueScore}$ was higher than T_{table} Score. The result of questionnaire, the writer found that the students of self-esteem. In conclusion, alternative Hypothesis (H_a) was accepted and the null hypothesis (H_o) was rejected. It means that there was relationship between self-esteem and social media Instagram toward writing skill of EFL learners.

Keywords: *self-esteem, social media, writing skill, EFL learners*

I. INTRODUCTION

Writing well is really a big challenge for students of English as a foreign language. Many students think that writing is difficult to learn, especially writing in foreign language. The basic problems why they don't want to write is they have no idea to write and they are too afraid to make a mistake in writing either the grammatical error or the wrong diction. The student's low ability in writing also can be caused by technical problem. The teacher does not provide the chance for the students to practice writing. Besides, the writing problems are closely related to psychological factors, such as Self-esteem. Brown states “no successful cognitive and affective activity can be carried out without some degree of self-esteem, self-confidence, knowledge of yourself and belief in your own capabilities for that activity” [1]. These factors can cause the students think that they cannot do it. They do not believe in their ability. This personality may the

main problem for the students to start learning the foreign language skills. According Kuni, factors that influence one's EFL writing ability is Motivation. The problem is that motivation is a very complex thing. Motivation means a cluster of factor that ‘energizes’ the behaviour and gives it ‘direction’ [2].

Nowadays, modern teenagers are more interesting in ICT such as : computer, internet, and the ‘world’ within it. One of technologies that is commonly used in language learning is social media. According Akram and kumar [3] “a social media is an online platform which people use to build social networks or social relations with other people who share similar personal or career interests, activities, backgrounds or real-life connections”. The use of social media, such as Instagram can be a media for increasing students' writing skills, especially in English writing. Alhabash and Ma state “Instagram is a photo sharing mobile application that allows user to take pictures, apply filters to them, and share them on the platform itself” [4].

Writing caption on Instagram helps the students feel the greater authenticity and purpose rather than in the traditional writing which only can be seen only by teacher. Instagram can help the students to increase their awareness of their readers. Thus, the students are more aware about their language because their posts can be seen by everyone. As a result, the students encourage themselves to give their best in writing in order to make a well-arranged writing and the students would be shame if their writing have a lot mistakes. It's mean that the influential also toward their self-esteem.

According Oodman in Leary “Self-esteem as a dimension of the human personality and its relationship with significant successes and failures and frustrations person and explained” [5]. Moreover, Hisken “points out self-esteem as the complication of feelings about ourselves that guides our behavior, influence our attitudes, and drives our motivation” [6]. It refers to an individual's tendency as a person which indicates their judgments of their own worthiness or their appreciation to their own. It is the feelings about our value, and it can be good or bad feelings. From that statement, can connect self-esteem with students' learning

outcomes, since it guides their behaviour, influences their attitudes, and drives their motivation. If level of self-esteem is low, motivation also can be low. When the students do not learn with high motivation, it is difficult for the students to achieve good score.

Considering such as an issue, the objective of this research is to know the relationship between self-esteem and social media Instagram toward writing skill of EFL learners. The research is guided by a research question :Is there any relationship between self-esteem and social media Instagram toward writing skill of EFL learners?

II. METHOD

In this research the writer used the form of quasi experimental research. Quasi experimental design was used to identify whether relationship between self-esteem and social media Instagram toward writing skill of EFL learners or not. In this method the writer divided one group as the experimental group and another as the control group.

Subject of the research were 72 students. They are X MIPA 1 as experimental class, which consists of 36 students and X MIPA 2 as control class, which consists of 36 students. In this research the writer applied a random sampling. In this research, the writer used questionnaires and a writing test as an instrument. The questionnaires were used to know the students perception about their self. The kind of the questionnaire was close questionnaire. Besides, the writer gave students a writing test to observe the students' writing ability in telling their past experience. The test consisted of two parts, pre-test and post-test. Pre-test and post-test were conducted in the beginning and end of the research by using writing test. Meanwhile, the treatments were given to the students before the post-test was conducted.

The experimental group utilize instagram writing as the teaching technique and the control group taught using teacher-centred writing. In the experimental group, students were asked to upload many pictures and then fill the caption or description related to the picture uploaded then they were required to give comment on their friends' picture. After conducting treatment, post-test was given. I used SPSS Program to calculate the data.

III. DISCUSSION

The writer took the data which was taken from taken 25 students of experimental class and control class. Both of classes have different increasing score in pre-test and post-test.

To know the result of the test, it will be presented on the table below:

TABLE 1. THE TEST RESULT OF EXPERIMENTAL CLASS

Student	Pre-test Score (X1)	Post-test Score (X2)	Gained Score (X)	X2
$\sum N_Y =$ 25	$\sum Y_1 =$ 1595	$\sum Y_2 =$ 1699	$\sum Y =$ 104	$\sum Y^2 =$ 516
Mean	63,8	67,96	4,16	20,64

The table of students' score in the experimental class showed that the mean score of pre-test in experimental is 67,36 while

the mean score of post-test is 76,88. Total gained score in this class is 238.

TABLE 2. THE TEST RESULT OF CONTROLLED CLASS

Student	Pre-test Score (X1)	Post-test Score (X2)	Gained Score (X)	X2
$\sum N_Y =$ 25	$\sum Y_1 =$ 1595	$\sum Y_2 =$ 1699	$\sum Y =$ 104	$\sum Y^2 =$ 516
Mean	63,8	67,96	4,16	20,64

The table of students' score in controlled class showed that the mean score of pre-test in controlled class is 63,8 and the mean score of post-test is 67,96. The total gained score is 104.

From the result of the research, the comparison between experiment and controlled class based on the pre-test and post test score can be described on the chart below:

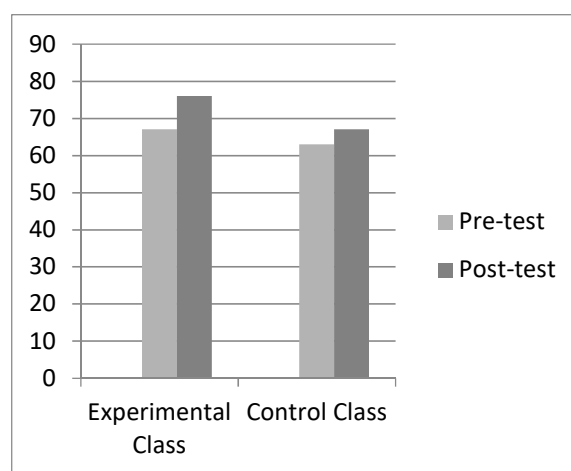


Fig.1. The Summary Research of Pre-test and Post-test

The result of all tests that have been conducted in this research shows that the experimental class has higher mean than control class. There is any significant difference in result of post test both experimental and control class

Based on the statistical analysis, the result showed that t-test (t_0) > t-table (t_t) (2.41 > 1.68). It means that t-test was higher in the value 2.41 than t-table. In addition, result of the questionnaire were intended to know the relationship between self-esteem and social media toward student's writing skills. Writer has given ten questionnaires for the students of experimental class.

The result of the distribution frequency and percentage of the questionnaire can be described on the table below:

TABLE 3. THE DISTRIBUTION OF THE FREQUENCY AND PERCENTAGE OF THE QUESTIONNAIRES

Score	Classificati on	Frequencies	Percentage
50 – 100	High	18	72%
1 – 50	Low	7	28 %

Based on the table above, there was 7 students obtained low self-esteem, and 18 students obtained high self-esteem. Based on the result students' responses of questionnaire, it showed that in the question number 2,5,6,7,8,9,10 with the

result percentage (100%, 100%, 64%, 52%, 100%, 100%, 92%), it means that the question got the category high. numbers 1,3,4, with the result percentage (32%, 0%, 0%), it means that the question got the category low.

Besides, the writer also found that Using ICT inside the classroom is one of the effective ways to motivate students in learning in this 21st Century. One of them in Learning English Writing. According Kuni, factors that influence one's EFL writing ability is Motivation. The problem is that motivation is a very complex thing. Motivation means a cluster of factor that 'energizes' the behaviour and gives it 'direction'[2]. Therefore, using technology in the language learning classroom can also increase students' motivation, decrease anxiety, create, students cantered approach, give opportunity to students to have an authentic learning process, and provides greater language production.

One of technologies that is commonly used in language learning is social media. The use of social media, such as Instagram can be a media for increasing students' writing skills, especially in English writing. According Handayani states that Instagram can enhance students' writing skill by giving comments to the photos or videos and writing some captions which are uploaded by the students[7]. Furthermore, the students also get the better inspiration to finish their writing project since Instagram provides spaces for pictures or videos which can help and support them to arrange a good writing. In other words, the students have more opportunity to develop their writing skill especially in improving the structure, coherence, and thematic development of their writing [8].

Writing caption on Instagram helps the students feel the greater authenticity and purpose rather than in the traditional writing which only can be seen only by teacher. In this sense, Instagram can help the students to increase their awareness of their readers. Thus, the students are more aware about their language because their posts can be seen by everyone. As a result, the students encourage themselves to give their best in writing in order to make a well-arranged writing and the students would be shame if their writing have a lot mistakes. It's mean that the influential also toward their self-esteem. Self-esteem is a personality that has an important role in learning process.

According Hisken points out self-esteem as the complication of feelings about ourselves that guides our behavior, influence our attitudes, and drives our motivation[6]. It refers to an individual's tendency as a person which indicates their judgments of their own worthiness or their appreciation to their own. It is the feelings about our value, and it can be good or bad feelings. Based on that statement, could be connect self-esteem with students' learning outcomes, since it guides their behavior, influences their attitudes, and drives their motivation. If level of self-esteem is low, motivation also can be low. When the students do not learn with high motivation, it is difficult for the students to achieve good score.

Based on the findings and the theories, the writer can interpret that the use social media, such as Instagram can improve students' writing skill, and there are relationship between self-esteem and social media Instagram toward writing skill.

After analyzing the result of the research, the writer got the data about the relationship between self-esteem and social media toward writing skill of EFL learners.

The result showed that the mean of improvement score in experimental class which was given treatment is 76,65. Meanwhile the mean of improvement score in controlled class without treatment in 67,65. It means that the mean of improvement score in experiment class is higher than controlled class. In addition, the result also can be seen from T-test in the significance degree (α) of 5%. The result showed that $t\text{-test} (t_o) > t\text{-table} (t_i)$ ($2.41 > 1.68$). It means that t-test was higher in the value 2.41 than t-table. The null hypothesis (H_o) is rejected. It means that alternative hypothesis (H_a) is accepted that there is relationship between self-esteem and social media Instagram toward writing skill of EFL learners.

The questionnaire result concludes that student responses about relationship between self-esteem and social media was high. In the question number 2,5,6,7,8,9,10 with the result percentage (100%, 100%, 64%, 52%, 100%, 100%, 92%). And number 1,3,4, got low, with the result percentage (32%, 0%, 0%).

Based on the describe above, can be concluded that there was significant relationship between self-esteem and social media Instagram toward writing skill of EFL learners.

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