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THE USE OF INSTAGRAM SOCIAL MEDIA IN LEARNING GERMAN A1 REDEMittel

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Abstract

In a communication situation, there are Redemittel or expressions in German to express certain speech acts that have differences in the use of words or phrases in Indonesian expressions. Based on the author's experience, one of the difficulties experienced when learning German is not mastering Redemittel and tends to translate word by word when formulating sentences in German. Thus, German learners form sentences that are ambiguous or not in line with the standard language (Standardsprache) used by native German speakers. The purpose of this study is to determine 1) the mastery level of German A1 Redemittel before using Instagram social media as a learning medium; 2) the mastery level of German A1 Redemittel after using Instagram social media as a learning medium; and 3) the effectiveness of using Instagram social media in learning German A1 Redemittel. The method used in this research is pre-experiment or pre-experimental design. The form of pre-experiment design used is One-Group Pretest-Posttest Design which there is one group of people as the object of research. The data collection method was carried out with an initial test (pre-test) before treatment and there was a final test (post-test) after treatment of the object of research on 28 samples of class XI-D SMA Negeri 19 Bandung. Based on the results of the study, the average value obtained from the pre-test was 62.28. This value is included in the low category. Meanwhile, the average value obtained from the post-test is 84.27, meaning that this value is included in the good category. This shows that the use of Instagram social media as a learning media can improve students' learning of German A1 Redemittel and teachers can utilize Instagram social media as one of the alternative learning media in learning German.

Keywords: *instagram social media, learning, Redemittel*

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1. INTRODUCTION

Learning is essentially a communication process between teachers and students in an effort to gain knowledge. According to Djamaluddin and Wardana (2019, p. 13), learning is the process of interacting students with educators and learning resources in a learning environment. In the learning process, students need an intermediary or means of information provided by the teacher. To support the achievement of an optimal communication process between students and teachers, a learning media is needed.

According to Petko (2019, p. 1) media is "*Im didaktischen Kontext lassen sich Medien als Werkzeuge der Speicherung, Übermittlung und Verarbeitung von lern- und unterrichts relevanten Informationen verstehen, die individuelle Denk- und soziale Kommunikationsprozesse unterstützen können.*" This quote means that, in a didactic context, media can be understood as a tool for storing, transmitting, and processing information relevant to learning and teaching, which can support individual thinking and social communication processes. Students can use learning media to obtain learning materials more effectively and efficiently so that learning media encourages students' thinking and creativity so that it supports the learning process.

In learning German, there are four skills that students need to master. These language skills include: listening skills (*Hörverstehen*), speaking skills (*Sprechfertigkeit*), reading skills (*Leseverstehen*), and writing skills (*Schreibfertigkeit*). To support the four German language skills that have been mentioned, students are expected to master *Redemittel* well. By mastering *Redemittel* well, students can have conversations or communicate with writing according to standard German language.

Redemittel are German expressions in the form of words, groups of words, or sentences that function to express something in a context in written or oral communication. For written and spoken expressions, there are *Redemittel* used in everyday, professional language use situations and depending on the object of communication or communication partner. For example, in chapter 1 in the *Netzwerk A1* textbook, there are *Redemittels* "Hello", "*Guten Tag*", and "*Guten Abend*" in the classification of *Begrüßen* (Greetings) and the words "*Tschüss!*", "*Auf Wiedersehen*" in the classification of *Verabschieden* (Saying goodbye).

Based on the author's experience while learning German, there are several obstacles including the lack of spontaneity in expressing simple sentences, ambiguous sentence formation, and word-for-word translation from mother tongue into German. One of the causes is due to the lack of mastery of *Redemittel* or utterances in German. The author uses Indonesian to communicate in daily life. The German language that has been learned is less applied and less practiced, so that the German language does not stick well in memory. The same thing also happens to German students in high school.

Based on the above explanation, the author argues that students need the right learning method to be able to help master A1 level *Redemittel* and can make it easier for students to understand and master *Redemittel* better and in a fun learning atmosphere.

Social media is an interactive media that facilitates its users to share information with a particular community. In line with Gabriel and Röhrs, "'Social Media', *auch soziale Medien genannt, bezeichnen digitale Medien und Technologien, die es den Nutzern ermöglichen, sich untereinander in einem Netz, z. B. on the Internet, auszutauschen und mediale Inhalte einzeln oder in Gemeinschaft zu erstellen und weiterzuleiten.*" ['Social Media', also called social media, refers

to digital media and technologies that enable users to exchange information with each other in networks, e.g. on the internet, to create and share media content individually or collectively and to pass it on] (Roland Gabriel and Heinz-Peter Röhrs, 2017, p. 12).

Instagram is one of the social media whose users are dominated by young people. According to data sourced from databoks.katadata.co.id, 58% of respondents from the survey of Children Who Use Social Media Every Day in Indonesia in quartiles 1-2021 are teenagers. This presentation is the highest among other social media. Instagram has various features that allow its users to perform various activities. In addition to sharing information and communicating with other users, Instagram features are also utilized for business and learning. Listiani (2016, p. 4) reveals that "Instagram is very impressive with amazing features to support community goals related to daily needs and education."

Instagram social media has various features and there are main features in the application. Soviyah & Etikaningsih (2018, p. 35) say that "the two main features offered in Instagram, namely sharing photos and videos and friendship networks, are certainly a great resource to be utilized in the teaching-learning environment." Hargita (2019, p. 216) explains that the use of social media includes sending messages, sharing content, and leaving comments on each other's content. If this way of social media is applied in the Indonesian language learning process, teachers can share material in the form of Instagram content in instastory, feeds, and direct messages so that students can receive and interact with each other with the content that has been created by the teacher. This form of interaction can realize two-way communication.

Instagram is an app for sharing photos and videos online. Using Instagram is very easy such as taking photos with one click, recording short videos directly, using the filters available, adding text, stickers or gifs, then users can share it so that it can be easily seen by other users. Instagram has a lot of features and is also interesting.

The background of using Instagram as the media used in learning *Redemittel* is because students in Indonesia are familiar with the use of Instagram social media. Based on data from JakPat (in <https://databoks.katadata.co.id>), Instagram is ranked 3rd as the social media most frequently used by Indonesians, especially young people in Indonesia. This can also be reinforced by information from the Global Web Index (in www.beritasatu.com) that the most popular social media in Indonesia in 2020-2021 is Instagram, ranked third and surpassing Facebook, Twitter, Line, and other social media.

In addition, several other reasons are taken into consideration by the author to use Instagram as a medium for learning *Redemittel*. Instagram is an easy-to-use application. Instagram content containing *Redemittel* material in this application is expected to be digested well by students. Instagram allows its users to share content in the form of photos, videos, captions, and feeds features that we can save in the save feature privately. In addition, the Instagram Story feature has a short quiz feature that will disappear for 24 hours after being shared. The appearance of Instagram is certainly very different from that in the teaching material book. Therefore, the author feels that Instagram is a media that is qualified enough for German learning media, more specifically A1 level *Redemittel*.

2. METHODOLOGY

The research design used is pre-experimental design. There are external variables that affect the dependent variable, so that the dependent variable is not only formed from the influence of the independent variable because of the sample that is not randomly selected. The form of pre-experiment design used is One-Group Pretest-Posttest Design. In this design, there is one group of people who are used as research subjects. In addition, there is a pre-test before treatment and there is a post-test after treatment of the research subject. After that, the treatment can be compared from the before and after treatment results.

The population of this study is the XI grade students in the 2022/2023 academic year who are studying German at the A1 level at SMAN 19 Bandung. The participants involved in this study were students of SMAN 19 Bandung with 28 students from the population of class XI-D who were studying German at the A1 level.

Research instruments are any tools used to obtain, measure, and analyze data from subjects around the research topic. Sugiyono (2019, p. 181) says that a research instrument is a tool used to measure observed natural and social phenomena. Specifically, all of these phenomena are called research variables. The instruments needed in this study are: (1) Teaching modules, which are teaching devices that include lesson plans. This teaching tool is used as a teacher's guide to implement *Redemittel* learning in the classroom to help achieve the Learning Outcomes (CP). (2) Instagram social media, which is a learning media used by students to conduct *Redemittel* learning activities. (3) The materials about *Redemittel* compiled in the lesson plan will be presented in the form of written pictures and videos in Instagram social media. The features used in student learning activities are Instafeeds and Instastory. The author will observe students' progress in using the right *Redemittel* according to the situation or theme in German.

Tests are measuring instruments used to collect specially prepared data. In this study, there are two tests, namely pre-test and post-test. The questions in the test are sourced from the *Deutsch ist Einfach* A1.1 textbook. The questions contained in the pre-test are to determine the extent of students' knowledge about *Redemittel* and the questions contained in the post-test serve to determine the extent of students' knowledge after getting treatment. Before conducting the pre-test and post-test, a question instrument test will be carried out, namely the validity test and reliability test which aims to test valid and reliable instruments. The data generated from this study are the results of pre- and post-test scores that have been carried out on the sample. Data analysis is carried out to prove the hypothesis that has been made. The stages of data analysis in this study are as follows:

1. Find the maximum value, minimum value, mean, and standard deviation of the pre- and post-test results.
2. Normality test

In this study, the normality test was carried out with the Shapiro-Wilk test. According to Althouse et al (1998, in Razali and Wah, 2010, p. 25), the Shapiro Wilk test is limited to sample sizes of less than 50. This test is the first test capable of detecting normality due to slope or kurtosis, or both. The normality test with the Shapiro-Wilk test was carried out with the help of the Statistical Program for Social Science (SPSS) application with decision-making criteria:

- If the sig. value is more than 0.05 then the data is declared normally distributed.
- If the sig. value is less than 0.05 then the data is declared not normally distributed.

3. Homogeneity test

Homogeneity means that the data set to be studied has the same characteristics. The object to be tested for homogeneity is the group that will be used as the research sample, namely students must have the same characteristics, for example the sample comes from the same grade level. The homogeneity test in this study was carried out with one way ANOVA (Analysis of Variance) with the help of SPSS. The test criteria for decision making in the homogeneity test are:

- If the probability (test of homogeneity of variances) $>$ (α , 0.05) then the population/sample variance is homogeneous.
- If the probability (test of homogeneity of variances) $<$ (α , 0.05) then the population/sample variance is not homogeneous.

4. Significance test

Significance tests are conducted to determine the significance of one data (pre-test results) on other data (post-test results). In this study, the significance test was conducted using the paired t-test or Two Paired Samples Test with the help of SPSS.

5. Hypothesis testing

Hypothesis testing using the paired t-test (Two Paired Samples Test) compares two different variables, namely students' ability to learn A1-level *Redemittel* before using Instagram social media and students' ability to learn A1-level *Redemittel* after using Instagram social media. According to Soeprajogo and Ratnaningsih (2020, p. 15), the hypothesis in the t-test of two paired samples is the null hypothesis (H_0) and the alternative hypothesis (H_1).

- Null hypothesis (H_0): The use of Instagram has no effect on the effectiveness of learning A1 level *Redemittel*.
- Alternative hypothesis (H_1): The use of Instagram affects the effectiveness of learning A1 level *Redemittel*.

With data testing criteria:

- If the Sig. (2-tailed Significance) $<$ 0.05; then H_0 is rejected and H_1 is accepted.
- If the Sig. (2-tailed Significance) $>$ 0.05; then H_0 is accepted and H_1 is rejected.

3. RESULTS AND DISCUSSION

Based on the results of the pre-test, students' ability to master A1-level *Redemittel* obtained the lowest score in class XI-D of 36 and the highest score of 96 out of a maximum score of 100. The average score obtained in the pre-test was 62.28. Based on Mulyadiana's assessment category table (2000, in Baharrudin, Daud and Rachmawaty 2019, p. 8), the average results obtained show that students' mastery of A1-level *Redemittel* before using Instagram social media is included in the low category.

Based on the results of the post-test, students' ability to master A1-level *Redemittel* obtained the lowest score in class XI-D of 52 and the highest score of 100 out of a maximum score of 100. The average score obtained in the final test (post-test) was 84.27. According to Mulyadiana's assessment category table (2000, in Baharrudin, Daud and Rachmawaty 2019, p. 8), this figure shows that students' mastery of A1-level *Redemittel* after using Instagram social media is included in the good category.

Data Normality Test is used to ensure that the sample from the population is normally distributed, a normality test is carried out using Shapiro-Wilk. Decision making based on the criteria if the significance value is more than 0.05, the data obtained can be declared normally

distributed, while if the significance value is less than 0.05, the data obtained is declared not normally distributed.

The significance value obtained from the pre-test or initial test data is 0.087. Based on the inference criteria above, the data shows that the significance value is more than 0.05. So, it can be concluded that the pre-test data obtained is normally distributed. The significance value obtained from the post-test or final test data is 0.188. Referring to the criteria above, the calculation results show that the significance value is greater than 0.05. So, it can be concluded that the post-test data obtained is normally distributed.

The homogeneity test in this study was carried out with one way ANOVA (Analysis of Variance) with the help of the SPSS application. The criteria for decision making in the homogeneity test are as follows:

- If the probability (test of homogeneity of variances) $>$ (alpha, 0.05 then the population/sample variance is homogeneous.
- If the probability (test of homogeneity of variances) $<$ (alpha, 0.05 then the population/sample variance is not homogeneous.

The results of the homogeneity test calculation show that the significance value of the pre-test and post-test is 0.360. Based on the criteria, it shows that the significance value of the pre-test and post-test is greater than 0.05. So, it can be stated that the data obtained is homogeneously distributed.

Significance tests are conducted to determine the significance of one data (pre-test results) on other data (post-test results). In this study, the significance test was carried out using the paired t-test or Two Paired Samples Test because the sample used was one group with two different treatments. Findings are then concluded from data processing. Decision-making requirements can be seen from the 2-tailed significance value criteria. If the significance value (2-tailed) $<$ 0.05 indicates a significant difference between the initial variable and the final variable. This shows that there is a significant effect on the difference in treatment given to each variable. If the significance value (2-tailed) $>$ 0.05 indicates a significant difference between the initial variable and the final variable.

In the Paired Sample Test calculation with the SPSS application, the significance is 0.000. Based on the decision-making criteria, if the significance value is smaller than 0.005, this shows that there is a significant difference in the effect of the difference in treatment given in the pre-test and post-test results.

Statistical hypothesis according to Santiyasa (2016, p. 2) is a process to determine whether conjectures about the value of population parameters/characteristics are supported by sample data or not. Hypothesis testing using the paired t-test (Two Paired Samples Test) compares two different variables, namely students' ability to learn A1-level *Redemittel* before using Instagram social media and students' ability to learn A1-level *Redemittel* after using Instagram social media.

According to Soeprajogo and Ratnaningsih (2020, p. 15), the hypothesis in the t-test of two paired samples is the null hypothesis (H_0) and the alternative hypothesis (H_1).

- Null hypothesis (H_0): The use of Instagram has no effect on the effectiveness of learning A1 level *Redemittel*.
- Alternative hypothesis (H_1): The use of Instagram affects the effectiveness of learning A1 level *Redemittel*.

Data testing criteria:

- If the Sig. (2-tailed Significance) < 0.05 ; then H_0 is rejected and H_1 is accepted.
- If the Sig. (2-tailed Significance) > 0.05 ; then H_0 is accepted and H_1 is rejected.

The results of the data calculation obtained from the pre-test and post-test results in learning A1-level *Redemittel* using Instagram social media amounted to 0.000. The calculation results show that the significance value is less than 0.05. So, based on the data testing criteria, the calculation results can be said that H_0 is rejected and H_1 is accepted. The data processing results show that the t_{count} is 9.186 and the t_{table} with the level $\alpha = 0.05$ and $dk (n - 1) = 27$ obtained a t_{table} of 1.701. Based on the criteria, significant data has $t_{\text{count}} > t_{\text{table}}$. So, it can be concluded that between the pre-test and post-test results there is a significant difference. Thus, it can be concluded that the use of Instagram social media has an influence on student learning outcomes in learning German A1-level *Redemittel*.

4. CONCLUSION

From the results of research on the use of Instagram social media in learning German A1 *Redemittel* in class XI-D at SMA Negeri 19 Bandung in the 2022/2023 school year, it can be concluded that based on the results of the pre-test (initial test) on students before being given the treatment of using Instagram social media in learning German A1 *Redemittel*, students obtained an average score of 62.28. According to the table of value categories put forward by Mulyadiana (2000, in Baharrudin, Daud and Rachmawaty 2019, p. 8), it can be concluded that the average value obtained is included in the low category.

Based on the results of the post-test (final test) on students after being given the treatment of using Instagram social media in learning German A1-level *Redemittel*, students obtained an average score of 84.28. According to the table of value categories put forward by Mulyadiana (2000, in Baharrudin, Daud and Rachmawaty 2019, p. 8), it can be concluded that the average value obtained is included in the good category.

From the results of the calculations carried out, a significance value of 0.000 was obtained. According to the significance value criteria, if the significance value is less than 0.05, then there is a significant change. This shows that the significance value of the research results is less than 0.05 ($0.000 < 0.05$) and there is a significant difference from the average results of the initial test scores (pre-test) and the final test (post-test). Thus, it can be concluded that the use of Instagram social media is effective in learning German A1 *Redemittel*.

Future researchers are advised to prepare everything related to learning using Instagram social media such as downloading and installing the Instagram application, ensuring a good internet connection, preparing materials and content carefully, organizing the schedule and order of content to be uploaded, and ensuring that students can participate in learning.

Researchers who are interested in using Instagram social media are advised to create content that is interesting and easily understood by students. Arrange detailed explanations and directions so that students are not confused by the learning activities carried out on Instagram social media.

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