

## THE INFLUENCE OF INSTAGRAM AND AUDITORY LEARNING STYLE ON GERMAN LANGUAGE MASTERY IN STUDENTS OF SMAN 1 MAROS

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This study aims to determine the influence of Instagram and auditory learning styles on mastery of students' German vocabulary. This research is a quantitative research with an experimental method. The study sample used random sampling so that two groups of samples could be determined in Class XI of SMA 1 Maros, namely class XI IPA 1 as the experimental class and XI IPA 2 as the control class. The results of this study indicate: that there is a significant influence on the mastery of German in the group of students using Instagram in learning. The results of the analysis show that  $Q_{\text{count}} = 7.77$ . From the Critical Values Of  $Q_{(\text{Tukey})}$  table with  $\alpha = 0.05$ ,  $k = 4$  and  $n = 11$  it is known the value of  $Q_{\text{table}} (0.05; 4; 11) = 4.26$ . Because  $Q_{\text{count}} = 4.33 > Q_{\text{table}} = 4.26$  or  $H_0$  is rejected, then the mastery of the German language group of students who were given the Instagram learning strategy and who had auditory style (30.90) than the group of students who were given conventional learning strategies (29.63) and those who have auditory learning styles.

Keywords: Instagram and auditory learning styles

### INTRODUCTION

As long as with the development of technology, information and communication. Indonesian people are expected to continue to develop linguistic competencies in this case foreign languages. UU 57 of 2014 concerning the development, guidance and protection of language article 22 explained that in facilitating the improvement of foreign language competence for Indonesian citizens, it is carried out to accelerate and expand the mastery of science, technology, and art; and improve capabilities and expand international communication. Therefore, several foreign languages have been taught in schools both junior high and high school and equivalent.

German is one of the foreign languages taught in several Senior High School (SMA), Vocational Schools (SMK), and Madrasah Aliyah (MA) in Indonesia. In the process of learning German, there are four skills that must be mastered by students. The four skills are, listening ability (*Hörverstehen*), speaking skills (*Sprechfertigkeit*), reading ability (*Leseverstehen*), and writing skills (*Schreibfertigkeit*). The four skills above are the basis for mastering German language skills. The four skills supported by two other aspects of language include structure and vocabulary (*Stukturen und Wortsatz*) in order to be able to communicate well. If the mastery of one's vocabulary is good, it will also affect the improvement of German language skills. Therefore, the more vocabulary known will make it easier to communicate with each other.

Vocabulary is a very important element because it has a connection in mastering German language skills. Vocabulary cannot be separated from reading, speaking, listening or writing skills because vocabulary is integrated with these four skills. The more vocabulary that can be mastered, the more it will support the success of learning language learned. In fact, this vocabulary is the most difficult thing for participants to master. Some findings indicate that students' German vocabulary is still relatively minimal. (Mariona & Ahmad, 2017) shows that students of MAN 1 Makassar still have difficulty answering the questions given with the minimum vocabulary they have. In addition, low vocabulary also makes it difficult for students to compose German sentences (Awing & Saleh, 2017). Students still assume that learning German is still very difficult for beginner learners. The characteristics of German language learning are different from other foreign languages taught in Indonesia, both English and Arabic.

Based on the observations of the author when teaching German in school and the results of interviews with related subject matter teachers, mastery of the German language vocabulary of students in schools is still relatively minimal. Students are still very difficult to memorize German vocabulary. This has an impact on the communication patterns that are being tried in the classroom. Students look less enthusiastic and do not look pleasant class conditions in the process of learning German. Teachers are still seen using conventional methods with lectures in delivering material in class so that students feel bored in listening to the material presented by the teacher. Learning in the classroom still uses the memorization method (*Auswendig Lernen*). Teachers still use a memorized system by providing vocabulary lists to memorize by students. Therefore, innovative and creative media use is expected to stimulate students to be more enthusiastic in the process of learning German.

At present, Indonesia has faced the era of industrial revolution 4.0. This era will certainly have an impact on the birth of a generation that is technology literate. In response to this, the use of technology in the learning process will be very suitable with the development of the student generation. With this strategy, it will certainly provide the right alternative solution, especially the learning process in the classroom. The United Nations Educational, Scientific and Cultural Organization (UNESCO) as an organization of education, science and culture of the United Nations (UN) has ensured that all developed and developing countries have access to the best educational facilities needed to prepare young people to play a full role in modern society and to contribute to the development of knowledge.

Learning is expected to be able to answer problems in learning and support active and creative teachers who are able to stimulate and manage student learning, integrate various preferred learning styles and use of ICT in achieving their goals (UNESCO, 2002). In applying the strategy of using ICT in the learning process it is certainly capable of being a solution that is both solution for students and teachers in learning and developing critical thinking skills, generalizing competencies, decision making, dynamic in handling a situation, and can communicate effectively. ICT in learning is expected to develop ICT basic skills, namely the ability of teachers and students to use ICT in learning and deepen the knowledge of students and teachers on the content of learning material (knowledge deepening).

Students in general are also inseparable from the use of social media applications. The Indonesian Internet Service Provider Association (APJII) report explains that the level of internet users in Indonesia continues to experience a very significant increase (APJII, 2017). In response to this, activists of education, especially language teaching, are now beginning to use online applications and social media as one of the important factors as well as a positive strategy in improving learning. Instagram is considered to be an application that can be used as a learning media. Learning Resources by Utilization is a learning resource that is not specifically designed for learning purposes and that its existence can be found, applied and utilized for learning purposes. The use of Instagram in learning is new in research in Indonesia. So far Instagram has only become a media that is used for the sake of personality branding and generating rupiah coffers. Therefore, the use of Instagram in the learning process is new, especially in learning foreign languages.

Instagram provides a variety of features that users can use to communicate and find information. Instagram provides editing photos of snapshots (captions, filters, unique effects and funny stickers), instastories, short videos, boomerang, superzoom, handsfree, rewind, and slow motion, up-to-date news, gossip information links from accounts, memes, video tutorials, and karaoke clips that make digital native linger to enjoy the facilities features provided by Instagram (Supratman, 2018). Instagram is used to communicate virtually and get information, and explore hobbies. Besides that Instagram is used to obtain entertainment facilities and the most important thing is to support lecture assignments and make online purchases (Supratman, 2018).

Instagram can also help someone in learning. A person can gather with a community without having to leave the house by asking someone else without knowing who that person is. In addition, it can get new knowledge with the many update information that can be obtained from time to time (Aspari, 2016). The presence of social media becomes a driver to maximize learning to be more fun. Providing positive content in the midst of the tumultuous negative information that develops. The use of social media makes it a learning media and source of knowledge, so learning on social media can also be done (Sari, 2017). Putri in (Lindani, 2016) explains that

Instagram can also be used by teachers to announce homework creatively and innovatively, share experiences with students in the classroom with the help of pictures and other things related to education.

Kayalar thinks that auditory learners are reported to be excellent listeners. The characteristics of auditory learners include getting information by listening, preferring listening to reading or writing, (Kayalar & Kayalar, 2017). Auditive-type students rely on the success of their learning through their ears as hearing aids (Ulfa, 2017). Students who have an auditive learning style can learn faster by using verbal discussion and listening to what the teacher says. The purpose of this study was to determine the effect of Instagram as a learning strategy and auditory learning styles on mastery of German vocabulary in students of SMAN 1 Maros.

## METHOD

This research is a quantitative research with experimental research methods. In design, each independent variable is Instagram and the auditory learning style. While the dependent variable of this study is mastery of students' German vocabulary. The research was conducted at Maros 1 Public High School in South Sulawesi. This design is used to examine whether there is influence or not by giving treatment to two experimental groups. The population of this study was all of the XI grade students of SMAN 1 Maros. Withdrawal of research samples using random sampling by selecting two classes as the study sample, namely students of class XI IPA 1 and class XI IPA 2.

The instrument used in this study is an objective test instrument in the form of multiple choice tests consisting of 40 items with 5 answer choices. The population of this study was all of the 11th grade students of Maros 1 High School who studied German. According to Kadir (2015), data analysis was conducted to determine whether or not there were differences in the mean between groups (Kadir, 2015). If the analysis found an influence of interaction, then proceed with the Turkey Test. The  $T_{test}$  aims to test the generalization ability of research results in the form of a comparison of the two variables. Before the data from the hypothesis testing are analyzed, the analysis requirements test is carried out first, which includes tests of normality and homogeneity. The normality test uses the Lilliefors test while the homogeneity test uses the Barlett test.

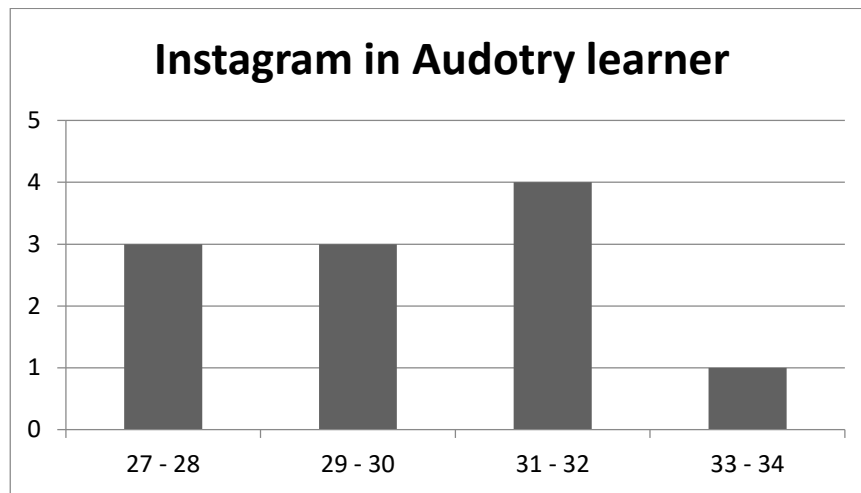
## FINDINGS AND DISCUSSIONS

Based on the data obtained as a whole, the German vocabulary mastery score for students who have auditory learning styles using Instagram has a score range of 27-33, the average score obtained is 30.90, the highest score is 33, the lowest score is 27, the median value 30 and mode 31. Frequency distributions resulting from mastery of German vocabulary by having an auditory learning style by implementing Instagram's mobile learning learning strategies include:

**Tabel. 1 Frequency Distribution of German Language Vocabulary Mastery Score for Students who have an Auditory Learning Style by using Instagram**

Interval Class	Absolute Frequency	Cumulative Frequency	Relative Frequency
27 – 28	3	3	27,27%
29 – 30	3	6	27,27%
31 – 32	4	10	36,36%
33 – 34	1	11	9,09%
<b>Total</b>	<b>11</b>		<b>100%</b>

By using the frequency distribution chart of German vocabulary mastery students in the group of students who have an auditory learning style by implementing Instagrams as a learning strategy.



Based on the results of the processing and calculation of the data carried out previously, it was found that there were differences in mastery of German vocabulary in groups of students who were given Instagram learning strategies and who had auditory learning styles with groups of students who were given Instagram conventional learning strategies and those who had auditory learning styles. The results showed that mastery of German vocabulary in groups of students who were given Instagram Mobile Learning learning strategies that had a higher auditory learning style compared to groups of students who were given conventional learning strategies and who had auditory learning styles.

The characteristics of this learning style emphasize hearing in the learning process. They give more attention than what is heard. On its characteristics, learners who have an auditory learning style discuss more with their friends in the classroom. In addition, the presence of the Instagram Mobile Learning learning strategy in its use as a learning resource was welcomed by students because their enthusiasm was awakened by their previous enjoyment in playing social media. At first, students only use social media as a place to express themselves. Post photos and videos on their respective accounts. According to him, getting the most likes to become trending makes them feel complacent. Not surprisingly, many of them who became celebrities to get their own satisfaction poured their creativity to get rupiah coffers.

Students begin learning by opening their respective Instagram accounts. All students say they already have an Instagram account. Next, they were surprised that Instagram could be used for learning. Students follow language learning accounts, especially German. In addition, language learning accounts that are followed provide various material content that can explore students' vocabulary. Available also posts that contain audio files to make it easier for them to hear what is clicked. In the process of implementing learning given conventionally to groups of students with auditory learning styles it does not mean that they have no influence on mastery of German vocabulary. Empirically the treatment given has an impact on the mastery of German vocabulary even though the theoretical impact is not so significant compared to students who use the Instagram learning strategy.

The fact that supports these reasons is the achievement of the average score of mastery of German vocabulary of students given the Instagram strategy in groups of students with auditory learning styles (30.90) higher than the group of students given conventional learning strategies (29.63) . This is empirical evidence that the treatment between students given conventional learning strategies is not very effective compared to students given Instagram learning strategies in groups of students who have auditory learning styles.

## CONCLUSION

Mastery of German vocabulary in the group of students who have auditory learning styles who are given Instagram learning strategies compared to groups of students who are given conventional strategies. The findings of this study state that in the group of students who have a visual learning style given the Instagram learning strategy (30.90) it is higher than the group of students who are given conventional learning strategies (29.63).

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