

Instagram filter-based learning: Developing supplementary media for grammar mastery

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ABSTRAK

Abstrak: Penelitian ini bertujuan untuk mengembangkan media pembelajaran tambahan. Tahap awal penelitian berdasarkan analisis kebutuhan adalah Kuesioner dan wawancara tidak terstruktur. Media pembelajaran hanya sebatas materi kertas dan soal. Berdasarkan angket analisis kebutuhan siswa di kelas 10 TPM SMK Islam 1 Blitar, 90% siswa merasa kesulitan mengidentifikasi tenses grammar. Para siswa beranggapan bahwa tata bahasa harus dihafal polanya agar lebih mudah mengerjakan soal-soal bahasa Inggris. Penelitian ini berdasarkan model pengembangan Borg and Gall dengan menggunakan kuesioner sebagai instrumen penelitian. Skala Likert digunakan sebagai ukuran untuk menganalisis data. Teknik pengumpulan data yang digunakan dalam penelitian ini adalah teknik survey dan wawancara tidak terstruktur. Tahapan penelitian meliputi: (1) Analisis Kebutuhan; (2) Pengembangan Produk; (3) Persiapan Aplikasi; (4) Pengujian Produk dan (5) Revisi Produk. Subjek penelitian ini adalah 10 siswa kelas X TPM (Teknik Mesin) SMK di Blitar.

Abstract: This research aims to developed supplementary learning media. The preliminary stage of the research based on need analysis were Questionnaire and unstructured interview. The learning media only limited in paper materials and questions. Based on student need analysis questionnaire in the 10 TPM Grade SMK Islam 1 Blitar, 90% students found identify tenses grammar is difficult. The students assumed that grammar must be memorized pattern to make it easier to do English questions. This research based on Borg and Gall development model by using questionnaire as research instrument. Likert-Scale was used as the measurement to analyze the data. Data collection techniques used in the research are survey techniques and unstructured interviews. The step of research includes 1. Need Analysis, 2. Product Development, 3. Application preparation, 4. Testing of the product, 5. Product revision. The subject of this research is 10 student of 10th grade TPM (Mechanical Engineering) SMK Islam in Blitar.

INTRODUCTION

English language is a tool for international communication. Due to the importance of English, it becomes one of language learning subject in some education level. Grammar is one of crucial part in the learning English skill. It aims to develop English grammar mastery and analysis. Grammar is a language stated from (Bower et al., 1991). When the students learn about language, the student will learn about grammar skill. Learning grammar is very important because if students want to speak and write English well, they must learn about grammar. English language rules can be learned in grammar. Grammar is difficult subject for the learners. When the students listen about “grammar”, they must be

assumed that grammar is tenses. In most classes of English especially for the beginners, most teachers still focus on teaching grammar in form of teaching tenses (Al-Mekhlafi & Nagaratnam, 2009).

Students' ability in grammar analysis, especially tenses, is still very low. Most Indonesian students face learning difficulties because the grammatical rules of the Indonesian language differ from those of the English language. The implementation of distance learning caused by the pandemic of COVID-19 encourages teachers to utilize technology, especially social media for educational activity. The teachers should be more creative so that learning can be fun and interesting for the students. When the researcher practiced microteaching, there were some problem appeared. The learning processed with greeting first and checking the students' attendance. The learning media only limited in paper materials and questions. There were students who did not pay attention and played handphone when the learning process and also when the teacher gave questions only certain students can answer them.

Based on student questionnaire in the 10 TPM Grade SMK Islam 1 Blitar, 90% students found identify type of tenses is difficult. The students assumed that grammar must memorize pattern to make it easier to answer. When listening to grammar the students remember tenses and pattern. If students did not memorize the types of tenses, it would affect their understanding. Based on the survey results, the students enjoy learning tenses by using social media due to the easiness to learn about types of tenses. Instagram is one of the favorite social media among the students. Futhermore, based on unstructured interview media that used for tenses learning were PowerPoint and Jumbled card. Students have difficulties in the learning process when they must differentiate various verb, differentiate regular and irregular verbs. Not only that, but the students who feel lazy to open dictionary make them get less varied vocabulary. Vocabulary can help students to develop English vocabulary used in communication both spoken and written. This condition also created difficulties in the tenses learning (Makrifah, 2018).

Talking about technology nowadays, it is already being part of human life, especially in education. In the most positive sense, multimedia technologies can be as tantalizingly random as these digital natives stated from (Lambert & Cuper, 2008). Besides that, social media is the product that many have customers. Technology is increasingly developing and modern, most the students more interested in Technology for their learning process. This was proven by students being more interested with handphone than books and every day with phone. The student also plays games with a handphone. In addition, developing Software Applications Allows machine users to communicate with each other either directly with the source of the information Online or offline, using interactive multimedia.

In this globalization era, development of technology especially information technology has grown rapidly. That is proven by the easy to access internet as a tool communicate with many people from various parts of the world without face to face, only use social media. Social media become an addiction for Indonesian people, basically teenagers. Social media most often used by teenagers such as Instagram, Facebook, Twitter, Path, YouTube, and etc. Social media has advantages and interests for users. Social media offers a lot of information and entertain that make teenagers feel happy using it for a long time. In this research, the researchers will focus on the use of Instagram as one of the supplementary media to increase the student's grammar ability in tenses. Instagram is one of the social media with the large and interesting users in the world.

The previous studies that have already discussed about Instagram are with the tittle "The Effect of Peer Feedback Through Instagram on Students' Writing Recount Text" (Mursela, 2019). The purpose of the research to obtain the empirical evidence of the effect of peer feedback through social media on student's writing recount text at the tenth-grade students of SMA Triguna Utama Tangerang Selatan. The method of the studied are quantitative method and quasi-experimental design. The researcher is conducted through the following procedures; pretest, treatments, and post-test. The data analyzed by using statistic of t-test Statistical Package for Social Sciences (SPSS). concluded that peer feedback through social media is effective in teaching recount text because it showed moderate effect on students' writing recount text at the tenth grade of SMA Triguna Utama Tangerang Selatan. Some other studies have also discussed about Instagram. This study 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. A mix method which was quantitative and qualitative study was used, the data gathered included written documents (i.e Instagram photo story caption' analysis), sharing results, and survey results, here the Google Form survey was used to measure how far the project impacts students in learning. 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 error in their photo-story project on Instagram. Based on the research photo story project on Instagram was acceptable enough since it was still the new learning instrument for learning (Novitasari, 2018).

Based on the problems above, the researcher will conduct research and development about Instagram's filter. The product is Instagram games, The application of games in teaching english can be an alternative to attract students' attention, students are more enthusiastic and have a greater desire to learn English (Rofi'ah & Mubarak, 2019). The content is about explaining tenses simply by using question and answer. This product will be useful for supplementary media that will be needed for grammar learning. For the students, learning grammar must memorize the pattern to make it easier to do English questions, but by using this product the students can learn grammar without memorize pattern. The researcher was interested in conducting studies entitle "The Development of Instagram Filter as Supplementary Learning Media for 10th Grade Student of SMK Islam 1 Blitar".

The purpose of this study are as follows to describe the process of the development of Instagram's filter as supplementary learning media grammar skill and To describe the result of development Instagram's filter as supplementary learning media grammar skill. Based on the background and identification of the problem, the researcher limits focus on tenses simple past tense and present perfect tense. Instagram's filter can help supplementary learning media student' grammar achievement. The researcher uses Instagram's filter to help the students understand the material without memorizing. Besides that, this study limits finding the result of development Instagram's filter to increase grammar skill.

METHOD

The research used Educational Research and Development (R & D) method. Educational Research and Development as follows; Educational Research and Development (Educational R & D) is an industry-based development model in which the findings of the research are used to design new products and procedures, which then are systematically field tested, evaluated, and refined until they meet specified criteria of effectiveness, quality or similar standard. According to (Gall et al., 1983), Research and Development (R & D) study in education is to develop and validate the educational products and the step consisting of study findings, developing the products based on the findings, field testing and revising the product. The step in R & D are (Gall et al., 1983):

1. Research and Information collecting include literature review, class observation, preparation report.
2. Planning include skill setting, goal setting based on the sequence of steps and small-scale trials.
3. Developing preliminary forms of product include; preparation of lesson material, handbooks and assessment tools.
 - a) Preliminary field testing; doing 1-3 schools, use 6-12 subject, interview, questionnaire data collection, observation and analysis.
 - b) Main product revision; product revision based on the results of the preparation of the field trial.
 - c) Main field testing; do for 5 – 15 schools with 30-100 subject. Quantitative data Initial tests and final tests on the subject were collected. The result is evaluated with reference to the research objective and compare them with control group data, if necessary.
 - d) Operational field testing; this revision based on the result of the main field trials.
 - e) Operational field trials; do on 10 – 30 schools to involve 40 – 200 subjects. Interview, questionnaire data collecting, observation, and analysis
 - f) Final Product revision; product revision based on the result of operational field trials.
 - g) Dissemination and Implementation; report the product in expert meetings and journals.

The researcher used the process of design the product, besides the researchers also adapts gall and borg method the process with the needs of development.

The chart explained about the procedure of development in this research based on Borg and Gall development model. This model included ten steps as the researcher said before. However, the system approach model has been adapted by the researcher to meet the condition of the research. The procedures of the research are described as follows:

1. Needs Analysis

The purpose of needs analysis is to gathered the information of learners' needs and learning needs. The researcher used questionnaire and unstructured interview instrument.

2. Product Development

The developed materials were based on the syllabus. There were two units Simple past tense and Present perfect in Instagram's filter. After that processed result of data analysis, prepared the suitable application and prepared material to be included. Next design layouts with the Canva application and processed the layout with Spark AR.

3. Application preparation

In application preparation the researcher conducted validation of the product by using validity questionnaire. The experts consist of material and media experts. The researcher developed the product with the material in syllabus. There found some revision in this process validation and fix before trial.

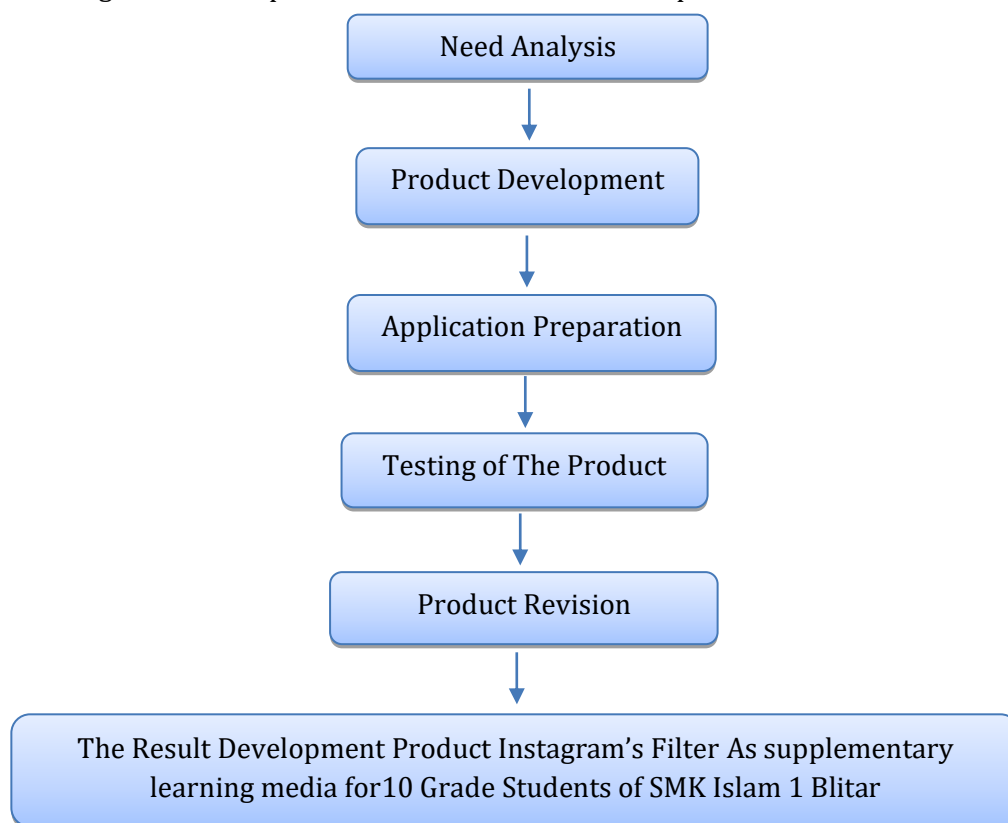
4. Testing of the product

The researcher tests the product for 10 grade Vocational School via offline after validation product finished. The trial started by explaining the material and Instagram filter. Then test the product and fill in the respond student's questionnaire.

5. Product Revision

There was not revision and the research done.

The researcher used the process of design the product, besides the researchers also adapts gall and borg method the process with the needs of development.



Gambar 1. Flow Chart of Research and Development

Population or target population as a group of individuals who have the same characteristic or with some common defining characteristic that the researcher can identify and study Sample and also a sample is a subclass of population that the researcher decides to study for generalizing about the target population states from (Creswell, 2012). The subject of this research is 10 TPM 3 Grade SMK Islam 1 Blitar in the academic year of 2020/2021. The class trial was conducted which involved 10 students. This subject was determined using cluster random sampling technique. This research gathered the information related learning grammar. The data about learning media and difficulties in grammar learning for 10TPM 3.

The collection instruments, questionnaires distributed to the students and expert. The data collection instrument is Questionnaire. The instrument used in this research development include

need analysis student's questionnaire and student respond questionnaire for the student 10 grade SMK Islam 1 Blitar. Both of the questionnaire will be used for getting data about student satisfaction in the learning tenses grammar by Instagram's filter. The researcher used Likert-Scale to analysis data.

This part discussed data collection technique used in the research. There are survey technique and unstructured interview. The survey technique functions as a data collection tool to got information about the remaining basic needs that filled in google form. In this study, survey technique made to determine learning media. The unstructured interview for the teacher conducted face to face.

Before used to validation, the questionnaire instrument testing in lecturer. The lecturer is Mr. Saif, the next step validation media and material. Product validation was done to assess whether the design of the English supplementary book developed was to appropriate and to find out whether there are any inappropriate in the product made from both the material and the media. The product validity test is carried out by a team of experts consisting of material, and media experts.

a. Material validation

The material used in the product are Simple past tense and Present perfect tense. The product showed to the expert to be validated. The expert of material validation is Mrs. Fitri Arini, M.Pd. as English Language lecturer in Nahdlatul Ulama University.

b. Media validation

The expert validation media in filter Instagram. The expert of media validation is Mr. Abd. Charis Fauzan, M. Kom as expert IT of Nahdlatul Ulama University and Lecturer of communication studies.

Reliability is the consistency a series of measurements or a series of a measuring instruments. This could be measurement from which the same measuring instrument gave the same result, or for a more subjective measure whether two raters gave similar scores. Reliability as the degree of consistency with which an instrument measures whatever it is measuring defines from (Ary et al., 2010). Thus, it can be said that a reliable test is consistent and dependable. In the other words, reliability is the consistency of the instrument in producing one the similar score on different testing occasion or with different raters.

According to (Arikunto & Suharsimi, 2013) Reliability is then interpreted using the percentage of results that can be calculated using the following formula:

$$P = \frac{\sum x}{\sum xi} \times 100\%$$

Note: P = Reliability
 $\sum x$ = Number of assessment answers
 $\sum xi$ = Highest number of answers

Table 1. Percentage of Validity

Percentage (%)	Validity Category	Explanation Eligibility Category
85% - 100%	Very valid	Very decent
70% - 84%	Valid	Feasible
55% - 69%	Less valid	Less feasible
40% - 54%	Invalid	Very Improper

After the data collected, the next step is analysis data. The researcher used analysis descriptive that is suitable with development procedure. The data form qualitative changed in words as descriptive qualitative. Likert-Scale was used as the measurement to analyze the data of expert judgment questionnaire. The results of the data were calculated by using the formula proposed by (Ary et al., 2010).

$$P = \frac{\sum x}{\sum xi} \times 100\%$$

Note: P = Reliability
 $\sum x$ = Number of assessment answers
 $\sum xi$ = Highest number of answers

Table 2. Eligibility Category

No	Percentage (%)	Eligibility Category
1	<21%	Very implorer
2	21 – 40%	Less feasible
3	41 –60%	Decent enough
4	61 –80%	Feasible
5	81 –100%	Very Decent

RESULT

The Result of Need Analysis

The preliminary stage of research based on need analysis, it aimed to find and understood problems that occur during the learning process.

Unstructured Interview

The researcher made unstructured interview to the teacher. Based on the unstructured interview, the media that used learning simple past tense vs present perfect tense are power point and jumbled card. The learnig media is efisien for teach tenses, due to most of the students able to arrange sentences using these tenses. Beside that In learning activities the difficulties experienced by students when learning tenses are differentiate verbs 1 2 and 3 from certain verbs, and using less varied vocabulary. The teacher said In addition to learning media, the factors that affect students' difficulties in learning tenses is lazy to open a dictionary to find out the meaning of words.

Questionnaire

The researcher focused more on student understanding with the learning media used. Actually, learning media only limited to paper materials and questions. The tenses' ability of students was still less, this is proven when the teacher gives questions only certain students can answer them. Besides that, there were students who did not pay attention and played handphone when the learning process. After know the problem that occur in the class, the researcher given questionnaire to the students. It was aimed to know what media is suitable so that it can be used to help students understand the material. The media is found namely Instagram's filter. The following are the results of the questionnaire:

Table 3. Result of need analysis

No.	Pernyataan	SS	S	N	TS	STS
1.	Saya kesulitan mengidentifikasi jenis tenses dalam Bahasa Inggris	40%	50%	10%	-	-
2.	Saya menguasai dan memahami jenis tenses Simple Past Tense	10%	50%	40%	-	-
3.	Saya menguasai dan memahami jenis tenses Present Prefect Tense	20%	30%	50%	-	-
4.	Saya harus menghafalkan jenis-jenis tenses untuk mempermudah dalam mengerjakan soal	70%	30%	-	-	-
5.	Jika saya tidak menghafalkan jenis-jenis tenses, maka akan berpengaruh terhadap pemahaman saya	50%	40%	10%	-	-
6.	Perlu adanya media pembelajaran yang menarik untuk mempelajari jenis-jenis tenses	50%	50%	-	-	-
7.	Saya menyukai belajar tenses melalui sosial media	20%	40%	40%	-	-
8.	Media sosial memberikan kemudahan ketika mempelajari jenis-jenis tenses	40%	60%	-	-	-
9.	Instagram adalah salah satu sosia media yang saya sukai	50%	10%	40%	-	-
10.	Saya sering menggunakan fitur filter Instagram	30%	40%	30%	-	-

Expert Judgment

Before validation in media expert, material expert and trial to the students, the instrument media expert and material expert, first validated by the supervisor. After the validity instrument is stated as valid, this instrument then given to the media expert and material expert to get product validation.

Table 4. Media expert validation results

Aspek Penilaian	Kriteria Penilaian	Σx	Σxi	Persen (%)	Keterangan
Tampilan Aplikasi	1. Desain Sampul	5	5	100%	Sangat Layak
	2. Konsistensi proposi layout	5	5	100%	Sangat Layak
	3. Ketepatan pemilihan ukuran huruf pada tulisan	4	5	80%	Layak
	4. Ketepatan memilih jenis teks dan font yang disajikan	4	5	80%	Layak
	6. Kejelasan tulisan dan mudah dibaca	4	5	80%	Layak
Tampilan Gambar	1. Warna gambar	4	5	80%	Layak
	2. Ketepatan pemilihan ukuran	4	5	80%	Layak
	3. Kesesuaian gambar dengan tulisan	5	5	100%	Sangat layak
	4. Ketepatan pemilihan background	5	5	100%	Sangat layak
	5. Konsistensi penggunasn warna	4	5	80%	Layak
Kepraktisan	1. Media yang mudah digunakan	5	5	100%	Sangat layak
	2. Petunjuk penggunaan mudah dipahami	3	5	60%	Kurang Layak
Kegunaan	3. Kemudahan akses masuk dan keluar	4	5	80%	Layak
	1. Media dapat digunakan sebagai tambahan media pembelajaran	5	5	100%	Sangat layak
	2. Media mudah untuk dioperasikan / dieksplorasi	5	5	100%	Sangat layak

Based on the table above the validation of the media expert by Mr. Fauzan with asses layout application, layout picture, usability etc. The validity to get the score 80% is Valid. The suggestion from the expert were add the number of every question, adding instructions in the filter, and adding "time up" in the filter.

Material Expert Validation Result

Table 5. Material expert validation result

Aspek Penilaian	Kriteria Penilaian	Σx	Σxi	Persen (%)	Keterangan
Materi	1. Penulisan kosa kata yang tepat	4	5	80%	Layak
	2. Kesesuaian materi dengan KI dan KD	4	5	80%	Layak
	3. Relevan dengan isi materi atau tema	4	5	80%	Layak
	4. Kejelasan materi dengan KI dan KD	4	5	80%	Layak
Keakuratan Materi	1. Keakuratan konsep dan definisi	4	5	80%	Layak
	2. Keakuratan data dan fakta	4	5	80%	Layak
	3. Keakuratan Istilah-istilah	4	5	80%	Layak
Lugas	1. Ketepatan struktur kalimat	4	5	80%	Layak
	2. Keefektifan kalimat yang digunakan	4	5	80%	Layak
	3. Kebakuan istilah	4	5	80%	Layak
	4. Kejelasan instruksi	4	5	80%	Layak
Kesesuaian dengan kaidah bahasa	1. Ketepatan tata Bahasa	4	5	80%	Layak
	2. Ketepatan ejaan	4	5	80%	Layak
Pembelajaran	1. Menambah kosa kata bahasa inggris	5	5	100%	Sangat layak
	2. Melatih speaking siswa	4	5	80%	Layak
	3. Mempermudah belajar grammar	4	5	80%	Layak
	4. Menumbuhkan rasa ingin tahu	5	5	100%	Sangat layak

The result of table can be concluded the media expert gets the score 82% is Valid. The media expert by Mrs. Fitri Arini to asses material suitability, language that use, learning etc. The suggestion from the expert were adding translate in each question and Correct grammatical rules in the filter.

The Try Out, Evaluation, And Revision

Before the product is trial on the students, the product must be validated first. Every expert has suggestions for adding or fixing the media Instagram's Filter. Beside the media, the validator also provides suggestions for improvement regarding the material presented both content and grammar. Repair data and suggestions can be seen in the table below:

Table.6 Revision

Suggestion	Repair
1. The number of every questions	1. Giving number of every questions
2. Adding instructions in the filter	2. Giving instructions in the filter
3. Adding translate in each question	3. Giving translate in each question
4. Adding "time up" in the filter	4. Giving "time up" in the filter
5. Correct grammatical rules in the filter	5. Correcting grammatical rules in the filter

The next step of this research is trying out to the students. This research conducted in SMK Islam 1 Blitar in 10th TPM (Mechanical Engineering). The trial start by giving material, trial the product and fill in the questionnaire. Below are questionnaire table students respond:

Table 7. Students Respond

No	Name	Answer Items										Σx	Σxi	Score
		1	2	3	4	5	6	7	8	9	10			
1.	Subject 1	5	5	4	5	4	4	4	5	4	5	45	5x10	90%
2.	Subject 2	4	4	4	4	4	4	4	4	4	4	40	5x10	80%
3.	Subject 3	4	4	4	4	4	4	4	4	4	4	40	5x10	80%
4.	Subject 4	5	5	5	5	4	5	5	5	5	4	48	5x10	96%
5.	Subject 5	4	5	5	4	4	4	4	5	4	3	42	5x10	84%
6.	Subject 6	4	4	4	4	4	5	5	5	5	5	45	5x10	90%
7.	Subject 7	4	4	4	4	4	4	4	4	4	4	40	5x10	80%
8.	Subject 8	4	5	3	5	5	4	4	3	5	5	43	5x10	86%
9.	Subject 9	5	5	2	5	2	2	5	4	4	5	39	5x10	78%
10.	Subject 10	4	4	3	5	4	4	4	5	4	4	41	5x10	82%

From the table above it can be seen that percentage is 85% or very decent. It is proven by questionnaire; the students think Instagram's filter as learning media help to learn grammar. Instagram's filter helps to easy understand learning material and also Instagram filters can help students think fast and be responsive.

DISCUSSION

The development process started with a need analysis. The purposed of need analysis was to gather the information by using questionnaire and unstructured interview. The questionnaire given the students via online due to the pandemic. After given the questionnaire then conducted instructed interview with the teacher. The materials that were developed that suitable with syllabus. The materials were made two units Simple past tense and Present perfect in Instagram's filter. After that just make a design with using Canva and processed with Spark AR. The validation of the product using validity questionnaire, Likert-scale was used in questionnaire. The expert consists of material and media experts. The product trials were conducted on 10th grade students of SMK Islam 1 Blitar. This steps supported by Borg and Gall theory.

In this part there is explanation the result of the research. The feasibility of the material divided into some the aspect in the assessment, including: the feasibility aspect of material 7 items those are suitability of the material with KD 3.6 and 4.6, proper vocabulary writing, material accuracy, etc. Second, the feasibility aspect of straightforward 4 items those are the accuracy and effectiveness of the sentences used. The feasibility aspect of language 2 items those are grammatical accuracy and spelling accuracy. The feasibility aspect of learning 4 items those are increase English vocabulary, easy to learn grammar and grow curiosity. The result material expert assessment reaches value 82% of the maximum score 100%. This could indicate that a material expert has determined that this product is the "Eligible/Valid".

The result of media expert, the feasibility of this supplementary 80% of the maximum score 100%. It can be concluded that media expert has determined that this product is the "Eligible/Valid". It is appropriate with (Mubarokah, 2017), Instagram is effective tool in helping students to get idea in writing. Instagram seems to be appropriate media for learning English. The conclusion is Instagram effective for learning English and Instagram filter appropriate for learning grammar. There are some aspects of the expert media: the feasibility aspect of layout application 5 items those are cover design, consistency of layout proportions, accuracy in choosing the type of font and text presented, etc. The feasibility aspect of layout picture 5 items those are image color, suitability of image with text, accuracy of background selection, etc. The feasibility of practicality 3 items those are easy-to-use

media, easy-to-understand instructions and easy access in and out. Last, the feasibility of usability 2 items those are as an additional learning media and easy to operate / explore media. It is appropriate with previous study by (Yanti, 2020). This research found that Instagram has potential to support educational activity because of its many features that can be utilized in the application.

The student response questionnaire got a percentage of 85% and it can be said "Very Decent". It can be seen from the statement that, the students think Instagram's filter as learning media help to learn grammar. The students agreed Instagram's filter helps to easy understand learning material also Instagram filters can help students think fast and be responsive. The students agreed the material of Instagram filter is easy to understanding and suitable for student need. Presentation the question involve students to be more active in finding information. Instagram filters can help students' to speak English skills. The language that use easy to understanding. The students think selection word and layout that easy to read.

It is supported by previous study from (Muthoharoh, 2019) the use of Instagram's photo content is effective for increasing or raising the students' descriptive writing ability at the first grade of SMKN 1 Boyolangu. It is suggested that Instagram's Photo Content can be used as media for English teacher in teaching and learning activity on writing descriptive text. This research found Instagram filter 85% agreed that Instagram filter as a learning media help the student learning grammar. There found another research (Novitasari, 2018), Based on the research photo story project on Instagram was acceptable enough since it was still the new learning instrument for learning. From here, it can be concluded that story project on Instagram and Instagram Filter was acceptable in the students as the new learning media.

CONCLUSION

Process of development began with (1) Need analysis development product first conducted were unstructured interview and questionnaire. (2) Product Development, here are the step made media Instagram filter. First collect the material that suitable with syllabus, after that just make a design with using Canva and processed with Spark AR. (3) Application preparation, validated by several experts before trial. The validated process conducted by 2 experts namely media expert and material expert. (4) Testing of the product, the product for 10 grade Vocational School via offline after validation product finished. (5) Product revision, there was no revision and the research done.

The result of the Instagram filters as a supplementary learning media of grade 10th in Vocational High School Research and development product media and material expert validation result were revision, the revision was adding instruction, adding "time up", adding number and adding translate in the question. The result of media and material experts, the media expert obtains the score 82% is Valid. The material expert is Mrs. Fitri with asses material suitability, language that use, learning etc. The media expert is Mr. Fauzan to asses layout application, layout picture, usability etc. The validity to get the score 80% is Valid. The result of student respond questionnaire that percentage is 85% or very decent. In conclusion this supplementary learning media can be used as alternative in English learning.

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