INSTAGRAM POSTINGS’ GRAMMATICAL ERRORS AND IMPACT OF THE LPD STUDENTS’ PHOTO-STORY PROJECT

A SARJANA PENDIDIKAN THESIS

Presented as Partial Fulfillment of the Requirements to Obtain the Sarjana Pendidikan Degree in English Language Education

By
Erlia Novitasari
Student Number: 141214154

ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
DEPARTMENT OF LANGUAGE AND ARTS EDUCATION
FACULTY OF TEACHERS TRAINING AND EDUCATION
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On 21 May 2018
and Declared Acceptable

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Yogyakarta, 21 May 2018
Faculty of Teachers Training and Education
Sanata Dharma University

Dean

Dr. Yohanes Harsoyo, S.Pd., M.Si.
THE DAYS THAT BREAK YOU
ARE THE DAYS THAT
MAKE YOU

I dedicated this thesis to:
My late father and my mother
STATEMENT OF WORK’S ORIGINALITY

I honestly declare that this thesis/research paper, which I have written, does not contain the work or parts of the work of other people, except those cited in the quotations and the references, as a scientific paper should.

Yogyakarta, 21 May 2018
The Writer

Erlia Novitasari
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Erlia Novitasari
ABSTRACT


Today’s digital age witnesses that social media, such as *Facebook*, *Instagram*, and *Twitter*, are among the most popular among people of all ages. Younger generations are more likely to use social media to express their thoughts, feelings, ideas, and worldviews. It is undeniable that language learning is inevitably linked to how students deal with their daily lives, especially in relation to the use of social media.

This thesis reports a study on the implementation of an instructional activity that made use of *Instagram* to encourage students of Learning Program Design (LPD) to express their thoughts and what they learned in the class. There were three research questions formulated in this research, namely: (a) What are the grammatical errors among LPD students in writing the captions of the photo-story project on *Instagram*?, (b) What are causes the of the grammatical errors on students’ photo-story project?, and (c) How was the impact of photo-story project on *Instagram* to enhance students’ learning in LPD?

A mix method which were quantitative and qualitative study was used, the data gathered included written documents (i.e. *Instagram* photo-story captions’ analysis), sharing results, and survey results, here the Google Form survey was used to measure how far the project impacts students in learning. The data were drawn from (a) a sample of LPD *Instagram* photo-story captions’ analysis of eight students and (b) online sharing with those eight participants (c) Google Form Survey data involving 16 students.

Three major research results were elaborated. *First*, there were six categories of the grammatical errors which were made by students such as active-passive sentences, preposition, adverb clause, subject-verb agreement, plural/singular marking, and tenses. From those six categories the most errors were found in tenses. *Second*, the biggest cause of grammatical error was the lack of understanding in grammar thing. *Third*, the impact of the project on students’ learning showed the low level in the result (6.93 of 1-10.00 scale).

It can be concluded that the grammatical errors came as the inside factor of the students themselves from the lack of their knowledge of grammar, which also became the most mentioned cause of the grammatical errors in their photo-story project on *Instagram*. Based on the research photo-story project on *Instagram* was not acceptable enough since it was still the new learning instrument for learning in LPD class, and also it needed to be fixed in the system, so there will no more confusion among the students while doing the project.

The recommendation addresses for students to be more open-minded to the new way of learning, and for the lecturer to give the fast response of feedback in order to build students’ confidence in doing the project.

*Keywords*: Photo-story project, grammatical errors
ABSTRAK


Era digital yang terjadi dewasa ini telah menjadi saksi dari perkembangan sosial media seperti Facebook, Instagram, dan Twitter yang menjadi sosial media paling diminati oleh masyarakat dari segala jenjang usia. Generasi muda pada masa kini kerap menggunakan social medi yang mereka miliki untuk menyampaikan segala pemikiran, perasaan, ide-ide, bahkan juga pandangan mereka terhadap perkembangan dunia saat ini. Tidak dapat dipungkiri bahwa pembelajaran bahasa pasti terkait dengan bagaimana siswa menghadapi kehidupan sehari-hari mereka, terutama dalam kaitannya dengan penggunaan sosial media.

Penelitian ini menunjukkan mengenai pelaksanaan kegiatan pembelajaran yang menggunakan Instagram sebagai sarana pembelajaran untuk mendorong siswa dalam mata kuliah Learning Program Design (LPD) untuk mengekspresikan pemikiran mereka dan apa yang mereka pelajari di kelas. Ada tiga rumusan pertanyaan yang dirumuskan dalam penelitian ini, yaitu: (a) Apa saja isu mengenai grammar yang ditemukan dari penulisan caption pada photo-story project di Instagram oleh para siswa di kelas LPD?, (b) Apa saja penyebab kesalahan grammar yang terdapat pada photo-story project siswa?, dan (c) Seberapa besar pengaruh photo-story project di Instagram terhadap pembelajaran siswa?

Dalam penelitian, peneliti menggunakan metode kuantitatif dan kualitatif, data yang dikumpulkan termasuk dokumen tertulis (yaitu analisis caption dari photo-story project di Instagram), online sharing, dan survey. Data diambil dari (a) sampel analisis caption photo-story Instagram dari delapan siswa dan (b) hasil dari online sharing dengan 8 siswa tersebut (c) hasil survey Google Form yang melibatkan 16 siswa.

Tiga hasil penelitian utama telah dijabarkan. Pertama, ada enam kategori kesalahan tata grammar yang dibuat oleh siswa seperti kalimat aktif-pasif, preposisi, klausa adverb, perjanjian subjek-kata kerja, tanda jamak / tunggal, dan bentuk kata. Dari keenam kategori tersebut, kesalahan terbanyak ditemukan pada kategori bentuk kata. Kedua, sumber kesalahan terbesar dalam project tersebut merupakan kurangnya pengetahuan para siswa mengenai hal-hal yang berkaitan dengan grammar. Ketiga, pengaruh tugas photo-story terhadap pembelajaran yang menunjukkan hasil yang cukup rendah (6,93 skala 1-10,00).

Hasil penelitian menunjukkan bahwa kesalahan grammar pada photo-story project yang dikerjakan oleh siswa dimasukkan ke dalam kesalahan jenis intralingual yang sebagian besar disebabkan oleh bahasa ibu atau bahasa asal siswa yang berbeda dari bahasa target dan membuat siswa menemukan kesulitan dalam hal mentransfer. Berdasarkan penelitian, photo-story project di Instagram belum cukup dapat diterima kehadirannya karena masih merupakan instrumen
pembelajaran baru untuk pembelajaran di kelas LPD, dan juga masih perlu diperbaiki dalam beberapa aspek.

Dapat disimpulkan bahwa kesalahan grammar datang sebagai faktor dari dalam siswa itu sendiri dari kurangnya pengetahuan mereka tentang grammar, yang juga menjadi penyebab paling banyak kesalahan grammar dalam photo-story project mereka di Instagram. Berdasarkan penelitian photo-story project di Instagram belum cukup untuk dapat diterima karena masih merupakan instrumen pembelajaran yang baru untuk pembelajaran di kelas LPD, dan juga masih perlu untuk diperbaiki dalam beberapa aspeknya.

Rekomendasi ditujukan untuk siswa agar lebih berpikiran terbuka untuk metode belajar yang baru sesuai perkembangan jaman, dan untuk dosen agar supaya memberikan tanggapan cepat dalam hal umpan balik untuk membangun kepercayaan diri siswa dalam mengerjakan photo-story project di Instagram.

Kata kunci: Photo-story project, grammatical errors
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CHAPTER I

INTRODUCTION

This chapter consists of the background information and rationale of the research. It introduces and describes the nature and content of the proposed study. This part consists of four sections, namely (a) research background, (b) research question, (c) research significance, and (d) definition of terms.

A. Research Background

Talking about technology will be an everlasting topic for most of people. Especially on this 21st century, it seems like technology is already a part of our life. Not only in our life, but also in education, technology inevitably belongs to a common thing to learn. Here, technology helps in facilitating learning and improving performance of the students by creating, using, and managing appropriate technological processes and resources for them. Talking about the impact of technology in education, Lambert and Cuper (2008) argues, “In the most positive sense, multimedia technologies can be as tantalizingly random as these digital natives’ “new” brains” (p. 272). Accordingly, future educators have to be able to decide the most appropriate applications of technology for learning.

Nowadays, social media starts to stick in people’s daily life. It seems that everyone has already surfed into many kinds of social media. It can be seen that nowadays the users of social media start from the young age to those of adults. People use social media to do several activities such as communicating with each
other, trading goods, or just sharing information to other users. Social media is a powerful tool in today’s digital age. It is through social media that people’s natural interests and habits in making, creating, and sharing stories of their daily life.

This current study reports an instructional activity implemented in a Learning Program Design (LPD) class (AY 2017) that specifically made use of Instagram to be part of learning activities. The instructor has set out the rationale for the program as follows:

It is undeniably true that inter-generational gaps between youngsters and lecturers are generally left unspoken. Lecturers have come from a different world. They grew up in the non-digitized era. Learning materials were centered on textbooks, which were pretty much fixed and lasted for some time. Among the most effective learning methods in correspondence to this era were rote learning, memorization, and focused on prescribed sets of problems to solve.

Contemporary youngsters coming in the class are from a different world. Upon the invention of the Internet in 1993, the knowledge landscape has massively undergone huge shifts. Knowledge sources come from every corner of the world. Updated news and information are seamlessly flooding our daily life. Knowledge sources become highly dynamic, accessible to almost anybody, and abundantly available at our fingertips.

Accordingly, there is an invisible divide, namely two different ontological realities, among oldsters and youngsters. There is a huge and daunting challenge for lecturers to keep learning so as to provide meaningful learning experiences for their students. This Photo-story Project is set to create a room for both lecturer and students to meet in a contemporary digital world. Data drawn from the Internet traffic in USD suggests that the number of students using Instagram increases, surpassing the Facebook. It is fair to assume that using Instagram for educational purposes may promise some valuable gains.

In summary, *Instagram* was chosen in this learning activity for three reasons. *First*, it is currently one of the most widely used social media among Indonesians. Young people are very fond of expressing who they are through their own pictures and get them shared digitally to others. *Second*, *Instagram* allows users to upload photos and some captions to explain or express users’ views, feelings, and thoughts. It is possible for users to develop some elaborated captions to describe the pictures they publish. *Third*, elaborate captions are potentially seen as learning opportunities, especially when *Instagram* posts are geared to meet educational purposes.

As written in the ExeLSa, there are four steps that students were expected to accomplish four steps, namely:

*First*, students are to post at least 12 photo-stories during the whole semester. It is assumed that the post is done on a weekly basis.

*Second*, the photo-story series are to reflect the theme of the class. A case in point, in the LPD class, the end goal of the class is to accomplish a set of learning plan. The LPD students are assigned to understand related concepts of curriculum, recollect their understanding on learning theories that they have learned in the previous class, and analyze what current students are interested in. All those things are a few prerequisite set of knowledge to bring into the learning plan. Accordingly, the students are invited to make a set of photo-stories that represents the process and product of the intended learning outcomes of the course.

*Third*, to facilitate learning and retrieval of the photo-stories posted, hash tags are required. Here are five mandatory hash tags:

#lpdproject
#lpdproject01 (first post)
#lpdproject02 (second post)
#sadharuniversity
#photostoryusd
Fourth, to facilitate the construction of a community of learners, each individual student is obliged to give feedback or respond to at least two photo-stories posted by classmates.


Given the complexity of the learning process, the students were actually required to submit a series of 10 photo-stories. Based on a close reading of the Instagram posts, there were two major issues:

1. Grammatical inaccuracies on the photo-story series seem to persist.
2. There seemed to be mixed responses from the students towards the use of Instagram for learning activities.

B. Research Questions

Three questions are proposed based on the research background:

1. What are grammatical errors among LPD students in writing the captions of the photo-story project on Instagram?
2. What are the causes of the grammatical errors on students’ photo-story project?
3. How was the impact of photo-story project on Instagram to enhance students’ learning in LPD?
C. Research Significance

This part of the research discusses the benefits from the research for the parties mentioned below:

1. Students in LPD Course

   This research is expected to be a study which shows the students that there is a new way of learning in this 21st century which is also recognized as digital era that demands the students to leave the old traditional style of teaching and learning. This can also motivate the next students who will take LPD course, because they will conduct the learning through the social media and share the things that have been constructed by themselves.

2. The Lecturers in ELESP

   This research will be useful as another way of teaching method that can be implied for the students, in order to make students interested in expressing what they have learned in class. As it is known, the 21st century learning in this digital era obeys all the educators or facilitators to be able to master the use of technology such as Internet and its social media as the media for the learning process.

3. The Next Researcher

   The next researcher can use this research to dig more things on how the students’ perspective about expressing what they have learned through the social media such as Instagram. This study can also be the motivation for the next researcher who will conduct the same research in certain topic.
D. DEFINITION OF TERMS

In this research there are two terms that will be discussed in the whole of the research:

1. Grammatical Errors

As it is known, grammar is included to the important thing to be mastered in learning English. Here, Richards (1974) addresses, “Overgeneralization, ignorance of rule restrictions, incomplete application of rules, and false concepts hypothesized are major causes of intralingual errors.” (p. 181). In this term, the grammatical errors mean the errors which happen in students’ photo-story project on Instagram, and by those study about intralingual errors and the causes, the research will be conducted.

2. Photo-Story Project

As Lambert and Cuper (2008) states, “The current generation of digital students is both familiar with and motivated to use multimedia tools” (p. 272). The photo-story project itself was conducted to be the new way of learning through the LPD course. This kind of learning method aims to fulfill the 21st century demand which requires the learning process to put technology as the learning instrument.

3. Instagram

Social media starts to be a part of people daily live. Nowadays, it is a common thing to see most of people do several activities on their social media such as in Instagram which is the most-used social media lately. Not only in people daily lives, but social media also takes a part in educational live today.
Baird and Fisher state (2005), “An instructor’s ability to integrate social media technologies as a tool to support learning while understanding the unique learning style of the neomillennial student is vital” (p. 10). That is why many educators start to take Instagram to be the media for learning because it can engage students to relate the learning with their surrounding.

4. **LPD**

Learning Program Design is one of the courses in English Language Education Study Program and this course will be taken in the sixth semester. In LPD class, students will be trained to design the school program such as Program Tahunan (PROTA), Program Semester (PROSEM), or even Lesson Plan (RPP). Here, the photo-story project obeyed the students to do school observation to observe about some particular things which relate to school program and uploaded the results to their Instagram account.
CHAPTER II
REVIEW OF RELATED LITERATURE

This chapter consists of the theories that will serve as conceptual framework for the study. This part consists of two sections which are theoretical description and theoretical framework.

A. Theoretical Descriptions

1. 21st Century Skills

Nowadays, there are many efficient ways to encourage the students to learn about something. It is not only forcing them to read a lot of books and make the summary, but it will be better to relate what they will learn with their surrounding. In this 21st century, everything has changed, especially in education. It seems that the old traditional teaching style is not enough for students nowadays. Lambert and Cuper (2008) states, “The current generation of digital students is both familiar with and motivated to use multimedia tools” (p. 272). That is why in this 21st century learning, the new teaching method is needed to enhance the interest of the learners in learning something.

According to Partnership for 21st Century Skills (2002), the skills which are required for the 21st century and deal with the use of technology:

Twenty-first-century skills fall into six distinct categories, each of which can be readily engaged through careful use of multimedia technologies in the classroom setting: critical thinking, information and media literacy, creativity, communication skills, collaboration and contextual learning (as cited in Lambert & Cuper, 2008, p. 265).
a. Critical thinking involves the topic selection from several perspectives and calls for cognitive skills such as comparison, classification, sequencing, patterning, webbing, and planning.

b. Information and media literacy encourages students to be capable in the use of technology in the term of processing the information and its media literacy.

c. Creativity is one of the important things to support learners on creating and constructing something. Here, creativity is important to teach children in an effective way since the learners are open-minded to the advanced technology.

d. Communication is one of many abilities to transfer someone's thoughts to others. With the current technologies, communication is easier. The growth in technology is a significant step forward to fulfill the demands of 21st-century learning, because students are expected to be able to use digital media to interact, communicate, collaborate, and publish with peers, and other using a variety of digital media. Here, the teachers should be capable in using the technologies for teaching.

e. Collaboration stands for the working system which requires the students to be capable in working as a group or even the team. Here, the learners are expected to be capable to collaborate with other learners with or without the use of technology.

f. Contextual learning ensures that new concepts are presented in the context of what students already know and here the students do the self-learning,
learners also connect what they learn to their surrounding. Sharing, communicating, and responding to concepts allow students to improve their communication and critical thinking.

2. Technology in Education

Nowadays, the demands of era show that the traditional way of teaching is not enough, every school has to give students the ability of 21st century skills, so that the students can thrive in a rapidly evolving, technology-saturated world. For this 21st century learning, technology takes the big part in encouraging students to learn more and more. Lambert and Cuper (2008) argues, “From a young age, today’s children are exposed to computers, the Internet, instant messaging, social-networking sites, and cell phones that provide instant communication locally and globally” (p. 265). That is why the emergence of technology in education is such an appropriate way of new learning technique.

The use of technology for education is not always as success as it is expected, as can be found that some schools do not imply technology as the media of students’ learning. According to Papert (1993), “Many of the teachers in the rural districts had very little experience with technology and no formal education in anything technical” (p. 76). This can be the main problem why the 21st century demand cannot be implied equally, because the capability from the teachers is different one another.

Lambert and Cuper (2008) states about the application of technology in the classroom learning which fulfills the demand of 21st century learning.

With new demands for meaningful and contextual application of technology in classrooms, teacher preparation becomes both increasingly
important and increasingly challenging as teacher educators seek new ways to integrate 21st-century skills, nonlinear thinking skills, and digital-age reflections into coursework (p. 265).

The use of technology as the learning media in class also gives the benefit not only for the students but also for the teacher. As Beetham and Sharpe (2007) state about the teaching with minimum equipment will be beneficial for the teachers.

Classroom teaching with minimal equipment allows us to tailor our approach to the immediate needs of learners. Tutors can quickly ascertain how learners are performing, rearrange groups and reassign activities, phrase explanations differently to help learners understand them better, guide discussion and ask questions that challenge learners appropriately (p. 7).

![Figure 2.1 The Five Stage Model](image)

Here, the five stages by Gilly Salmon is used to describe the skills which students will get after technology such as Internet is implied as the media for the learning process in class. According to Salmon (2003), “The five-stage model can
be used not only to give insight into what happens with online discussions groups, but also to scaffold individual development” (p. 30). The study by Salmon shows that every stage will give different skill to the learners with the goal of facilitating learners to their own individual development.

3. **Grammatical Errors on ESL**

Grammar is one of the important things to acquire in learning English language. For English Education students, grammar is the thing they should master. According to Thornbury (1999), “Thus, grammar is a description of the rules that govern how a language’s sentences are formed” (p. 1). It is true that all the things in English language are ruled by grammar, especially in writing. In writing skill, grammar takes the role to rule how a sentence is formed well. This kind of thing sometimes makes students get confused about grammar, even though they are English Education students but they are also confused about grammar and they feel that their knowledge of grammar does not increase during their study in the university.

Scovel (2001) states about confusion that the learners feel during the learning process of the target language’s structure.

The confusion a language learner experiences when confronting patterns within the structure of a newly acquired language, irrespective of how the target language patterns might contrast with the learner’s mother tongue (as cited in Kaweera, 2013, p. 13)

It shows that confusion about grammar is a common thing which can happen to everyone. The confusion itself does not always come from the learners themselves, but it can also come outside of the learners. Just as Scovel states that the learners’ mother tongue can also cause the confusion is formed in learners’
mind and it makes them get confused about the grammatical things that they should master.

The transference of source language to the target language is not as simple as it seems. The errors usually come within the application of the target language structure which is very different with people’s source language in common. When people’s mother tongue is applied well in their mind, it will be a little bit difficult to apply such a different structure of language of the target language.

There are two types of errors that can be found in learning English language, they are interlanguage and intralingual errors. As Richards (1974) addresses major types of intralingual and developmental errors.

An analysis of the major types of intralingual and developmental errors – over-generalization, ignorance of rule restrictions, incomplete application of rules, and the building of false stems or concepts - may lead us to examine our teaching materials for evidence of the language-learning assumption” (p. 181).

The errors usually happen when the students are developing the second language knowledge structure, because they may do the over-generalizing rules due to the influence of their first language.

These are the four main causes of grammatical errors on ESL such as, over-generalization, ignorance of rule restrictions, incomplete application of rules, and the building of false stems or concepts that will be explained one by one. The first one is over-generalization, in this term over-generalization is usually caused by the misperception of the existing knowledge or grammatical structure which is usually the learners’ mother tongue with the new structure or rule of the target language that will be learnt by the learners.
The second one is ignorance of rule restrictions. It is student’s failure to observe the restrictions of the existing structures, which is the application of rules to contexts where they do not apply. The next is incomplete applications of rules which means for this part we may note the occurrence of structures whose deviation represents the degree of development of the rules are required to produce the acceptable utterance.

The last but not the least is the building of false stems or concepts. In addition to intralingual errors which have to do with the fault rule learning at several levels, there is a class of developmental errors which come from the miscomprehension of distinctions in the target language.

During the finishing of photo-story project on Instagram, there are found several grammatical errors on it. The errors come from some aspects of the grammatical. According to Sattayatham and Honsa (as cited in Heydari & Bagheri, 2012, p. 1587) which conducted the study that focused on the error analysis in the first year medical students from the four medical schools at Mahidol University. They were asked to translate the Thai to English, and there were found the top ten errors which were made by the students. Those ten errors were, order of adjectives, there is/are, subject-verb agreement, direct/indirect object, verbs of feeling, past tense, present perfect, reported speech, passive voice, and question tag.

4. Social Media on Education

As we know that nowadays social media starts to be the common thing in people’s daily lives. The growth of social media itself is unexpected since
nowadays it becomes the common thing for its users. Not only in people’s daily lives, but social media also starts to be a common thing in education. As the demand of the digital era which requires technology should be included as the learning media, social media can also be used as one of the media for learning. According to Baird and Fisher (2005), “Social networking media provides the opportunity to take the social interaction to deeper levels as well as address learning styles rooted in digital technologies” (p. 8).

What is meant by social networking media is social media, and it can be assumed that through using social media as the media for learning it automatically fulfills the digital era’s demand. Social media also help the learners to maintain the social interactions with others. Social media can also facilitate students in gaining knowledge. The learning source can be anything, including social media. Here, the social media help the students to gain the knowledge through doing something on it. The implication of social media changes the nature of learners’ relationships with information and knowledge in the way students process the information and construct it as knowledge.

The emergence of social media gives the positive side for the students since the users of social media can develop themselves in the way they use their social media. The users of social media have the tendency to share something which can be seen by other users and it can be included as self-development. According to Gikas and Grant (2013), “Students are better able to create their own understanding of content when creating with these tools” (p. 19). The tools can be the various kinds of social media nowadays. Another positive side is also added
by another expert. According to Liu (2010), “Social media tools provide learners with new opportunities to become independent in their study and research” (p. 109). Those two studies mean that through the use of social media in their learning process encourages them to be able to conduct self learning in order to construct their own understanding of knowledge.

The positive side of using social media for learning media is not only addressed for the students but also for the teachers. As Baird and Fisher (2005) state, “However, effective use of social networking and media technologies provides course designers and instructors with the ability to interject emotion in the online space” (p. 14). This means that by giving social media as learning media for students, the teachers will also make them interject their emotion in the online space, since it can be assumed that teachers might have not paid more attention to the social media yet.

The use of social media should be still under the teachers’ monitoring, since it is an online space with several types of users. As Liu (2010) states, “Knowing what our students are using and how they are using the social media tools is absolutely necessary for schools and faculty to integrate those tools in teaching and learning activities” (p. 102). That is why the photo-story project was conducted in the university level of students, so that the learners will get the more knowledge which can be related to their surrounding but should be wider. The university students tend to be wiser in the use of social media, so it is expected that the photo-story project will be done in the right way.
5. Learning from a Constructivist perspective

There are many ways of learning in our education system which can be implemented for students, one of those ways is learning in constructivism way. According to Amineh and Davatgari (2015), “In constructivism, learning is represented as a constructive process in which the learner is building an internal illustration of knowledge, a personal interpretation of experience” (p. 11). It means that the learning is conducted in the learners’ own mind and the knowledge is also constructed by the learners’ understanding.

In learning through constructivism, the point is the self-constructed knowledge, but this way of learning does not eliminate the role of real life in giving the learners lessons too. As Ertmer and Newby (2013) state, “Constructivists do not deny the existence of the real world but contend that what we know of the world stems from our own interpretations of our experiences” (p. 55). In this term, learners still pay the attention to the things that real world gives to them, but all the knowledge or even lesson they have got will be interpreted on their own experiences.

According to Ertmer and Newby (2013), “The constructivist position assumes that transfer can be facilitated by involvement in authentic tasks anchored in meaningful contexts” (p. 56). That is why in constructivism, most of the learning process consists of problem solving method, which encourages students to be and independent learner in conducting the learning process. Here the problem solving is the right way of the learning method, as Fosnot (2005) states, “Learning is not the result of development; learning is development. It
requires invention and self-organization on the part of the learner” (p. 33). It means that through the tasks or even the learning activities, the students are expected to develop themselves in learning.

In constructivism, the teacher is not the center of the learning process. As Fosnot (2005) states, “Teachers need to allow learners to raise their own questions, generate their own hypotheses and models as possibilities, test them out for viability, and defend and discuss them in communities of discourse and practice” (p. 34). Based on the study above, the role of the teacher is not the center of the learning as the old teaching style, whereas the teacher becomes the facilitator who will always monitor the students’ development in their learning process.

B. Theoretical Framework

In this research, there are three research questions. The research question are, what are grammatical errors among LPD students in writing the caption of the photo story assignment on Instagram, what are causes of the grammatical errors on students’ photo-story project, and how was the impact of the photo-story project on Instagram to enhance students in learning LPD. From the research questions, it is expected that through the photo-story project on Instagram will engage students in learning LPD and also apply the things they have already got in the LPD class to their daily lives and surroundings without missing the good application of the grammar in their writing.
To answer those three research questions, the researcher will use the five major theories elaborated in this Chapter Two, namely the theories are 21st century, technology in education, grammatical errors on ESL, social media on education, and learning constructivism. Those theories will be combined into the one framework to answer the three research questions that are provided and also make the research becomes stronger. The theories here are taken from some reliable experts and about the year, those are from the 1900s year and also the year of 2000s.

In order to answer the first research question which is about the grammatical errors which happen when the students arrange their caption for the photo-story project on their Instagram account, the researcher will take the study which had been conducted by Sattayatham and Honza (as cited in Heydari, 2012, p. 1587) to find out the grammatical errors which were made by the medical students which were asked to translate Thai to English. From the result, it was found the ten common mistakes such as, order of adjectives, there is/are, subject-verb agreement, direct/indirect object, verbs of feeling, past tense, present perfect, reported speech, passive voice, and question tag.

From the study, those 10 common errors which were found before will be used as the guidance for analyzing the data and also as the major theory to answer the first research question that asks about the grammatical errors which happen on the caption of the photo-story project on students’ Instagram account. The study suits as the answer of the research question since the study also conducted the same field as this research which is about grammatical error. Eventhough in the
study the students were asked to translate from Thai to English, but it is still the same with this research since the error is included to the intralingual errors which is cause by the learners’ mother tongue.

The study from Scovel (2001) which addresses about learners’ confusion in implementing the new structure of the target language which is very different with their existing pattern of their own mother tongue. That one theory is chosen because it suits as the answer for the second research question which is about the causes of the grammatical errors that were made by the students.

To address the last research question, four major theories will be used as the guidance. The research question is about how was the impact the photo-story project for the students in learning. The first theory about 21st century will answer the research question in the term of the digital era which demands the new way of learning which is the use of technology in learning. As Partnership for 21st Century Skills (2002) states about the skills which are required for the 21st century and it deals with the use of technology.

Those six skills are the skills that will be required the most to face the 21st century era. Here, Lambert and Cuper (2008) assumes, “From a young age, today’s children are exposed to computers, the Internet, instant messaging, social networking sites, and cell phones that provide instant communication locally and globally” (p. 265). The theory by Lambert is also followed by Salmon (2004) which states about technology in learning that helps students’ engagement in five stages: access and motivation, online socialization, information exchange, knowledge construction, and development. The use of technology itself on
education fulfills the demand of this digital era which requires people the leave the traditional and old teaching style.

The theory about social media is also become the guidance to answer the third research question since Instagram is chosen to be the learning media in this photo-story project on Instagram. The study from Liu (2010) will also be used for the combination of the answer for the third research question. From this study, it can be assumed that through the new way of learning using social media as the learning media, it encourages students do the independnet learning.

The third research question also deals with constructivism learning since photo story project will be used as the learning media to fulfill the 21st century demand. As the studies from Ertmer and Newby (2013) and Fosnot (2005) that will discuss more about how learning is proceed and perceived by the students which will encourage the students to be independent in learning and also construct their understanding and perception about a particular knowledge.
CHAPTER III
RESEARCH METHODOLOGY

This chapter is about the method that was used by the researcher to examine the data and answer the research question. This part consists of five sections which are research method, research setting, research participants, instruments and data gathering techniques, and data analysis technique.

A. Research Method

In this research, the researcher made use of mix method which means the data will be examined qualitative and quantitative methods. According to Ary, Jacobs, Razavieh, and Sorensen (2010), “Mixed methods research combines quantitative and qualitative research methods in different ways, with each approach adding something to the understanding of the phenomenon” (p. 559). Mixed method in research is classified into several types, and for this research multimethod is the most suitable method. According to Ary, et al. (2010) which state about multimethod research that uses different types of data collecting methods in one research method:

Multimethod research employs different types of data collecting methods—for example, both survey and archival data. Multimethod research occurs when the research questions are investigated by using two different data collection procedures (e.g., observations and focus groups) or by combining two research methods (critical theory, grounded theory, or case study) from the same research tradition (qualitative or quantitative) (p. 560).
B. Research Setting

The researcher conducted the research since January 2018, and the photo-story project on Instagram whose caption as the data in this research was analyzed in order to find the grammatical errors had been done in January 2018 too. In order to find out the causes of the grammatical errors which were made by the students, a series of online sharing was conducted by the researcher on 13 to 15 February of 2018. During 12 to 16 of March 2018, the Google Form survey was conducted in order to get more data to answer the third research question. The duration of the research was from January to March. All the research activities were done in the ELESP, Sanata Dharma University.

C. Research Participants

According to Ary, et al. (2010), “In purposive sampling—also referred to as judgment sampling—sample elements judged to be typical, or representative, are chosen from the population” (p. 156). The total participants of the research were 24 students from LPD class which was conducted by Mr. Markus Budiraharjo, M.Ed., Ed.D. The data samples consisted of eight sets of the Instagram captions, which were drawn from the pool of 24 students’ Instagram captions produced by them. The same eight students or 30% of those 24 students of LPD class were asked by the researcher to give their opinion about the causes that made them did the grammatical errors in the project. Those eight participants shared their experiences about photo-story project through the chatting application namely LINE. For the Google Form Survey, there were 16 students (67% of the
total number of the students in the class) who volunteered themselves to complete the survey. The Google Form survey was not an obligation for them, because it was just to gather more information and measure on how the project really gave the impact for students.

D. **Instruments and Data Gathering Technique**

In this research, three kinds of instruments were used, namely document, online sharing, and survey.

1. **Document**

   The data can be in many kinds or types such as written or recording. According to Ary, et al. (2010), “Qualitative researchers may use written documents or other artifacts to gain an understanding of the phenomenon under study” (p. 442). For this research, the researcher examined written documents, which are the captions for the photo story-project on students’ Instagram. Beside the captions on the photo-story project on Instagram, the researcher also took the sharing about students’ experience in finishing the project through online chatting application namely LINE as the data too. To measure how far the photo-story project gave the impact for students in learning, the researcher also took the Google Form survey’s result which are five graphichs to be the additional data to do this research.

2. **Online Experiences Sharing**

   In collecting the data, the researcher also asked the eight students as the representatives of the total number of 24 participants to share their experiences in
the process of finishing the photo-story project on Instagram. Those eight students were asked to share the causes which made them did grammatical errors in writing the caption for their photo-story project. Here, the sharing was done through the online chatting application namely LINE. The researcher contacted the participants and sent them a question about the causes of their grammatical errors in the project.

**Table 3.1 Table of Interview Result**

<table>
<thead>
<tr>
<th>No.</th>
<th>Participant</th>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
</table>

3. **Google Form Survey**

In order to measure on how far the photo-story project on Instagram really gave a positive impact to students in their learning, the researcher also conducted a Google Form survey to 16 from 24 participants. From those 16 participants, eight participants were the same participants whose photo-story project was taken to be the data in this research and the rest eight participants were other students in the same class. The survey consisted of five statements as the parameters of the survey. These are five statements used in the survey:
Table 3.2 Survey Guidelines

<table>
<thead>
<tr>
<th>Survey Guidelines</th>
<th>Theory</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Encouraging self-expression</td>
<td>Learning Constructivism</td>
</tr>
<tr>
<td>2. Drawing meaningful Concepts</td>
<td><em>Amineh and Davatgari (2015)</em></td>
</tr>
<tr>
<td>3. Connecting to daily lives</td>
<td><em>and Fosnot (2005)</em></td>
</tr>
<tr>
<td>4. Improving time management</td>
<td></td>
</tr>
<tr>
<td>5. Connecting with other courses</td>
<td></td>
</tr>
</tbody>
</table>

E. Data Analysis Technique

In this research, the data were examined in document analysis technique. The researcher analyzed the data with the form of document. Firstly, the researcher read the whole captions from 24 students on Instagram. After reading the whole captions, eight sets of captions were chosen due to the numbers of errors found in each caption. From the grammatical errors found, the researcher classified the errors into six categories such as active-passive sentences, tenses, preposition, adverb clause, subject-verb agreement, and singular/plural marking.

For the online sharing experience data, the researcher did the copy-paste to all the chatting back-up file with the eight participant, because the data were in the form of chatting. The last but not least is, the data of Google Form survey, here the results were in the form of graphics, so the researcher used all the graphics and analyzed them to be the data for answering the research question.
As Best and Kahn (2006) also add, “Content or document analysis should serve a useful purpose in yielding information helpful in evaluating or explaining social or educational practices” (p. 258). The study just fits with this research, since the research mainly was in the field of educational practice which was conducting the new way of learning through the project in the social media as the fulfillment of 21st century demand on learning process.
CHAPTER IV
FINDINGS AND DISCUSSION

This chapter consists of two parts, namely findings and discussion. In the finding part there will be the results from the data collection which had been conducted by the researcher through data analysis, interview, and survey. In the discussion part there will be the answer for the three research questions which are the grammatical errors, the causes of the grammatical errors, and also the acceptability of the photo-story project as students’ assignment.

A. Findings

This section consists of the first data finding that will answer the first research question which is about grammatical errors found in students’ photo-story project on Instagram.

1. Grammatical Errors Found

The first research question is about the grammatical errors in photo-story project on students’ Instagram account. On the last semester in 2017, the LPD class which was conducted by Mr. Markus Budiraharjo, M.Ed., Ed.D. had the assignment namely photo-story project. This project should be done through students’ Instagram account. In the project itself, students were asked to choose a particular school which was observed in order to find out what kinds of curriculum in the school, the school facilities, and also the teaching style or
method of the teachers in the school, so the students had to come to the school and do the observation.

In the photo-story project, students had to upload three pictures and every picture should be about the three things they got after the observation in the school. The theme scheme was divided into three weeks. In the first week, the post should be about school curriculum, the second week would be the facilities of the school, and the third week would be the teaching style or method of the teachers. Every picture in the post was followed by the caption which explained about the result of students’ observation. Here, the project was given to students with the aim to make the students able to connect what they learned with their surrounding, so the things they learned will be more beneficial.

There were 24 students with three posts of their Instagram in each of them. From those 24 students, were taken 30% of them which were eight students’ projects which would be analyzed. The reason why those eight were chosen because the most of the errors in the six categories were found commonly on those eight posts on the Instagram from the 24 posts.
Based on the data gathered by the researcher, there were several grammatical errors in the caption of the photo-story project on Instagram. Those grammatical errors could be spelled out as active-passive sentences i.e. 11 grammatical errors. The example of error had been found in active-passive sentence such as, *I was graduated from SMAN 1 Jogonalan in 2015.* The writer meant to arrange the sentence in past tense, but he or she ended up putting the to be *was* between subject and also verb. The next part was the use of preposition, i.e. 9 grammatical errors. The example is, *This school is located on MT Haryono street no. 47 Yogyakarta (near Alun Alun Kidul).* In this case, the writer did the mistake because of adding the preposition of *on,* because the address was specific the writer should put *at* despite of *on* because the use of *at* is for a place which is specific.

In adverb clause part there were found 4 grammatical errors. The error in adverb clause part which had been found is, *Beside, they can use library as a*
discussion place. In this case, the adverb of beside was not appropriate because in the use of *beside* it should be followed by a noun and in the sentence *beside* should be changed in to *besides* because it was put in the beginning of the sentence which meant that it was an addition of the previous one. In subject-verb agreement part were found 12 grammatical errors. This is the error found in subject-verb agreement, *SMAN 1 Jogonalan improve their library to support their students and teachers in learning and teaching activities*. In the sentence the subject was SMAN 1 Jogonalan which was a singular form, so the verb should be *improves*.

For the singular or plural marking, there were found 17 mistakes. The example of grammatical error in this part is, *This assignment is challenging for me because for the next 12 week I will do some observations in a school in my city, Klaten*. The mistake happened because there was no letter *s* in *week*, it should be *weeks* because there was a nominal there. The last but not least category was the tenses. In this part there were found the most grammatical errors. Based on the calculation, there were 52 mistakes. One of 52 errors is, *I teach them in “Perkampungan Pingit” last semester. I teach them English subject. My students and I learn about vocabulary and when they found some words that they do not know the meaning of that words they will asked me and I will tell them that meaning*. In this case, the adverb time showed that the event happened in the past so the use of the verbs should be in past tense such as *taught, learnt*, and *would*.
This section consists of the second data finding that is about the results of online experience sharing from students in LPD class about the causes of the grammatical errors in the photo-story project. This section will answer the second research question which is about causes of the grammatical errors.

2. Causes of The Grammatical Errors

In order to find other obstacles that caused those grammatical errors happened, the researcher conducted the personal sharing about experience in doing the project through one chatting application with those eight participants who were the representatives of all the students in class. From the participants’ opinion, there were several obstacles that they found while doing the photo-story project and those would be spelled out one by one in this chapter. The first participant mentioned three obstacles she found when did the project such as, she did not really understand about grammar, lack experiences on writing something, and she also rarely to read something.

The second participant told the researcher that she made the project in a rush so she did not pay attention to grammar, focused on the content only and forgot about the grammar was her purpose, and some typos still happened were the obstacles she found, but she also added that nobody is perfect, so there were still many errors there. The next participant explained some obstacles such as, his lack of time on grammar exercise so he did not really master it, he needed more time to learn about grammar too, he did the project just several hours before the deadline, typed the caption on a mobile phone with no auto-correct application
was also the problem for him, and the last he could not find someone to help him to check his grammar.

The forth participant mentioned that he did not really pay attention on grammar at that time while finishing the project. The fifth participant told that the obstacles in doing the project, she was not good grammar or confused about grammar, she was not the correctful person so she did not check anything before posting the photo story caption, so she just wrote what was on her mind at that time, and also she needed someone to help her in checking her grammar.

The next participants mentioned three big obstacles she found, the first was she did the project in a rush so she did not do the grammar checking. The second one she was so tense because of the deadline. The last one, she directly uploaded the project and did not think about checking it first, because she knew that those could be edited anytime after she posted. The seventh participant told that the only obstacle that caused her made many grammatical errors because she did not check what she had written in the caption. The last participant mentioned that she was not a correctful person who checked the grammar before uploading the photo-story project.

Based on the data from the participants above, it was known that the biggest obstacles in doing the project was because the students did not really understand about grammar things, so it made them got confused in arranging the sentences. It was proven by five from eight participants who mentioned that the lack of understanding in grammar thing took the biggest part in those grammatical errors. The second most mentioned obstacle was students’ carelessness; it meant
that they did not check what they had written because they did not really pay attention to the grammar. This was proven by four of eight participants mentioned that problem.

The next biggest obstacle was about the deadline. Most of the students did the project in a rush because they did not want to be late to upload the photo story. This thing made them did not do the project well. It was proven by four of eight participants mentioned about the problem which was related with the deadline of the project of LPD class. The last most mentioned obstacle was there was no one who helped them to correct their grammar in what they had posted. There were two of eight respondents who mentioned about this one. They told that they needed someone to check in case there would be any errors in what they had posted on the project.

There were also several obstacles which they had mentioned such as, they had the lack of experiences in writing something, so they got confused in writing the caption. They were rarely to read about something, so the felt that they were not good enough in delivering something. The next was about typos that still happened, those happened because they did not check their writing after they finished doing the project. One of the participant told that she directly uploaded the project because she knew she could edit it everytime. In this case, it could be seen that sometimes the students did not take the project seriously.
This section consists of the first data finding that will answer the first research question which is about grammatical errors found in students’ photo-story project on Instagram.

3. **The Impact of Photo-Story Project for Learning**

Not only conducting the online sharing with those eight participants about the obstacles or causes that made the grammatical errors happened, the researcher also distributed the Google Form survey to 16 students of LPD courses that was conducted by Mr. Markus Budiraharjo, M.Ed., Ed.D. The survey was about the students’ opinion about the photo-story project and as the additional information to the previous personal interview that had been conducted before. There were five parameters which were used as the statements in the survey that should be given a scale from one to five (1-5) by those sixteen participants.

![Impacts of Photo Story Project on Instagram for Learning](image)

**Figure 4.3 Impacts of Photo-Story Project on Instagram for Learning**

The parameters were encouraging self-expression, drawing meaningful concepts, connecting to daily lives, improving time management, connecting with other courses. The scales on the results were divided into three clusters which were moderately high (4.00-3.83), sufficient (3.47-3.40), and also low (2.73). The
first and third parameters which were encouraging self-expression and connecting to daily live got the scores of four and three point eighty-three, which were included to moderately high. Based on the results, it could be seen that all of the students’ self-expression had been encouraged by the photo-story project, and also most of the students experienced that the photo-story project really helped them to connect the things they have learned in to their daily lives.

The second and fifth parameters which were drawing meaningful concepts and connecting with other courses got the scores three point forty-seven and three point forty of the scales which meant those two parameters were included to the cluster which was sufficient. As could be seen from the Google Form results, it could be concluded that some of the students who did the photo-story project felt that the photo-story project on Instagram really helped them to draw the meaningful concept and some of the students started to feel that they are now capable of connecting what they have learnt through LPD with other things they have also learnt in other courses during their learning process in class during the LPD courses.

The next is, forth parameter which was about the improving time management got the score of two point seventy-three from the scale which meant that this parameter’s result was included to the last clusters, namely the low cluster. Based on the result, it could be seen that the photo-story project had not helped the students were able to improve their time management skill in the learning process yet, since this parameter got the lowest score from the other four scales in the survey.
From the calculation of those scores in each parameter, it was found that the total average of the scales was three point forty-eight (3.48) which was multiplied into two due to the standard used in this research which was 10.00. After the multiply of the total average, it was found that the result was six point ninety-six. From the result itself, it could be seen that the acceptability level of photo-story project on Instagram from the students was not as high as it was expected on the beginning.

B. Discussion

In this digital era, learning is assumed to be done in an effective yet the extraordinary ways. The demand of digital era requires the new way in the learning process which is the use of technology as the media for learning. It is believed that the adoption and adaption of IT into classrooms such as social media, can really help to facilitate students during the learning process. It is upon such a belief that a LPD photo-story project on Instagram was established. Here, photo-story project was established upon a set of assumptions. As outlined by Partnership for 21st Century Skills (2002), the skills required for the 21st century include “critical thinking, information and media literacy, creativity, communication skills, collaboration and contextual learning” (as cited in Lambert & Cuper 2008, p. 265).

The photo-story project was an appropriate way of facilitating students to live in this 21st century, especially when IT has become an inseparable part of their daily lives. However, as the data analysis of this study suggests, the
implementation of photo-story project was not as good as it was expected before, because actually the project was problematical in the implementation to be students’ learning media. Study from Partnership for 21st Century Skills (2002) which deals with six categories skills needed in the 21st century learning is used in this part to explain why was the photo-story project’s implementation was problematical for students’ learning process.

The first skill namely critical thinking skill which was the most problematical aspect from the use of photo-story project on Instagram as the learning media. Actually, students were capable in the term of critical thinking, since the photo-story project encouraged students to think about particular topic and start to think about that in a critical way. In the process of arranging the photo-story project, students used their critical thinking in the way of creating the narration or caption which was appropriate for the selected pictures they would upload to their Instagram account. However, there was still the problem which was those grammatical error found on students’ photo-story project. There were many errors found in several aspects of grammar. It could be assumed that the errors happened because the students did not really think critically about their writing, especially the grammar section.

Scovel (2001) states about confusion that the learners feel during the learning process of the target language’s structure.

The confusion a language learner experiences when confronting patterns within the structure of a newly acquired language, irrespective of how the target language patterns might contrast with the learner’s mother tongue (as cited in Kaweera, 2013, p. 13)
Adapted from the study by Scovel, the grammatical errors could also be caused of the students confusion to apply the structure of the target language whereas it was not students’ mother tongue, so it was a common thing when students did several mistakes on that case. The grammatical errors could also come from the acceptability of photo-story project from the students perception which was not high enough and it proved that the project had not been accepted yet by the students to be the new tools of their learning. Here, it could be said that students really had not thought critically yet since they also did not do the grammar check correctly before uploading their Instagram posts.

There were other causes which made students did not really use their critical thinking in finishing their photo-story project. From the decreasing number of words produced in the second week to the third week period, it could be seen that the decrease was caused by several problems which were faced by the students while finishing the photo-story project. First of all, the project that was conducted in the sixth semester really made the students got confused to manage their time. All the students had experienced that the sixth semester was the hectic semester for most of the students, since there were several courses such as Micro Teaching, Play Performance, and also Research Method courses which required them to pay most of their attention to the assignments or tests. This kind of problem caused students to get distracted in deciding which assignments should be done first. Time management also made an impact for the photo-story project that was why there were many grammatical errors found, because the students could not pay most of their attention and focus to finish the project.
Beside the major cause which was about students’ hectic semester, in this part, another cause that students faced on progressing the photo-story project on Instagram would also be discussed too. Through the personal interview between the researcher and the eight participants before, the researcher found that the causes were inside of the students themselves. Those can be the lack of their knowledge in grammar, the deadline of the project, the absence of grammar corrector for their writings on the project and the will to do the project itself could be included as the cause why the students made many grammatical errors in photo-story project on their Instagram account for their LPD class.

The most mentioned cause of the grammatical errors was their lack of understanding of the grammar. This could be related into the theory about intralingual error which happens because of the learners’ misperception between their existing rules or structure of their mother tongue with the rules or the structure of the target language they want to learn about. The intralingual errors tend to happen in the way of transferring the source language into the target language. That was why students did many grammatical errors in their photo-story project since English is not their mother tongue whose rules or structures have not been existed yet on their mind, except the critical thinking skill which had been used well by the students during the process of finishing the project.

The second skill was information and media literacy. In this term there was no problematical on the implementaion of photo-story project from students’ learning. These could be related with photo-story project in the way the project made the students got and shared a particular information about their opinion
through their social media account which meant that they were able to use their social media in the right way, and it could be said that their media literacy was good.

The 21st century demand suggests the use of technology as the new style of learning, and the photo-story project on Instagram was conducted to fulfill the demand of 21st century learning which is also supported by the theory of technology in education. Younger and younger students are more exposed to IT products, such as computers, the Internet, instant messaging, social networking sites, and cell phones that provide instant communication locally and globally (Lambert and Cuper 2008). That was why, here the Internet had been chosen as one of many technologies that were provided to be the media for learning process through LPD course, since Internet started to be the common thing in people’s daily lives nowadays. It was expected that through the Internet, learning would be delivered in the comfortable way to the learners.

In the use of internet for the learning process, there were some benefits that students would get. As in the five-stage model by Gilly Salmon (2003) which represents the stages of learning through the technology. In this first stage, the students would set up the system and start to access the information, and this stage would welcome and encourage students to the new way of learning activity. The second stage was online socialization, in this stage students were introduced to the online world, so they would know ins and outs of the online itself. This second stage involved students’ familiarity to the online world and also this stage provided bridges between cultural, social, and learning environment which would
be received by the students during the photo-story project. This also made student able to decide the right thing to do in the internet through the photo-story project on *Instagram*.

In the stage of information exchange students were able to do the information transfer in the term of the information they have got and share it to another people through their photo-story project on their *Instagram* account. In this stage, students would be facilitated with photo-story project as a task for them to construct their understanding in the term of LPD course. For the forth and fifth stage, knowledge construction and development, through the project on their *Instagram*, they were engaged because they had to do the self learning in the photo-story project. They did the observation at school, made the conclusion of what they have got during the observation, and shared their understanding of their observation result which should have the relation with LPD course. Those activities showed that through the project students were able to construct the knowledge by themselves and they were also developed in the learning process.

The photo-story project that was conducted as the learning media for students had the aim to help students learning in a new way of learning, since the social media namely *Instagram* became the tool of learning process. It was expected that through this new way of learning, students would also change their way of thinking about a particular thing and become the more critical one since critical thinking in learning is required as one of skills in this digital era.

The third skill deals with *creativity*. In this term, photo-story project helped students to engage their creativity level through arranging the project. Here
the creativity skill could be related to the study by Liu (2010) which assumes, “Social media tools provide learners with new opportunities to become independent in their study and research.” (p. 109). It meant that by being independent in their study was, the students really conducted their own learning process through several activities during the finishing of photo-story project. In the term of independent learning, the creativity was also needed the most because conduction the independent learning students would need their creativity in order to keep the flow of their learning process.

*Communication* skill is also required in this 21st century learning. Thus, communication is not always in the form of having conversation directly with other people. In this term, communication skill lied on the way students arranging the communicative caption for their photo story post, because they learned how to communicate with other users through their writings. The problem was found in this section, since students were not capable to build the well communication in their writing. The grammatical errors were assumed to be the cause of the failure in building the good way of communication of photo-story project.

As it is known that grammar is important in learning English, so it can be included as the major thing in English. According to Thornbury (1999), “Thus, grammar is a description of the rules that govern how a language’s sentences are formed” (p. 1). Of course, there were several mistakes which made sentences erroneous. Those errors could be classified into six categories which were active-passive sentence, tenses, preposition, adverb clause, subject-verb agreement, and singular plural marking. Five of those categories were taken from study by
Sattayatham and Honsa (2007) in the same field of error analysis. Those categories were the most common mistakes that had been found in all the captions of photo-story project on students’ Instagram account. There were also the reasons or causes that stood behind the students’ grammatical errors on the photo-story project.

*Collaboration* skill is also a must in this 21st century learning. For collaboration skill, it aims that learners will be capable of collaborating with others in the learning process with or without the help of technology. This skill could be seen when the students had their school observation before doing the photo-story project. They came to the school and joined the class in the learning activity in order to observe how the situation of the learning, while observing they also had the collaborative work with the students or even the teacher in the class.

The last skill needed is *contextual learning* skill. This skill was well-run on the photo-story project implementation for students. In this term, through this skill, students were expected to be able to connect what they learned with their surrounding. As Ertmer and Newby (2013) state, “Constructivists do not deny the existence of the real world but contend that what we know of the world stems from our own interpretations of our experiences” (p. 55). Based on the study above, through the photo-story project on students’ Instagram, it encouraged students to be able to connect what they learned in class to their surrounding which was the time when they had to do school observation. In photo-story project, students did the self-learning which meant that they constructed their own understanding about a particular thing.
As Fosnot (2005) states, “Learning is not the result of development; learning is development. It requires invention and self-organization on the part of the learner” (p. 33). This could be known that while finishing the photo-story project, students were in the process of developing themselves through the learning process. What they did on the project really developed themselves in learning. Not only about developing themselves in learning, photo-story project which was conducted also encouraged students in their self-organization because they had to organize or manage themselves in this individual assignment and all was their own responsibilities to make sure that all was well-run. The last but not least, through this photo-story project students also creatively create their own invention from their Instagram posts. They really arrange the project from their own understanding, knowledge, and also perception from what they got before.

However, the emerge of the photo-story project was a kind of a new way in learning that encouraged the students to be creative yet independent in their learning process, so this study can be the first evaluation for this photo-story project on Instagram so that this new way of learning through social media as the accomplishment of 21st century demand will be more success than the first trial before. Eventhough the average of the scores showed that photo-story project has not been the acceptable yet for learning, but this project was still appreciated by the students. As in the results from other four parameters, students agreed that the photo-story project really helped them developing themselves through the learning process, but why was the project acceptability was not as high as it was
expected. It was all caused by the learning system which still needs to be fixed in several aspects.
CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

This last chapter particularly discusses two areas of concerns, namely conclusions and recommendations. There are three conclusions drawn from this study. There are also three recommendations proposed as a follow up for this study.

A. Conclusions

Three conclusions are drawn from the study namely: (a) categories of errors, (b) causes of errors, (c) level of the impact for the students. The first conclusion refers to the categories of errors. After analyzing the data collection to find grammatical errors on students photo-story project, it was found that the students did several grammatical errors on the caption of their photo-story project. Those errors could be classified into six categories which were active-passive sentence, tenses, preposition, adverb clause, subject-verb agreement, and singular plural marking. The most common mistakes were about the tenses, which can be summed up that the errors were in intralingual field which the cause was on the way they do the over generalizing rules due to the influence of their first language. This kind of error was also influenced by the learners’ mother tongue. In this term, English was not the participants’ mother tongue, so it would be difficult to apply the structure and rule of the target language well.
The second conclusion is about the causes of those grammatical errors on students’ photo-story project. The errors could also come from the students’ confusion since the photo-story project should be done in English, whereas English was not their mother tongue and they still learned about it. It could be concluded that while applying the pattern of English, students got confused because of the existing pattern of their own mother tongue which of course was different from English. The next causes come from the eight representatives of the LPD course class which delivered their own opinion based on their experiences in doing the project. Most of the participants said that the biggest cause of the grammatical errors that were found on their project was the lack understanding of grammar. It was also found that students’ carelessness also made them did many grammatical errors on the project which means that they did not really pay attention to what they had written. The deadline also took important role in causing the grammatical errors, most of the students also said that the deadline made them were afraid and did the project in rush, so the result was not as good as it was expected.

The last conclusion will show the impact of photo-story project on Instagram for students in their learning. Based on the several studies about 21 century, technology on education, social media on education, and learning constructivism, this project was suitable for the demand of this digital era which requires the new way of learning through technology as the learning media. There were five statements about photo-story project as the parameters of the survey such as encouraging self-expression, drawing meaningful concepts, connecting to
daily lives, improving time management, connecting with other courses. From those parameters, improving time management got the lowest score which means that the emergence of this project has not made the students were able to manage their time yet. The results showed that the average of total scores was three point forty eight. In order to reach the scale of 10.00, three point forty eight was multiplied by two and the result was six point ninety-six. From the result, it showed that based on the 16 responses from the participants, the photo-story project was not enough to fulfill students’ need for their learning since the project is a new thing and still needs to be fixed.

B. Recommendations

The first recommendation of this research will be addressed to the students of LPD course class. The researcher recommends the students to be more aware with their surrounding in order to imply the things they have learnt before on their LPD course. Here, the researcher also give a recommendation that the students should be able to be open-minded with the new way of learning which is the use of technology as the learning media. The students are expected to be able to master the technology in order to follow the flow of the learning process in this digital era.

The second recommendation addresses for the lecturers. Here the researcher addresses the recommendation for lecturers of other courses. Using technology as the learning media will encourage students’ interest to follow the learning. Here the researcher recommends the lecturers to be able to use the
technology as their learning media class. For the LPD lecturer who conducted this photo-story project on Instagram, it is suggested that this project should be really monitored well in order to see how far the project helps in order to facilitate students in their learning. Giving the fast response in a form of feedback will be the best way to increase students’ confidence in doing the project, because by giving them fast responses of feedback they will directly know what should they fix or improve from the project they have done.

The last recommendation will be given for the next researcher who wants to conduct the research in the same field. The researcher recommends the next researcher to analyze more and include the more categories on the grammatical errors too since the previous research only put six categories of grammatical errors which actually can be added with another categories of grammatical errors. For measuring the acceptability of the photo-story project, the researcher recommends the next researcher to conduct another survey with more statements or questions about the photo-story project.
REFERENCES


APPENDICES
### Appendix A. Analysis Photo-Story Project Sample 1

#### Sample 1

<table>
<thead>
<tr>
<th>The Errors</th>
<th>Active-Passive Sentence</th>
<th>Tenses</th>
<th>Preposition</th>
<th>Adverb Clause</th>
<th>Subject Verb Agreement</th>
<th>Singular/plural marking</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Week 1</strong></td>
<td>1. <em>I was graduated</em> from SMAN 1 Jogonalan in 2015.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. This assignment is challenging for me because for the next 12 weeks I will do some observations in a school in my city, Klaten.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. In that time, SMAN 1 Jogonalan have changed the curriculum from KTSP to the newest one, 2013 curriculum.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

This assignment is challenging for me because for the next **12 weeks** I will do some observations in a school in my city, Klaten.
| Week 2 | the newest one, 2013 curriculum. | 1. SMAN 1 Jogonalan **improve** their library to support their students and teachers in learning and teaching activities.  
2. The book collection also **were not** complete. |
| Week 3 | 1. **Beside**, they can use library as a discussion place. |
## Appendix B. Analysis Photo-Story Project Sample 2

### Sample 2

<table>
<thead>
<tr>
<th>The Errors</th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Active-Passive Sentence</strong></td>
<td><strong>Tenses</strong></td>
<td><strong>Preposition</strong></td>
<td><strong>Adverb Clause</strong></td>
<td><strong>Subject Verb Agreement</strong></td>
<td><strong>Singular/plural marking</strong></td>
<td><strong>Active-Passive Sentence</strong></td>
</tr>
<tr>
<td><strong>Week 1</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Week 2</strong></td>
<td>1. I teach them in “Perkampungan Pinang” last semester. I teach them English subject. My students and I learn about vocabulary and when they found some words that they do not know the meaning of that words</td>
<td>1. learning English in outside class too</td>
<td></td>
<td></td>
<td></td>
<td>1. For me, teach them make me realize how important education is</td>
</tr>
</tbody>
</table>
2. One day they asked me “why we should improve our vocabulary?” and I said that “vocabulary is one of important elements to understanding about English subject” when they understand with my explanation automatically they smiling at me and I feel happy.

3. I thought that they will get
| Week 3 | 1. Curriculum 2013 **has started** to be applied to schools.  
2. I **thought** it is very clear that curriculum has a very important role in the success of teaching learning process and the success of the outcome in a school. | 1. This curriculum offers some progress |
### Appendix C. Analysis Photo-Story Project Sample 3

#### Sample 3

<table>
<thead>
<tr>
<th>Week 1</th>
<th>Active-Passive Sentence</th>
<th>Tenses</th>
<th>Preposition</th>
<th>Adverb Clause</th>
<th>Subject Verb Agreement</th>
<th>Singular/plural marking</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Curriculum is something <strong>that related</strong> to education.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>In our country Indonesia, there are 2 kinds that most popular <strong>used</strong> lately, KTSP 2006 and K13.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| Week 2 | | | | | | |
|--------| | | | | | |
| 1.     | I am sure that every school |        |             |               |                         |                        |
| 1.     | Curriculum is a set of program and disposition about |        |             |               |                         |                        |
| Week 3 | 1. KTSP 2006 has made to revise the precious curriculum (KBK 2004) | 1. Composition of KTSP is started on year of academic 2007/2008 by refers to Standar Isi (SI) and Standar Kompetensi Lulusan (SKL) for implementin gcurriculum. 2. the way student study in class, the books, and the aspects that implemented in a school will refer to what curriculum the school used. | content and material of learning along with method that used as a directive of study and teaching activity at such school. 3. Curriculum is important if an education institute such as school will do some study and teaching activity. |
primary school and secondary school.
## Appendix I Table of Interview Results

### Interview Results

<table>
<thead>
<tr>
<th>No.</th>
<th>Participant</th>
<th>Statement</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>penyebab grammatical errors yang banyak ditemui dicaption dari tugas photo-story dari Pak Markus itu? Makasih ya</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Mungkin karena kurangnya latihan dan jam terbang saya yang masih kurang dalam hal menulis cerita yang menyebabkan masih adanya grammar mistakes.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Mungkin saya masih perlu lebih banyak belajar mengenai grammar supaya hal memalukan seperti adanya grammar mistakes tidak terjadi.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Banyak mahasiawa (( termasuk saya)) yg mengerjakan tugas tersebut di H-berapa jam sebelum deadline, maka kami langsung menguploadnya setelah selesai mengetik tanpa mengoreksi kembali tugas tersebut dengan teliti.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Saya membuat caption dengan menggunakan handphone yang didalamnya tidak terdapat fitur autocorrect aeperti di PC/Laptop.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Karena tidak ada orang yg berkomentar dikolom komentar maupun via DM untuk sekedar mengingatkan, memberi saran, ataupun membenarkan grammar mistakes saya.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Appendix J

Google Form Survey Result

Statement Number 1

Pembuatan photo-story di Instagram mendorong keberanian saya dalam mengungkapkan opini saya

16 responses
Appendix K

Google Form Survey Result

Statement Number 2

Melalui upload photo-story di Instagram, belajar tentang konsep-konsep LPD menjadi lebih bermakna

16 responses:
### Statement Number 3

Melalui upload photo-story tersebut, saya lebih mudah mengait-eratkan konsep-konsep LPD dalam kehidupan sehari-hari

<table>
<thead>
<tr>
<th>RESPONSES</th>
<th>16</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 (0%)</td>
<td></td>
</tr>
<tr>
<td>2 (0%)</td>
<td></td>
</tr>
<tr>
<td>3 (17.5%)</td>
<td></td>
</tr>
<tr>
<td>4 (33.3%)</td>
<td>7</td>
</tr>
<tr>
<td>5 (18.8%)</td>
<td>3</td>
</tr>
</tbody>
</table>
Appendix M

Google Form Survey Result

Statement Number 4

Upload photo-story membantu saya mengelola waktu belajar menjadi lebih baik

16 responses

<table>
<thead>
<tr>
<th>QUESTIONS</th>
<th>RESPONSES</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>2</td>
<td>5 (31.3%)</td>
</tr>
<tr>
<td>3</td>
<td>7 (43.8%)</td>
</tr>
<tr>
<td>4</td>
<td>3 (18.8%)</td>
</tr>
<tr>
<td>5</td>
<td>0 (0%)</td>
</tr>
</tbody>
</table>
Appendix N

Google Form Survey Result

Statement Number 5

Dengan upload photo-story tersebut, saya menjadi lebih mampu menerapkan materi-materi pembelajaran dari MK-MK lainnya