

ENACTING INSTAGRAM-MEDIATED WRITING AT AN ISLAMIC PRIMARY SCHOOL: INDONESIAN CASE

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Abstract

In teaching and learning process, teacher needs strategy or media to make English learning active. Sometimes, high school students felt boring and they cannot relate to nor understand the material that is presented to them each day in class. To this, the varieties of strategy or media during teacher learning are needed to make them excited and motivated. Instagram, as one of the media, can be manipulated as education tool to the teacher and students. Employed descriptive research design, the enactment of Instagram-mediated writing was employed to see students' engagement in English writing. The findings show that writing activities go actively and students have positive responses.

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INTRODUCTION

Writing is one of the language skills to communicate each other. Nation (2009:113) argues, “Writing is an activity that can be prepared for by work in the other skills of listening, speaking and reading”. In order to get others' understanding, students must convey their ideas in a good concept and arrangement. It includes the combination of grammar, diction, vocabulary, and also the imagination of the students to make a good writing. In line with this, writing is a way for person to express idea, feeling, and opinion (Harmer, 2004:31).

Klein (2009:8) mentions “The purpose of project-based learning is to provide students the structure by which students can demonstrate mastery of a subject by creating and presenting”, a project based learning (Svihla et.al (2016:21). The student became co-designer of the experience”. Lam, Cheng, William (2009:566) mention “In project based learning, students learn in small groups on academic tasks. The task can be in the form of investigation and research on a particular topic and the topic being studied usually integrates concepts from a number of disciplines or fields of study.”

The strategy or media during teacher learning process should be varied to make student feel excited and motivated during the process. It is teacher challenge to be able to motivate the student to pay attention in their lesson. Teacher needs strategy and media in language learning. Strategy of teaching and learning can bring and arouse students' happiness and encourage to them engage during the lesson. Mobilephone is potential for providing more interesting learning (Aisyah, Danumihardja, & Misdi, 2020; Misdi, Hartini, Aisyah, & Tambunan, (2020). Instagram, one of mobile application is now getting more attention from young English learners. Using Instagram as a social network based on sharing pictures and fifteen-second videos, students can be posted to other social media sites. Starting in this point the writer was sure that the combination between Instagram and a good atmosphere of teaching learning process can lead student to the increase of their motivation and their ability in writing.

In classroom practice, students tend to be unenthusiastic when they are given a command to write and many of them neglect the important role of writing skill due to its complexity as reflected in Listiani's (2016) work. When students were asked to do the multiple choices, there was no problem because they just chose one of the provided options that were right. However, the problem when students were asked to answer the essay by making a text that tells about their past experiences (Listiani (2016:2). In addition, students also lack of knowledge in using correct grammar and the way of arranging a good descriptive text. It reaches a conclusion that first, some students they seemed not understand the structure. Second, students have less motivation to write which leads into another problem that cause the students' evaluation are dissatisfying. And the third, student are lack vocabularies (Dewi, & Misdi, 2017).

Previous research revealed Instagram is helpful media in writing instruction (Ali, 2014; Anggraeni, 2017). The results give enlightenment that students are easier to write when facilitated by the 21st media of Instagram pictures and captions. The students found their writing easy and interesting. Writing becomes their activities not teachers' (Misdi, Hartini, Farijanti & Wirabhakti, (2013) because

“In learning, learner are central, learner are the actors, not the teacher. They are Heterogeneous. They are autonomous learner with their learning strategies. As independent learners, they can enrich good achievement and teacher should as facilitator to help learner gaining their dreams.”

Drawn from the previous arguments and frameworks, the guided research questions are as follows.

1. How is the implementation of using caption on Instagram in English writing?
2. What are the student perceptions of using caption on Instagram in English writing?

METHOD

In this research, the writer used a descriptive research design to find out the purpose of the research. Fraenkel et.al (2012:429) justify, “every qualitative study has a distinct starting and ending point. Descriptive research provides details of what is going on and what happens on the particular settings. However, it begins when researcher identifies the phenomenon he or she wishes to study, and it ends when the researcher draws his or her final conclusions.” The writers believe that this research is qualitative which design to find out facts/ data about the use Instagram in learning English. As Mason (2002:1) mentioned in his proposal,

“..On qualitative research, researchers can explore a variety of dimensions, about daily life, experience, understanding, imagination of participants or employment relationships”

Sandelowski (2000:335) also says, “All inquiry entails description, and all description entails interpretation. Knowing any phenomenon (event or experience) requires, at the least knowing the facts about that phenomenon”. As a way in doing a research, the writer give a task for participants to type a paragraph of descriptive on Instagram, and then the writers give student questionnaire to get student perception about the effect using Instagram in teaching writing and strengthen the data afterwards.

Participants

The participants of this study were taken from the eleven grade of provide vocational high school students in a Cirebon. They were asked for voluntarily participating in this study. To this, later on, the writer gave the questionnaire after class. The most important thing was used media like Instagram in learning activities, especially in learning writing were observed and coded. Using a justified EFL class, The data was taken in August 2017 when the class were running and settled for investigation.

Data collection procedure

Observation

This study used observation for technique of collecting data. According to Fraenkel et.al (2012:445), observed the people as they do daily activities and take a note what they do. This observation adopt from Harmer (2004:4) is 4 stages to observe the process of writing. The study need to see the activity of students in the implementation of using caption Instagram in teaching writing. Therefore, observation is appropriate technique of collecting data to do this research. In the process of observation, the writer delivered the material and presented the implementation of using caption on Instagram in the writing class.

Questionnaire

The writer also gave questionnaire after gave the material and students collect their project. The writer was used the questionnaire to strengthen and to dig students' perception deeper. As explained above, the writer only analyses those data obtained from the students. This questionnaire adopt from Shin and Son (2007:7). In the process of questionnaire, the questionnaire' statements were given in *Bahasa Indonesia*, in order to help students' express their thought and feeling more easily. The questionnaire consist of 10 statements, each statement has three alternatives answers that should be choose by the students that is Strongly Agree, Agree, Disagree. Furthermore, the questionnaire sheet has blank column to give reason about their choices.

All data supplied from observation were described qualitatively. At the second stage, the data collected from the questionnaire were tabulated and analyzed in descriptive statistics in form of percentage and presented in table.

RESULTS AND DISCUSSION

The implementation of Instagram-mediated writing

The following is the result of the observation while the Instagram was employed in the English learning in the classroom.

Table 1. The implementation of Instagram capture in English writing

Stage	Activities	Yes	No	Evidence
Planning	The students were motivated in the activity.	√		Students enthusiastically follow the lesson
	The students were involved in the class discussion about the story.	√		Students ask the teacher about the plan and discuss with their friends
	The students participated actively in the activity.	√		Students give opinion about the writing his/her friends
	The students comprehended the target language with ease.	√		Students easy to understand the Instruction
	The students were interested in Instagram.	√		All the students have the Instagram
Drafting	The students understood the writing instruction.	√		Students follow the teacher instruction
	The students used the Instagram as guidance in their writing.	√		Before write descriptive the students look for Instagram as a example
	The students wrote the descriptive text enthusiastically.	√		Students feel proud to tell their friends about the result of their writing.
	The students discuss the writing with their friends.	√		Students check each other friend's writing
Editing	The students editing their writing.	√		Students used notes to write their writing
Final Revising	The students making the changes consider to necessary.	√		On their paper has a mistake

Source (Harmer: 2004)

1. Planning

Teacher showed the Instagram and gave project to write descriptive text that should upload the project on Instagram, it was made students were motivated in the activity. The evidence in the activity students enthusiastic to follow the lesson, many of them listened carefully to get well the instruction and there were some of them, prepare the project very well. Before the students write a descriptive text, teacher gives a way to easy make a descriptive text (planning, drafting, editing, final revising).

For the first time before they write descriptive text, students should make a plan. Teacher gives some instruction to write the plan on the paper and with teacher's guidance students start to write they plan on the paper. In this activity students are free to choose the topic, title, and also students write the topic and title on paper. After getting the plan, students discuss with other friends, in this activity students come to the other table to discuss the plan with their friends, and teacher just controlling the students. The result in the evidence of observation stated

that the students ask the teacher about their writing. Some students raised their hand to get attention from the teacher and ask about the result of their plan. At students' participation in giving their opinion in the class about the plan actively, the evidence of this activity was the students coming forward to ask the plan and almost all of the students give opinion about the result of writing his/her friend, discussion between students 1 and other students overseen by the teacher.

After that, at making students' comprehension of target language easily, the evidence was students understanding the instruction easily. In the activity, teacher gives some instruction to look for the picture and biography of their description. When teacher gave instruction there were no question from the students and almost all the students can do what was ordered by teacher. At students' interesting in learning writing by using Instagram, the evidence of this activity was all the students having the Instagram to follow the learning activity. Almost all the students can follow the instruction very well and make a good plan to write the descriptive text.

2. Drafting

After get the plan, teacher gave instruction to write a draft in sequence, started from write the title, write identification and description of the text, and the last look for the picture. The evidence of the activity, students followed the teacher instruction well. After getting the instruction from the teacher, the students can used the Instagram as guidance in their writing. The evidence of this activity was the students looking for some people who write a caption on their Instagram account as the example before they write descriptive text. All of students can opened their smart phone and scroll on Instagram to found picture and caption like descriptive text, in this section some students have a problem to found the picture that have a caption like descriptive text, and then teacher give instruction to discuss with their friends. Students can found the picture and caption like descriptive text, it can be guidance their writing to make descriptive text.

At writing the descriptive text enthusiastically, Students write identification at least 6 sentences and 7 sentences to write description. After that students came to other friends and showed the result of their writing, the evidence of this moment was the students feeling proud to tell their friends about the result of their writing especially show the picture. Some students asked to their friends about what are they write on the paper. At discussing students' writing with their friends, based on the evidence, the students checked their friend's result and gives opinion, if found something on the result of writing, they could tell to their friend. Almost all the students asked about the result of their writing whether the mistake or not.

3. Editing

The result of observation on the editing, it showed that the students edited their writing. At rechecking their draft, focus on the generic structure and tenses of the text, based on the evidence students used notes to rewrite their draft. After that students started to arrange it into a paragraph on Instagram with teachers' guidance.

4. Final Revising

At the last, making change to consider it if it is necessary, the evidence of this activity was the students with their friends checking all their projects if there was an error in their writing, almost all of students did not making change because on planning, drafting and editing their always ask and discuss with teacher and their friends. It showed the process writing of Harmer combined with the used of Instagram in writing class going well and give some beneficial effect to the students on their experience. By using this strategy, students were easy to understand the concept of part to whole, improve their writing skill, can motivate students

and active in classroom. Handayani (2017: 28) claim that “Instagram is a kind of tool which can give beneficial effect in guiding students to write effectively.”

The used of caption Instagram in teaching writing also it can make students creative and innovative. Ali (2014: 13) claimed that “give the project for students to upload their writing. It engendered a sense of competition to see who could be the most creative and artistic with their pictures”. Handayani (2017: 28) also claim “it can be emphasized that using Instagram in foreign language learning can be an effective an innovative tool as it is used by students and teacher for educational aims appropriately”.

Students’ perception toward the enactment of Instagram-mediated writing

The students’ perception after the implementation of Instagram-mediated writing can be shown in the following table.

Table 2. The result and percentage of students’ perception score

No.	Statement	Strongly Agree %	Agree %	Disagree %	Total 100%
1	I am very interested in the process of learning writing by using Instagram.	10	80	10	100
2	I really want to know learning writing by using Instagram.	5	35	60	100
3	I am sure that the process of learning writing by using Instagram is beneficial for me.	10	90	0	100
4	I am sure learning to use Instagram is a way to get an understanding of the text written in learning writing.	5	60	35	100
5	I am sure learning to use Instagram can motivate me in learning writing.	10	55	35	100
6	I believe that learning using Instagram can help me to be more confident in making descriptive text in learning writing.	5	40	55	100
7	I feel confident in learning writing by using Instagram.	0	35	65	100
8	I’m happy in learning writing by using Instagram.	10	75	15	100
9	I feel comfortable in learning writing by using Instagram.	5	60	35	100
10	I am satisfied by using Instagram media in learning writing.	0	80	20	100

From that statements on the table there are many of the data obtained in results of percentage. 11.56% students choose I am very interest in the process of learning writing by using Instagram. 8.38% students choose I really want to know learning writing by using Instagram. 12.14% students choose I sure that the process of learning writing by using Instagram is beneficial for me. 9.83% students choose I am sure learning to use Instagram is a way to get an understanding of the text written in learning writing. 10.12% students choose I am sure learning to use Instagram can motivate them in learning writing. 8.67% students choose I believe that learning using Instagram can help me to be more confident in making descriptive text in learning writing. 7.80% students choose I feel confident in learning writing by using Instagram. 11.27% students’ choose I’m happy in learning writing by using Instagram. 9.83% students choose I feel comfortable in learning writing by using Instagram. And the last 10.40% students choose I am satisfied by using Instagram media in learning writing. Besides from the

result form the high percentage 12.14% students choose I am sure that the process of learning Instagram is beneficial for students. The small percentage 7.80 students choose I feel confident in learning writing by using Instagram.

From the questionnaire that has some categories, the categories of statement 1 and 2 it is about students' interest in learning writing by using Instagram. Statement 3 until 5 it is about the advantages of Instagram in teaching writing. Statement 6 and 7 it is about students confident about learning writing by using Instagram. The last categories of statement 8 until 10 it is about students' satisfaction in learning writing by using Instagram. The result of questionnaire shows the presentation students answer, from that the statements on the table there are many of the data obtained in results of percentage. 19.94% students' are interested in learning writing by using Instagram. 32.09% students' feel that the many benefits they can get in learning writing by using Instagram. 16.47% students' feel confident in learning writing by using Instagram. 31.5% students' feel satisfaction learning writing by using Instagram.

Most of students found that learning become more; interesting, fun, enjoy, make them confidence, was not get easy bored during learning process. It was supported by Anggraeni's (2017:73), "viewpoints toward the advantages of using Instagram to upload their writing assignments. Positive perceptions by students were also considered as the advantages of the use of caption on Instagram in teaching writing. It could be interpreted that most of students found that the use of caption on Instagram in teaching writing can motivated them in learning writing, increased their confidence to faced writing lesson, and helped them enhance their writing skill.

CONCLUSION

The results show not only Instagram-mediated writing is succesful in improving writing engagement but it also positively provides students' sense of active learning. However, as this research was designed in specified contexts, further investigation involving varieties of settings and contexts will give more direction such as different school contexts and participants.

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