THE USE OF INSTAGRAM TO PROMOTE READING INTEREST AND BUILD STUDENT CHARACTERS

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Abstract

Sophisticated Technology has prominent implications for the process of promoting reading interest and buiding students' characters. The technology usage has two effects which are positive and negative effects. Students abuse the use of technology by gambling in games online and watching pornography. On the other hand, this technology can also bring positive effect for users as like the use of Intagram for instructional media. This paper highlights the use of Instagram, reading interest, and students' characters. Educators should know instructional media by the use of technology which begins to affect teaching and learning facilities for reading subject. For these reasons, educators are increasingly using technology in learning process. This trend can be enhanced by educating the educator about Instagram, as well as associated advantages and disadvantages related to reading interest and students' characters. This study will ellaborate the concept of technology innovation as like Instagram, the concept of promoting reading interest through Instagram, the integration of Instagram, reading interest, and characters, and teaching procedure. Eventually, to recommend of new instructional media by this present study meaningful, some interpretation, and appreciation implications in reading subject are discussed to build students characters.

Keywords. Reading interest, Instagram, Students Character.

INTRODUCTION

In this globalization era, the use of technological innovations develop progressively. There is a competition between prints and recent innovative attracting gadgets for capturing children's time and attention (Diem and Novitasari, 2012). For example, Rideout et al. (2005) reported that watching TV and playing computer games were the two most preferred after school leisure activities. In short, technology has two sides which can bring harm and good toward the users. Rudy (2011), "Information Community Technology (ICT) can be a valuable and comfortable media for the students to express their feeling toward the literary works"; Therefore this paper will ellaborate the use of technology as like Instagram effectively to build character and lead a better teaching outcome.

It is likely one of factors is less to influence reading interest. However, the reading proficiency level of Indonesian children is still low (OECD/PISA, 2010), that is 57th rank of 65 countries in which most of them are in level 1a. (37.6%). Since reading interests play a very stimulated role in improving proficiency level. It is necessary that be a good improvement.

Campaign about character-based education which is inserted in Curriculum 2013. This concern is conducted by government. Indonesia nowadays crisis of characters which show misuse of technology especially internet. In line with, Jurnalistic (2007) shows Indonesia is 2nd next to Ukraine of internet abuse from 230 million of Internet users in Indonesia. For example, watching pornography, gambling in games online, and many others. Furthermore Majid and Tan (2007) found that, using the

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Internet and talking on the phone are in the repertoire of most children and teenagers' typical behavior. In shortly, one of the factors toward this hemisphered behaviour is from technology unwisely.

Based on the explanation above, education needs an action effectively to use of technology wisely to support reading interest and build students characters. Therefore, this paper will discuss more about the use of Instagram for promoting reading interest and building students' characters.

Definitions and conceptual models of Instagram

Technology is the making, modification, usage, and knowledge of tools, machines, techniques, crafts, systems, and methods of organization, in order to solve a problem, improve a pre-existing solution to a problem, achieve a goal, handle an applied input/output relation or perform a specific function (Wikipedia, 2014). This technology modification will be like social media for example Instagram, Facebook, Twitter, and many others.

Instagram is a photo sharing application that allows users to take photos, apply a digital filter, and distribute them to various social networking services, including Instagram's own belonging. This is in contrast to the 4:3 aspect ratio that is commonly used by cameras on mobile devices. Wikipedia (2014) indicates that Instagram as a fun medium to document and simplify folklore in the form of a collection of images Tableau.

Tableau is a similar pantomime drama accompanied by movements of limbs and facial expressions culprit. Drama without words and the actors rely on motion broken. Instagram would be an appropriate means to attract learners to know and more like folklore.

According to media information Tempo. Com states that Instagram into social media with the largest increase in the number of active users in the last six months. The number of active users jumped 23 percent Instagram than 130 million users in June 2013 to 150 million per month in the fourth quarter of last year. This figure appears based on a survey of 170 institutions GlobalWebIndex thousands of social media users in 32 countries.

The latest data, the number of photos uploaded to Instagram has reached 16 billion. Every day, 55 million users upload their pictures. A digital marketing site mentions, Instagram users are already more than 75 million per day. In each month the average user spent Instagram go for 257 minutes. Every day the number of people who gave the 'like' reach 1.2 billion. In shortly, this will be appropriate to utilize the technology innovation as like Instagram to support teaching process.

Promoting Reading Interest by the use of Instagram

In English class, especially for Reading material, no matter which form of literature that discusses the stories of the people, either in the form of a Folklore based on a story or passed down from generation to generation. Because it is written in English, meaning that it is important for educators to improve the English language and reading skills of students at the same time. Ironically, according to Hidayat (1993) cited by Yeni (2002), the ability to read 51.91 % of high school students is on the level of frustration, while 37.91 % are in the instructional level, and only 10:13 % which is independent level. This is due to the habit of the students interpret the English text word for word, but reading is not only determined from the vocabulary, but more of knowing the meaning of all the words in the reading to increase reading (Payani et al, 2003).

Results of the OECD PISA study (2012) as mention above. Not only that, 69 % of Indonesian students in the study even just able to pass through the stage, which means 69 % of the Indonesian students are only able to understand the contents of reading is completely written explicitly only.

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According to moats (1999) highlights the importance of reading the content of the reading and interest in reading in order to increase student achievement and self-confidence.

Nestle Family Monitor (2003) had also conducted a survey with 914 respondents students aged eleven to eighteen years. 49 % of respondents claimed to read to soothe it, but 26 % say reading is boring. Not only that, 27 % did not agree when asked whether they think the book is important, although 40 % agreed. This study shows that reading the English text is considered not only difficult, but also not particularly fun to read folklore. The importance of English text in education, especially in Reading material should be no breakthrough innovation instructional media perpetrated by the English teacher in teaching.

Instagram, Reading interest, and Characters

Degredation moral and low rate of reading interest are caused of intensity to use technology abuse. Students spend their time to open social media and to play online games. They are most likely to steer at computer, gadget, and the other technology device. This is in line with the statistical data of Internet users in Indonesia reached an average daily time accessing information through a PC or laptop about 5 hours 30 minutes, while Internet users via mobile or smartphones in Indonesia about 2 hours 30 minutes each day. This survey shows that technology innovation really brings massive influence toward generation behaviour and also their interest to read folklore and the other general books. Therefore, the use of Instagram will be a better solution to solve these problems.

Teaching Procedure

The first stage is to be done previewing. Yopp and Yopp (1992) states that children can not connect what they read with what they know spontaneously, for it takes preparation. If it does not have the background knowledge of students, then the teacher can give prefix activities for students to explore their background knowledge. That's why previewing the administration stage background knowledge needs to be done.

Chen and Graves (1998) defines as an introduction previewing material submitted directly to the students before reading to give students background knowledge before reading a text exploring. At this stage, the teacher can provide simple open question whether written or oral relating to the theme of the reading text. Therefore, there is no right or wrong answers. Students can associate any thing to these questions, it ranges from their personal experiences, or things around them so that the contents of the text becomes even more personal and more easily understood .

The following stages are done reading and discussion. This is the stage when the students actually read the text and background knowledge to associate text content. Some students may find the text too difficult to get them to stop reading. This happens because the habits of students in interpreting the text word for word (Payani et al , 2003). They also explained that the difficulty level of the text is not only determined by the vocabulary , but also because the author and the reader has a " code " that is different. Text on old English, for example, in the story of ancient Hamlet will remain difficult to understand by students who are not informed even if he knows the meaning of each word. Therefore, open the dictionary is not the right solution. This is the reason why the discussion needs to be done .

The discussion will be conducted in the form of a think- aloud that according to Nell and Pearson (2002) is told what to think when doing their jobs. Think - aloud is later not only from students, but teachers can also reveal his think- aloud. This means that students may express their opinions about the text, whether they felt the text was interesting, confusing, unreasonable and others.

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Below is a transcript of a student think- aloud and recorded when called into the sample study by Berne (2004),

And : A man said to the universe . A man said to the universe I exist . That fact has not instilled me a sense of obligation . *Okay now I am supposed to read it again . Okay .*

Ross (another student) : Again ?

Dan : *Yeah and remember talk about it* . A man said to the universe I exist . *Oops I forgot the title* . A man said to the universe . A man said to the universe I exist . That fact has not instilled in me a sense of obligation me . *I think he means he is not important . Like the universe is all people around you and all the people around you is the universe . I think wow I get freaked with thinking the universe is so big . So that's what he is saying* .

The words in italics are comments in the end of the text. The comments show how the interpretation of the text. From this example, it appears that the think- aloud provides opportunities for students to explore the text more student-student interaction as well as fishing. In line with this statement, research by Bereiter and Bird (1985) proves that students are taught to think - aloud obtain a better understanding than those without.
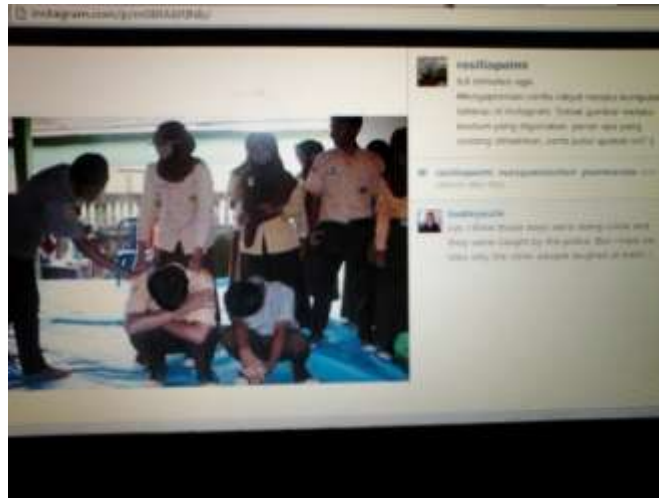
After reading and discussing, educators encourage students to create their own tableau . Teaching is best done in groups, not individually. This is to avoid the use of time is too long and create an atmosphere where students can learn from each other. Later, students who have difficulty learning from the students will be able to better understand without having to rely on the teacher. At this stage, students transform their understanding of the reading text into a three -dimensional book. They are allowed to make this tableau based on their interpretation of the description of the contents in the story, so it would appear the various parts of the flow of the story later. Of the tableau form, for example, students can share stories based on a coherent story or character based on that they find in the text.

Picture 4.1 The example of Tableau

Source : Instagram.com

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Then teacher asks the students to upload Tabelau to Instagram group which si provided.

Picture 4.2 The example of Tableau in Instagram

Source : Instagram.com

Picture 4.2 The example of Tableau in Instagram

Source : Instagram.com

The next stage learners should provide comments and guessing roles and flow of other groups as a process evaluation to understand the story through illustrations in this Tableau. This will instill social life of cooperation group members. As well as a collection of tableau in Instagram may be educating the character and nature of students' characterizations stories productive and independent in carrying out the duties and explore its capabilities. The understanding and penginternalisasi groove and characterizations in folklore in the form of a collection of Tableau on Instagram.

CONCLUSION

The influence of technology innovation forces educators to be more creative to utilize the technology as instructional media. Therefore, based on the discussion above, it can be concluded that learning a language by means of a collection on instagram tableau can have a positive effect on the ability to promote reading interest and to build students character. Learning with Tableau at Instagram collection and selection of text for example folklore can (1) improve the ability to read, appreciate, and

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writing students in a fun way with media technological innovation, and (2) the impact is to build students characters.

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