

DEVELOPING ALYA'S INSTAGRAM REELS IN DISTINGUISHING PROGRESSIVE TENSE TO IMPROVE STUDENTS' ABILITY IN GRAMMAR

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Abstract

English learning media at this time is very diverse and develops following the development of technology. Moreover, the use of Instagram media as a medium for learning grammar. This research aimed to explain the difficulties of students in using progressive tense and the development of Alya's reels instagram as a media in teaching in distinguishing progressive tense to improve students' ability in grammar. The research that was carried out by the researcher is a type of research and development (R&D). The subject of this research were the eleventh grade students that consist of 90 students. The instruments used in this research were questionnaires, test, and interviews. The data gathered were analyzed qualitatively and quantitatively. This study was research and development used the Borg and Gall development model which has been adapted to field conditions. The stages used include (a) need analysis, (b) development preliminary form a product, (c) preliminary field testing, (d) main revision, (e) main field testing. Validation of instagram reel media was carried out by two subjects, namely material experts and media expert. This research concludes that Alyas' instagram reel is a valid and affective medium to enhance students' achievement in grammar learning.

Keywords: Instagram reels, progressive tense, grammar.

Abstrak

Media pembelajaran bahasa Inggris pada saat ini sangat beragam dan berkembang mengikuti perkembangan teknologi. Terlebih lagi penggunaan media Instagram sebagai media pembelajaran grammar. Penelitian ini bertujuan untuk menjelaskan kesulitan siswa dalam menggunakan progressive tense dan pengembangan instagram Alya's reels sebagai media dalam pembelajaran dalam membedakan progressive tense untuk meningkatkan kemampuan siswa dalam tata bahasa. Penelitian yang dilakukan oleh peneliti merupakan jenis penelitian dan pengembangan (R&D). Subjek penelitian ini adalah siswa kelas sebelas yang terdiri dari 90 siswa. Instrumen yang digunakan dalam penelitian ini adalah kuesioner, tes, dan wawancara. Data yang terkumpul dianalisis secara kualitatif dan kuantitatif. Penelitian ini merupakan penelitian dan pengembangan (research and development) dengan menggunakan model pengembangan Borg and Gall yang telah disesuaikan dengan kondisi lapangan. Tahapan yang digunakan

meliputi (a) analisis kebutuhan, (b) pengembangan preliminary form a product, (c) preliminary field testing, (d) main revision, (e) main field testing. Validasi media instagram reel dilakukan oleh dua subjek, yaitu ahli materi dan ahli media. Penelitian ini menyimpulkan bahwa Instagram Reel karya Alyas merupakan media yang valid dan efektif untuk meningkatkan prestasi siswa dalam pembelajaran tata bahasa.

Kata kunci: *Instagram reels, progressive tense, tata bahasa.*

INTRODUCTION

As we know, in this era English is an international language that many people can use for communicating in their life. In Indonesia, communication does not only use the mother tongue. In everyday life, many teenagers and even adults use foreign language, especially in some cases. The use of English vocabulary has become a habit for Indonesians themselves to speak. This has become a common thing. English also has become one of the compulsory subject taught formally from elementary school up to the university level. Learning English is very important for people because it can help people to improve the ability to communicate with more people around the world.

In learning English, there are four skills should be mastered, those are speaking, reading, writing, and listening. To enhance those skills, students need to have knowledge of grammar. Grammar is one of the most important aspect of communication, because through grammar we can understand the meaning of the message. Grammar also help us in forming words and making sentence. Grammar is one of the stressed points that teacher cannot disregard (Cakir, 2013).

Many Indonesian learners tend to have a lack of English grammar knowledge, they tend to speak English but do not use the correct arrangement and language order which is appropriate to grammatical rules. One of the basics of learning English is learning tenses (Sari & Hartanto, 2016). Students should have an ability to learn English intensively because there are several types of verbs and their function that can make learners confused to use grammar appropriately. Especially present progressive, whereas this tense is important in our daily communication. For example :

- 1) "I watch now ", The correct sentence must be "I'm watching now"
- 2) "I am eat now ", The correct sentence must be "I am eating now"
- 3) "Are you cry now?". The correct sentence must be "Are you crying now?"

The sentence must be "I'm watching now ", "I am eating now ", "Are you crying now?". Those sentences express activities that are in progress at the moment. Marked by the use of verb-ing in progressive

tense. Students can write, and speak well if they have great competence in sentence structure. There are sixteen tense in English. But in this case, the focus is only for progressive tenses. It is often used by people in their daily interaction.

Many Indonesian students, especially in Pekalongan, faced some difficulties in learning English. The most difficulties they faced were lack of interest in learning English, lack of confidence, lack of motivation in learning grammar, and the last difficulty is lack of implementing creative and innovative learning strategy from teacher.

Students' difficulty which appeared was lack of interest in learning English. They thought English was very hard language, English was a foreign language that not important to learn especially if they only live in Indonesia all the time.

The second difficulty was lack of confidence in many aspect especially speaking. It was because they felt afraid if they spoke English, and their sentence and words might not fit the right grammar order which can make them feel less confident. According to Mantasiah et al. (2018), Indonesian students tend to utilize Bahasa Indonesian grammatical rules when writing, translating, and speaking English sentences. In other words, students tend to write, translate, and speak using Indonesian rules instead of academic English rules.

The next difficulty was lack of motivation to learn grammar. Many

students thought grammar was difficult to understand. Therefore, they did not have interest to learn grammar further more.

The last difficulty was lack of implementing creative and innovative learning strategy by teacher. Teacher should be the expert in utilising various eligible teaching media for their grammar lesson. All students had their own style of learning but teacher should make a innovation in learning, especially learning English language.

To make learning process fun and interesting, creative learning media will be needed. Learning strategy plays a very big role in creating a more affective learning activity. Sometimes teachers do not have an interesting strategy of learning, it will make students less interest in learning. Therefore, the researcher need an interesting and creative strategy to increase students motivation in learning process. A teacher must be able to choose and use learning media appropriately in order to the selection, development, and use of learning media to be important (Rozie, 2018, p. 3).

In this modernized culture, social media is no longer an unfamiliar innovation for adults and school children because there are significant alternatives to meet every need and requirement of social media users. Instagram is one of the social media with the most users. Instagram is beneficial for learning that relates to education and general knowledge. The features on Instagram are very varied, one of which is Instagram reels. Instagram Reels is a feature on

Instagram that allows account users to upload videos containing whatever content the Instagram account user wants to share. Teachers can share material in the form of video and allow students to observe the material meticulously through Instagram. In doing so, teachers can enhance students' motivation to learn grammar especially in differentiating progressive tense.

Based on this, the researcher is interested in conducting a research developing a teaching media entitled "Developing Alya's Instagram Reels in Distinguishing Progressive Tense to Improve Students' Ability in Grammar"

Based on the background of study above, the researcher formulates research questions as follows:

- a) Exploration Phase
 - 1. What are the students' difficulties in using progressive tense?
- b) Development Phase
 - 1. How is the development of Alya's Instagram reels in distinguishing progressive tense in improving grammar ability?

METHODOLOGY

The researcher used the "Research and Development Design". According to Sugiyono (2012: 407), research and development is a research method that is used to produce a specific product and test the effectiveness of

the product. This study refers to the Borg and Gall model. The reason for choosing this model was because it provides a clear, step-by-step process for creating and testing educational medium. It focuses on identifying needs, testing, refining, and validating the product to ensure it's effective and practical for educational use.

The subject of this development of Alya's Instagram reel in distinguishing progressive tense includes: the students of XI grade of SMAN 1 Kedungwuni, lecture of Pekalongan University as media expert, and English teacher of SMAN 1 Kedungwuni as material expert. This selection subjects were carried out in SMAN 1 Kedungwuni.

Data collection procedures covers a variety of methods to obtain a comprehensive understanding of the phenomenon. The researcher used questionnaires to find out what needs students had in the media that were made and what difficulties they faced with progressive tense. Test was also used by distributing questionnaires containing questions regarding progressive tense material to measure their abilities and provide comparison material after using the product. A set of questions or tasks designed to assess a respondent's knowledge, skills. A test is a method of measuring a person's ability, knowledge or performance in a given domain (Brown, 2000:384). Interviews also used by the researcher. By interview the teacher of SMAN 1 Kedungwuni, it helps gather more information about students' condition at school. According to Riyanto (2001: 82)

interviews is a technique of collecting data by interviewing one person or several people concerned. This activity of interview requires direct interaction between the subject and interviewer.

The collecting data was continued in analyzing which was used quantitative and qualitative analysis. For the qualitative using the result of students response. While the quantitative was used descriptive analysis those score and percentage. To measure the questionnaire result obtained, researcher used a Likert Scale. Sugiyono (2014: 93) states that Likert scale is used to measure a person's attitudes, opinions, and perceptions about social phenomena.

FINDINGS AND DISCUSSIONS

Findings

A. Interviews

The researcher conducted observation and interview to gain some information. The researcher gain some information through students need analysis and interview to the teacher. In line with the findings, the interview to one of the English teacher of SMAN 1 Kedungwuni also met some results. English teacher answered some questions asked by the researcher. The results of the interview can be seen in the table below:

No.	Question	Answer
1.	What kind of technology that you use? how effective is the media to improve	The types of media and technology that I often use in class with the development of technology, namely by using LCD, with the help of active speakers, and with pictures. With such media, the learning process can run effectively because it can help students understand the material easily because they are directly dealing with the existing media.
2.	How are students doing in terms of learning, motivation, and overall behavior?	Seeing the condition of students in learning, especially English learning. Students are very enthusiastic, they have high motivation, which is proven when entering before the lesson starts. Usually, children are given the opportunity to provide information in English or hold a short dialog with their friends.
3.	What difficulties do students face and how do you address them in your teaching?	In learning English, students often have difficulties when they want to convey their ideas because they are afraid of being wrong in expressing sentences. To overcome this kind of thing that I usually do, first, students are invited to communicate and given the opportunity to be given time to express their ideas even though it is short. Secondly, I always motivate students to be able to make sentences for example or maybe present what they write in front of the class. The point here is that the teacher provides time and opportunities, especially for students who are still having difficulty. Meanwhile, students who are already above them or students who are already fluent are asked to help their friends, so here there is also a 'tutor sebaya' system when working on group assignments.

4.	What challenges do you face when integrating technology or media into your teaching and how do you address them?	What is often a challenge when we integrate technology or media into learning is that we need time to prepare the presentation. For example, we want to use a laptop, so starting from turning on the laptop to the LCD takes time, then the second is not to mention the obstacles if the laptop is broken. To anticipate such things, I usually have made a summary of the material so that if there is unpreparedness from the media in the classroom, we can take a photo of the material and then share it with students' smartphones so that here students also still have the opportunity and also still use learning media but through smartphones.
5.	What obstacles do you face in meeting the diverse needs of your students and what strategies do you use to address these challenges?	In every activity there will always be obstacles or obstacles, even in teaching, sometimes obstacles or obstacles arise. For example, students in understanding a material, some like to use audio, some use audio visual, some use roleplay and others. In this case, to meet the needs of students, I adjust the material to be taught, for example, in speaking material, to make it easier for students to understand a dialog and so that students can be active. I choose the roleplay method to overcome the obstacles in meeting the needs of students in learning.

The teacher utilizes technology such as LCDs, active speakers, and pictures to enhance learning, making the process more effective and engaging for students. Students are highly motivated, actively participating in English dialogs before lessons begin. However, challenges arise as students often fear making mistakes when expressing ideas. To address this, the teacher provides opportunities for practice, encourages peer support through a "tutor sebaya" system, and motivates students to express their thoughts. Integrating technology also poses difficulties, such as time constraints and technical issues, which are mitigated by preparing material summaries and utilizing smartphones. To meet diverse student needs, the teacher employs adaptable methods like roleplay to ensure active participation and understanding. Therefore, more variety of media is needed to make

students more enthusiastic in learning English, especially grammar.

Discussions

A. The discussion of Students Difficulties in Using Progressive Tense

Based on the results of interview and observation, teachers used traditional teaching in teaching English. The use of media was also used by the teacher, such as LCD, active speaker, and pictures. In the interview results, the teacher also felt that students were very enthusiastic when learning English using the used of media. But mostly they learned to record their thoughts through books then they were told to come forward to write their answers on the board. Another learning that were usually used was ineteractive learning where students were told to roleplay or speak English in front of the class

then they practice it with their friends in front of the class. They were enthusiastic about the learning because they could play with their friends, but not infrequently it also makes the classroom conditions turn into crowded with those who played with their friends. In grammar learning itself, students were told to record the material that had been summarized by the teacher on the blackboard, but often many students did not record the material taught.

The used of this traditional method was quite helpful for students to learn, but we must provide a variety of learning media for students to keep them active and balanced with mastery of the material. By developing media in the form of Instagram reels could help students in learning grammar especially progressive tense. The material in the video reels was easily accessible to students and could be viewed anytime flexibly, so that it could facilitate students in learning. Because progressive tense was part of grammar that needs patent grammatical rules, so it required high focus as well as media variations so that it was not too monotonous. They tend to be more interested in the used of media, especially smartphones, with the instagram application that they have, not only could be used for their entertainment, but also used for student learning.

The development of Alyas' instagram reels was developed based on students' need analysis and teacher interviews. This was adopted from the purpose of the procedure from Borg and Gall which had 5 steps that have been modified by the

researcher. The steps are need analysis, development of preliminary form a product, preliminary field testing, main revision, and main field testing.

B. The Development of Alyas' Instagram Reels

1. Need Analysis

The first is need analysis. In this step researcher collected data from the current condition to be as a comparasion or basic material for the product to be developed. The questionnaires were distributed to 90 students in grade XI and English teacher of SMAN 1 Kedungwuni.

2. Development Preliminary Form a Product

After collecting the data of the materials, the researcher started the design of the product. The product was being validated by material expert and media expert. The validation of the product aimed to evaluate the sustanbility and the validity of the media designed. Some aspects that were valuated by material expert and media expert include media, colour, video, suitability of progressive tense material with the curriculum.

3. Preliminary Field Testing

The preliminary field testing was carried out in small groups, namely 30 students of grade XI of SMAN 1 Kedungwuni. The researcher interviewed the students regarding the media Instagram reel in learning progressive tense.

4. Main Revision

The next step was revising the main product. The result of the validation by the experts was analyzed and measured based on validation criteria. The result determined whether the product developed needed to be revised or it was able to be implemented in learning process

5. Main Field Testing

The main field testing was carried out based on the results of preliminary testing, the subject was larger around 90 students of XI grade of SMAN 1 Kedungwuni. The result determined the success of the product.

CONCLUSION

The development of Alyas' Instagram reels video, as designed by the researcher, addresses the need for more engaging and flexible learning tools for teaching English grammar, particularly the progressive tense. The research highlighted that while traditional teaching methods are somewhat effective, they fail to fully engage students or promote active learning. By using Instagram reels, students are provided with easily accessible, dynamic content that can be viewed anytime, helping them better grasp the material in an interactive way and aligning with their preferred use of smartphones for both entertainment and learning. Alya's Instagram Reel is needed to improve students' interest and achievement in learning English as foreign language, especially in grammar.

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