



## The Teachers' Perception on the Use of Instagram in Teaching English Writing

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### Abstract

The purpose of this study was to learn how teachers of English's perception about using Instagram to teach writing. Case study methodology was applied in this investigation. Two teachers would be selected as the participants with maximum variation sampling method. Nine different questions were asked during a face-to-face interview to get the data. The data were analyzed using a thematic approach. It was discovered that there were certain attitudes against using Instagram for writing-related tasks. They included being an alternative e-learning platform for online classes to fulfill learning goals, simple to prepare and present the content, assisting the teachers in raising students' awareness of their own faults, and feeling appreciated teaching writing by utilizing Instagram.

**Keywords:** teachers' perception, writing activities, Instagram.

### Introduction

The development in this 21<sup>st</sup> century and industrial revolution 4.0 influence many sectors, including education sector. As mentioned in Scott (2017), the framework of 21<sup>st</sup> century skills can be formulated as 1) learning and innovation skills, 2) life and career skills, and 3) information, media, and technology skills. As the result, teaching and learning process has to create learning atmosphere to train students to be collaborative, critical, communicative, and creative, that also known as 4C.

Social media has taken center stage in our lives nowadays since users all around the world spend a lot of time there (Eren, 2012). Social media is meant to facilitate effective communication, collaboration, and idea-sharing among users on computers and mobile devices. In addition, people utilize social media for a variety of reasons, including informational objectives, relationship maintenance, and the expression of different identities (Shin, 2018). Instagram is one of several types of social media technology (Dabbagh & Kitsantas, 2012). These social media technologies are accessible and cost nothing to use. That is another factor in the widespread usage of it wherever and whenever.

To cope with the issues, the Indonesian government has started to implement Curriculum 2013. In the 2013 curriculum, English is a compulsory subject taught from grade 7 to grade 12. The use of several components of English language proficiency, such as speaking, listening, reading, and writing,

is required of students in teaching in the English language. In actuality, it is crucial for pupils to be able to master all of those skills. Somehow, writing skills are considered the most fundamental aspect for higher academic purposes and professional environments. Kruse (2013) explains the importance of academic writing in order to enter a university. A good writing skill is also fundamental to acquiring a reputable job. Therefore, writing is considered a crucial skill that needs to be integrated into the teaching and learning process.

In line with its importance, mastering the art of writing is not an easy task. It is also explained that writing is a skill that is commonly problematic amongst second- and foreign-language learners (Ibrahim et al., 2018). In this scenario, mastering writing is tough, especially for EFL students in Indonesia, because there are some structural and grammatical variations between Indonesian and English phrases and styles. Furthermore, White and Hall (2014) point out that writing is frequently overlooked in the early grades, despite statistics showing that many students struggle in this period. As a result, even for university students, writing has become a difficult activity to grasp. It's also because writing requires a lot of integrated activities and processes to become coherent and meaningful, such as cognitive effort, attentional control, and self-regulation (Graham & Harris, 2003). It's also because writing requires a lot of integrated activities and processes to become coherent and meaningful, such as cognitive effort, attentional control, and self-regulation (Graham & Harris, 2003).

Furthermore, students must master skills such as correct spelling, grammar, word order, language elements, and vocabulary in order to be successful writers. Many students find writing to be a barrier to learning since they don't always know what to write. That is why students must be proficient in reading and listening, as these skills are the ways through which they obtain information and ideas on which to write. When teaching writing to students, instructors are frequently unable to provide them writing assignments like asking them to write one or two paragraphs on a certain subject. Lestari (2008) claims that the traditional method of teaching writing is one in which the teacher assigns the pupils a topic and they then compose a paper on it. Teaching writing involves more than merely doing everyday tasks. Teachers must oversee the entire process rather than simply collecting and grading students' work.

Teachers should recognize that writing involves actions such as practicing, receiving instruction, and receiving feedback from the teacher. This type of fact, once again, plays a role in influencing the students' writing output. The term "conventional one-off writing task" refers to a style of exam where students must finish an assignment quickly without considering the steps involved in writing, such as selecting a topic, developing an outline, drafting, revising, editing, and proofreading (Gibbons, 2002). Gibbons goes on to say that activities like this might help kids develop critical thinking skills about the topic and content to teach students to write, and teachers should find appropriate activities that can encourage students. Harmer (2007) and Iter (2015) emphasize the integration of ICT in language learning. It is also in line with the demands of the 21st century that ICT be integrated into the teaching and learning process to support both students and teachers. Nugroho (2018) adds that both students and teachers have to be capable of using ICT to support teaching and learning activities.

The use of ICT in teaching and learning also has a positive impact on English language teaching as it shifts the learning process from passive and reactive to interactive and communicative. Raja and Naga Subramani (2018) explain that the use of modern equipment can make English language teaching much more interactive as well as more interesting. In addition, when ICT is utilized effectively, the transfer of knowledge becomes easy, convenient, and effective. ICT can potentially increase and improve educational access and quality. According to Tinio (2002), "ICT has a significant impact on education in terms of knowledge acquisition and absorption for both teachers and students by promoting active learning, collaborative and cooperative learning, creative learning, integrative learning, and evaluative learning". It suggests that teachers can create an active, communicative, collaborative, creative, integrative, and evaluative learning environment.

Using social media is one way to include ICT into the teaching and learning process. It's because of the rise of social media. use among young people, one of them is Instagram. By January 2022, there are about 1,47 billion users of Instagram around the world, and 93 million users are from Indonesia. Moreover, it is estimated that 75.1% of all smartphone users in Indonesia that is around 83.9 million people, regardless of age, have Instagram installed on their smartphones (Statista, 2022). It implies that almost all of Indonesian are familiar with Instagram and capable to utilize it.

The massive use of Instagram in Indonesia could be due to several reasons. It is easy to access, and as its operation is based on the exchange of image, it has attracted Indonesian youth. Further, users

can give comments or likes to the photos uploaded by another user. This activity can drive to smartphone addiction which caused by personal desire to connect socially (Romero- Rodriguez, et al. 2020). Even though this desire could lead to smartphone addiction, for creative teachers, they can utilize it for learning purpose.

Students can collaborate and connect with others by using Instagram in English language instruction, such as sharing, exchanging, commenting, discussing, and producing knowledge and information (Goh, et al., 2012). As a result, Instagram can be used to help students enhance their writing skills. Students can share their thoughts and opinions on a variety of issues by utilizing the features. They can also actively participate in photo and video comment. By optimizing these features, there could be built interactions between teacher and students, and students and students. Gunawan (2004) suggests that this process is effective in empowering students to revise their writing through multiple drafts before they eventually produce their final project.

In this study, the research site incorporated ICT in their teaching and learning process in relation to the usage of Instagram in teaching English writing. This school also has an A for accreditation. Based on informal information with one of the English teachers at the school, she explained that they have utilized ICT in English language teaching since 2018, and one of them is using Instagram in English writing. She added that the school has been provided with sufficient internet connections to make the teaching and learning process more effective and efficient. In regard to the issues explained previously, several studies related to ICT used in English language teaching have been reported. Firstly, Bani-Hani, et al. (2014) Instagram has been proven to be useful in teaching EFL writing. Furthermore, the findings revealed that students can expand their vocabulary by reading messages from their peers and checking for misspelled terms. Finally, such findings may aid EFL teachers in incorporating ICTs into the teaching of various language skills to EFL students. Secondly, the results of the study conducted by Cahyono and Mutiara Niger (2016) found that nearly half of the 17 EFL teachers admitted to using Instagram resources for writing instruction. The other teachers of EFL either use Internet programs to teach writing in an indirect manner or have never used them at all. On the other hand, these teachers want to instruct writing in the future employing techniques from the Internet. The poll also showed that Indonesian EFL instructors believed that Internet-based writing teaching helped students improve their writing quality and quantity as well as their independence, adaptability, and confidence. Moreover, Ardiyyah et al. (2019) found that most of the students had a positive response to the development of creativity in writing through Instagram. 76% of students believed that pictures and videos could encourage their creativity in generating ideas, especially in writing.

## Research Methodology

A case study design was employed in the qualitative research. This study seeks to understand how teachers feel about using Instagram to teach writing. Interviews will be used as the data gathering method in this study. A face-to-face interview is a method of communication or contact in which the subject or interviewee provides the necessary information verbally. The gathering of information and the sharing of opinions might be the initial goals. Through interviews, useful information could be provided when researchers cannot directly observe participants, and personal information could be described in detail. In addition, because the interviewer may ask particular questions to elicit the information, an interview may provide for strong control over the sorts of information obtained (Creswell, 2012).

Since interviews are the most popular technique of gathering data in qualitative research, researchers can benefit from this familiarity (Jamshed, 2014). From the explanation, the writer used a semi-structured interview to obtain in-depth information with two teachers to know their perceptions on the use of Instagram in teaching English writing.

## Findings and Discussions

After using theme analysis to the data to examine it, the researcher found that there were teachers' perspectives on the use of Instagram in writing activities. Among these was (a) using Instagram as an alternate e-learning platform for online programs to satisfy learning objectives, (b) making it simple for the teachers to prepare and deliver the material, (c) assisting students in becoming more aware of their own errors, and (d) enhancing students' motivation for writing assignments. In order to

learn more about them, the explanation of the perceptions was therefore given.

In this chapter, several findings were provided. The study's conclusions showed how teachers felt about using Instagram for writing assignments. The following is a description of the interview data that was acquired and then thematically examined.

**Table 4.1.1 Themes and codes of Instagram for teaching writing activities**

No.	Themes	Codes
1.	Instagram used as a substitute e-learning platform for online classes to meet learning objectives.	The teachers claimed that Instagram was a substitute program to be utilized in teaching writing skills because most students had social media on their Android phones, particularly Instagram.
2.	Instagram made it simple for the teacher to prepare and present the material.	The teachers indicated that publishing a picture on Instagram to transmit the materials for learning writing tasks was not difficult by posting an image on the Instagram feed and then describing the image in the description feature available in the Instagram feature.
3.	Instagram helped the teacher to increase students' awareness of their own mistakes	The teachers believed that the students were able their writing mistakes and they could use Instagram during writing exercises to learn from their friends' errors and enhance their English. Every student's post could be seen by other students because every post often appeared on other students' Instagram.
4.	Instagram helped the teacher to improve students' motivation in writing activities	The teachers said that the student were fond of in using Instagram as a favorite social media. By getting motivation from the teacher as well so that they enjoyed following writing activities. In addition, by using Instagram, learning system provided by the teacher was easier to understand by asking questions and students asking to the teacher.

Themes and codes discovered through the analysis of qualitative data are listed in table 4 below. To understand the teachers' viewpoints on the usage of Instagram in writing assignments, section 1.1 was discussed. Ten perceptions were included, including the following:

#### **Instagram used as a substitute e-learning platform for online classes to meet learning objectives.**

According to the information gathered from the interview, the English teachers claimed that Instagram was a substitute app that could be used to teach writing activities because most students have social media apps, particularly Instagram, on their Android phones. As stated by the English teacher: *"For now, it's good, because Instagram is an alternative for students in the teaching and learning process outside the classroom or at home when teachers and students cannot meet face to face during this COVID- 19 pandemic"*. Then, the teacher also explained: *"When it comes to teach writing through Instagram, I think it's quite good to use Instagram because when they study, they can find out a lot of information from the internet and can answer the questions I given"* (Personal Communication, June, 2nd, 2022).

### **Instagram made it simple for the teachers to prepare and present the material.**

The teachers indicated that publishing a picture on Instagram to transmit the materials for learning writing tasks was not difficult by posting an image on the Instagram feed and then describing the image in the description feature available in the Instagram feature. The English teacher admitted: *"Approximately one hour a day before teaching. And when preparing the material that I will teach to students. I don't think it's difficult because the material I give to students is in accordance with the theme in the book"*. Then the teacher also mentioned: *"When the lesson will start, I can immediately give the topic of learning that will be done by students. giving learning topics to them is very fast and easy so that students can directly receive the learning topics that I give them."* (Personal Communication, June, 2nd, 2022). Importantly, during online teaching and learning activities, the teachers prepared the materials and transmitted them effortlessly utilizing Instagram.

### **Instagram assisted the teachers in raising students' self-awareness of their own errors.**

Based on the information from the interview, the researcher learned that the English teacher thought the students could easily be identified and might use Instagram to learn from their friends' mistakes to improve their English during writing exercises because every student's post can be seen by other students because every post always appears on other students' Instagram. As the English teacher confirmed: *"Yes, in my opinion, they learn a lot from their friends' mistakes in answering. With that, students can learn better and are willing to listen and follow the online learning process very easily."* Then the teacher also mentioned: *"Because on Instagram there is a comment feature that I can give feedback so that their friends can see the mistakes and compliments I gave."* (Personal Communication, June, 2nd, 2022). Therefore, students were taught from the mistakes made by their peers when responding to teachers inquiries.

### **Instagram assisted the teachers in increasing students' motivation for writing assignments.**

Based on the facts gleaned from the interview, the researcher learned that the students liked utilizing Instagram from their English teachers. By getting motivation from the teachers as well it made students enjoy learning writing. Furthermore, the learning system provided by the teacher was easier to understand by asking students questions. The English teacher explained: *"Yes I do, I motivate students by way of when the learning process takes place, I motivate students to be enthusiastic about learning by asking questions and asking students to answer questions from me and I will give high score to students first, then if there are students who are embarrassed to answer, students may give the answer via direct message to me on Instagram."* Then, the teacher also confirmed: *"Sometimes I also motivate students by directly posting the results of the best student writings in my Instagram feed which I consider as their appreciation and motivation in writing a story."* (Personal Communication, June, 2nd, 2022). As a result, the use of Instagram had helped students understand how to utilize it and had increased their drive to study.

## **Discussions**

The researcher discovered after applying theme analysis to analyze the data that teachers had opinions on using Instagram for writing-related tasks. These included (a) using Instagram as an alternative e-learning platform for online classes to meet learning objectives, (b) making it simple for teachers to prepare and deliver the material, (c) assisting teachers in raising students' awareness of their own mistakes, and (d) enhancing students' motivation for writing assignments. In order to learn more about them, the explanation of the perceptions was therefore given as follows.

First of all, the teachers asserted that Instagram was an alternate application to be utilized in teaching writing exercises because the majority of students had social media, particularly Instagram, on their Android phones. According to Zidny (2007) stated students' writing abilities greatly increased once Instagram was incorporated into the teaching and learning process. The content, grammar, mechanics, organization, and vocabulary of the students all significantly improved. Social media use helped students become more engaged, more focused, and better writers. They were more attentive in class and more involved in the teaching and learning process. Additionally, they had additional chances

to hone their social media skills. That statement is supported by research. According to Irawan (2016) stated Instagram was a useful platform for showcasing student work. Therefore, using Instagram to study could improve the learning activity's effectiveness and efficiency in terms of time, effort, and resources. Thus, students' writing abilities might be appropriately enhanced.

Secondly, by adding an image to the Instagram feed and then providing a description of the image in the description field provided by Instagram, the teachers said that it was not difficult to create and transmit the materials for learning writing tasks. According to Insani (2020), a caption at Instagram is a brief text that describes an image or video and usually serves to communicate the user's objective. Instagram captions often get lengthy because users want to convey information or comments about their feelings and activities. This Instagram caption is the perfect location to write illustrative content. Students can use descriptive text to describe the pictures or videos they publish online. That statement is supported by Gunantar and Transinata research (2019) stated Writing captions on Instagram as a Media for Increasing Students' Motivation and Writing Skills adds another finding that students may comprehend the topic effectively by using photo-based media on Instagram. Additionally, because students can see the photographs shown right away, using direct photo examples from Instagram when learning to write can help students communicate their ideas broadly.

Thirdly, because every student's post on Instagram can be seen by other students because every post always appears on other students' Instagram accounts, the teachers thought that the students were simple to recognize and that they could learn from their friends' mistakes to improve their English during writing activities. According to Anggia (2019), the teachers can assign students to share a photo from their most recent vacation and to write a textual recollection that relates to the photo in the text box. Additionally, Instagram has a wide user base, allowing students to connect with their friends. They can comment on each other's work using the comment box. That statement is supported by research Wulandari (2019) stated students enjoy publishing things on social media and leaving comments on images of their friends. Actually, Instagram is about more than just selfies, likes/comments, and reposting. To maximize this progress, teachers should seize the chance. Begin utilizing Instagram outside of class; it is a terrific idea. Instagram has the potential to be a fantastic instructional tool that adds something new, engaging, and insightful to the learning experience.

Lastly, the teachers said that by getting motivation from the teachers directly it made students enjoy following writing activities on Instagram. In addition, the learning system provided by the teachers were easier to understand by asking questions and students asking to the teachers. According to Aprilianti (2020), Instagram is one of the social media platforms that can be used as a source of creative teaching to promote students' self-learning. Instagram is an intriguing mobile learning platform for enhancing students' vocabulary in four areas: ease of use, accessibility, happiness, and vocabulary mastery.

Four of the aforementioned causes are the new pedagogical approach to teaching, and modernity has made teenagers or students more independent on Instagram. This statement is related to research conducted by Pekpaza et al. (2021). Pekpaza et al. (2021) stated students with social media addictions spend more time on the site and put off completing their academic work and studying for exams. The scholastic achievement of the students may suffer as a result of this procrastinating tendency.

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## Conclusions

The researcher discovered some of the perceptions covered in the preceding chapter based on the findings of this study that were gathered by questioning the participants. The following perspectives of The Use of Instagram Discussion in Teaching English Writing were formed in light of the data and debates in the preceding chapter: Instagram served as a substitute e-learning platform for online classes to meet educational objectives. Instagram made it simple for teachers to prepare and present lessons, helped them raise students' self-awareness of their own errors, and increased their desire for writing assignments.

## Suggestions

The researcher offers some specific suggestions in accordance with the result already given. The recommendations in this situation are intended for educators, students, and other potential researchers. First, unlike what students may believe, they may study English under any circumstance, especially when utilizing Instagram to learn how to write. Students must also be able to develop social media skills, especially on Instagram, when learning to write and other things, so that what they often use is useful for anything. Additionally, in order to grow, students must support their friends writing, learn from their mistakes, and inspire themselves by reading about how their friends' work has been recognized by the teacher.

Second, it is envisaged that this research would be helpful to teachers in enabling them to implement some efficient ways to students in learning writing assignments via Instagram. Teachers also need to encourage pupils to use their language abilities in writing-related learning activities. Teachers must be able to comment positively on the comment feature because those who see teacher and student posts or comments are not only their class but all Instagram users. The students do not feel heavy if the teacher comments on the posts and writings they have made. Teachers must also develop social media skills, especially on Instagram. As an available technology, it can be an effective learning medium for students and teachers in the future.

Last but not least, the following researcher who will carry out a study on students' perceptions of the use of Instagram in writing activities should provide more explanation, discover any fresh perceptions that may have an impact on learning writing by using Instagram, and offer a solution to lessen or resolve the issues. Therefore, it is anticipated that this study will serve as a helpful resource for future researchers who are interested in looking into how people perceive the usage of Instagram for writing-related tasks.

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