Integrating Instagram As A Media In Engaging Students Learn To Write Recount Text

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ABSTRAK

Penelitian ini membahas tentang bagaimana Instagram digunakan sebagai media dalam melibatkan siswa untuk belajar menulis teks recount. Penelitian ini bertujuan untuk melihat bagaimana keterlibatan siswa dan perspektif siswa terhadap penggunaan Instagram sebagai media belajar menulis teks recount. Penggunaan Instagram sebagai media belajar menulis teks recount dipertimbangkan sebagai media yang komunikatif dan fleksibel sehingga dapat digunakan untuk belajar didalam kelas maupun diluar kelas. Desain penelitian ini menggunakan Classroom research dengan melibatkan enam orang mahasiswa. Keterlibatan mahasiswa didapatkan melalui beberapa intrumen seperti: lembar observasi, panduan wawancara, dan dokumentasi. Adapun prosedur penelitian ini terdiri dari Pre-Lesson, While-Lesson, dan Post-Lesson. Data yang telah didapatkan dari beberapa instrumen tersebut di analisis dengan menggunakan Metode Miles dan Huberman. Hasil dari penelitian ini menggambarkan bahwa ada dua fase dari Instagram yang membantu siswa untuk belajar menulis, yaitu fase pemilihan foto dan fase menulis caption dimana Instagram dapat menstimulasi ide menulis siswa dan menuliskannya pada halaman caption foto. Selain itu, siswa merespon baik ketika menggunakan Instagram sebagai media belajar menulis karena mereka termotivasi untuk menulis dengan baik.

Kata kunci : Instagram, keterlibatan siswa, menulis teks deskriptif

ABSTRACT

This study discusses how Instagram is used as media in engaging students to learn to write recount text. This study aims to look at how student engagement and students' perspectives on the use of Instagram as media in learning to write recount text. The use of Instagram as media in learning to write recount texts is considered as a communicative and flexible media. Thus, it can be used to study inside the classroom and outside the classroom. This research design belongs to Classroom research by involving six undergraduate students. Student engagement are obtained through several instruments such as: observation sheets, interview guides, and documentation. The procedure of this research consists of Pre-Lesson, While-Lesson, and Post-Lesson. Data that has been obtained from some of these instruments is analyzed using the Miles and Huberman Method. The results of this study illustrate that there are two phases of Instagram that assist students learn to write, they are the photo selection phase and the caption writing phase where Instagram can stimulate student writing ideas and write them on the photo caption page. In addition, students respond well when using Instagram as a learning medium for writing because they are motivated to write well.

Keyword : Instagram, Student's Engagement, Writing Recount Text

1. INTRODUCTION

Life in 21st century encourage us to be a sophisticated person as the technology developing time by time. Especially in term of education which also need to adopt the technology into teaching and learning atmosphere. It will lead every education element gain teaching and learning process into easy, efficient, and innovative ones. Most proven technology nowadays is the use of mobile devices for language learning, which is called as mobile – assisted language learning (MALL). It deals with the use of mobile devices during language learning. In contrast to classroom learning, in MALL learners no need to sit in a classroom or in front of a computer to obtain learning materials, however, they tend to have mobile device to learn in everyplace. Hence, it can be considered as a beneficial way for language learning barriers in terms of time and place (Miangah & Nezarat, 2012).

Nowadays, most people are frequently keep on their eyes using their mobile devices for social media matter. In line, the use of social media could be employed as a mobile learning tool to positively impact in language learning (Al-Jarrah et al., 2019). The largest use of social media which people most likely to use including students is Instagram. Hence, it could be great to use Instagram as a brand new way for language teaching and learning writing skill. It hold a terrific feature for supporting English learning process that is adding a caption on a photo posting. Instagram allows its users to write a caption as that impressive to catch public's attention while upload a photo to describe what actually happen in the photo. It obliquely encourage someone's writing skill. The process would guide them to produce a good writing (Andriyanti, 2019). In term of producing a good writing, Brown (2000) stated that writing is an activity that involves the process of thinking which before releasing

a writing product, it has been planned first and revised repeatedly. Thus, when producing a writing product for a caption in case, people learn to write to provide a good writing message to its followers.

In language teaching and learning process, the use of Instagram for writing class has been attested properly by researchers since asynchronous learning started to implement in every educational level. Instagram can give advantages for language teaching and learning process, it also can be promoted as a fun and attractive educational technology for writing activities (Anggia, 2019). Further, it becomes a learning media for students learning to write recount text (Sallamah & As Sabiq, 2020). However, related to the use of Instagram as a learning media, then it deals with both signal and technology support.

The effect of using Instagram as a learning media to write recount text have been widely employed by many researchers. They tend to examine Instagram as a medium for teaching recount text for high school educational level (Anggia, 2019; Basith & Syafi'i, 2020; Avivi & Megawati, 2020; Sallamah & As Sabiq, 2020; Maulidia, 2021). Their findings showed that the use of Instagram is useful and beneficial for teaching students learn to write recount text. Moreover it stimulates students' creative thinking to publish their own writing publicly. Based on mentioned previous study, it is clearly that undergraduate students' engagement in learning to write recount text using Instagram for its learning media is under-explored, therefore this present study concerns on how undergraduate students engage in using Instagram for learning to write recount text.

2. RESEARCH METHOD

Research Design

This present study aimed at finding undergraduate students' engagement in

integrating Instagram for learning to write recount text. It is asynchronous learning through Instagram application. To reveal undergraduate students' engagement on integrating Instagram as a learning media, classroom research design was used in this study (Hopkins, 2008). The data was collected by observation, interviews, and sample recount text. Moreover, this study investigated for classroom events and classroom behaviours. The classroom events consisted of 3 stages namely, 1) Pre – lesson phase, the students' interaction was observed carefully and the data were taken from observation, interview, and sample; 2) While – lesson phase, the students' activities in writing recount text were studied and collocated through digital data; and 3) Post – lesson phase, the teacher gave feedback on students' work and the researcher assessed the phase of whether the students' engagement occurred by looking at the results of observation and interview. In addition, this study investigated classroom behaviours which referred to teacher – students' interaction and students – students' interaction.

Participants

The subject of this present study consisted of six undergraduate students who constitute to three Pharmacy students and three Islamic Education students from a university in Karawang. The students are from high, middle and low English proficiency based on lecturer's information. It can be traced from their learning process during the class activities. Further, the researcher was interested in conducting the research in higher education because integrated Instagram as a learning media for learning to write recount text is under-explored for undergraduate students.

Instruments

To obtain data, the study used observation sheet, interview guidelines, and sample recount text. The observation sheet is used to portray the phenomena of students' engagement in writing recount text through Instagram. The interview guidelines used in Bahasa to make it easier and ensure student teachers' experiences of engagement in learning to write recount text using Instagram. It also as a guideline to give several questions for participants related to the study. In order to strengthen the data, sample recount text was used to derive students' engagement.

Data Analysis

Thematic analysis was used to obtain, describe, and interpret data of the research (Kiger & Varpio, 2020). It focused on students' content experiences. Interview data were selected and transcribed in depth, close selective, and analytical listening in order to get a comprehensive message from the interview of each students' experiences in engaging learning to write recount text.

3. LITERATURE REVIEW

Instagram for teaching and learning writing recount text

Nowadays, Instagram application becomes a huge way of communication. It is currently one of the most well-known social network site in the world. It provides a visual media that can be used anytime and anywhere through mobile phone (Sallamah & As Sabiq, 2020). It also can be used as a communication tool with other users to provide information each other. There is no way for education to do not take advantage of it. Teacher these days need to adjust themselves with the most used technology in order to provide an innovative teaching and learning experience. Hence, the use of Instagram will bring different way in teaching and learning atmosphere. Not only provide entertaining but it also expected to be an educative application. To support it, there are many researchers done a study to implement Instagram as a learning media, especially in teaching and learning writing skill. Most Instagram feature utilized during teaching and

learning writing process is Instagram posting (Akhiar et al., 2017; Handayani et al., 2018; Aliah et al., 2020; Muwafiqi, 2017). It allows student to post photos with a description with it. In case, they are taught to write recount text and they assigned to post a photo with a story behind. It could be a way for developing their writing skill (Avivi & Megawati, 2020).

Students' engagement in integrating Instagram as a learning media

Student's engagement during teaching and learning process in college consists of academic, cognitive and relational scopes (Alicea et al., 2016). Academic engagement is level of investment that is dedicated to learning process; it defined as intentional activities related to students' involvement during courses. Academic engagement is represented by attending class, learning participation, learning outcome, assignment submission, etc. Moreover, cognitive engagement is closely related to students' way of thought, mental effort, or learning achievement method. Sesmiyanti (2016) added students' cognitive engagement with how much students' quantity effort to willingly invest in working their assignment. Further, relational engagement represented students' social belonging and social integration. Also the amount of students feeling supported by and connected to their peers and teachers (Alicea et al., 2016). If teachers can aware towards students' action in the class to diagnose students' motivational issues, they can respond to disaffected students in ways that are more likely to improve their relationship with teachers and peers. Furthermore, the high-quality relationships are the base for the continuity of students' learning development, healthy self-attitude, and motivational resilience during the learning process (Furrer et al., 2014).

4. RESULT AND DISCUSSION

The data were taken from the result of observation, interview, and sample recount text towards undergraduate students' engagement in learning to write recount text through Instagram. It stimulated the students to obtain writing ideas while selecting photos and get task topic (academic engagement), students equipped learn to write recount text actively (cognitive engagement), and students showed a good response which their work will be judged obliquely by teachers and peers (relational engagement). The result of the study are presented here.

Undergraduate students obtained writing topic ideas while selecting photos (academic engagement)

Students were involved during selecting their photos individually. They were obtained and inspired ideas to write caption during this phase. It can be seen from observation data where they felt enthusiastic and interested in this learning activity. It is supported the interview data that the students are stimulated in finding ideas before writing caption.

> Researcher : What were steps to write recount text in Instagram?
> Participant 1: First, I selected the topic and related photos I had. Second, I wrote a story about the photo in Bahasa, then translating it. The last, I checked the grammar.
> Participant 2: I opened gallery to select a photo, then I chose a photo of my last holiday, wrote a story for its caption in Bahasa, then translated it into English, last I checked the grammar.
> Participant 3: First, I selected a photo of my last holiday that I took a year ago. Second, I wrote the story behind that photo in Bahasa. Last, I translated it.
> Participant 4: I chose a photo of me and my friends doing camping. I

wrote a story about it in Bahasa first, and then I translated it.

Participant 5: First, I tried to select a photo of my favorite holiday. Next, I wrote a past story related to the photo in Bahasa. Last step, I translated my story into English.

Participant 6: First, I was thinking about a person that I would tell an experience story with. Then, I chose a photo related to it and wrote the story in Bahasa. The last, I translated it into English.

(Interview transcription data 1)

Based on the data interview above, it represented that students' experience on integrating Instagram learning to write recount text perceived jointly each students. They were delighted with their ideas during selecting photo period. Moreover, they were stimulated to write past story after selecting the photos because they were interested in describing a story behind the photo itself. It supported by sample recount text they wrote below.

Figure 1. Sample recount text

Further, the presented sample recount text showed that the students were facilitated learn to write recount text individually based on their personal experiences. They were acquired to tell a story related to the photo they chose. Due to its use as an asynchronous learning, students told that the use of Instagram is more flexible and helpful. It presented with the interview data below.

Researcher: What do you think about learning recount text outside the class by using Instagram?

Participant 1 : It's flexible, I can do the task whenever and wherever I am.

Participant 2 : The use of Instagram is really helpful.

Participant 3 : It's good, I can do the task while I am playing.

Participant 4 : I can do wherever I want to do.

Participant 5 : I like it, it can do whenever and wherever.

Participant 6 : It's flexible.

(Interview transcription data 2)

Students implicitly took important role during the learning process. They choose photo, get ideas, and write story. According to Kreidler (1965 in Maulidia, 2021) stated that the ultimate of writing is to give students the opportunity to express their own ideas clearly, using pattern they have learned during teaching and learning. It can lead to students' interest in learning, hence, they have motivation to do the work. It supported by Muwafiqi (2017) that photos make students think wider and encourage them to arrange a good text in providing caption because they write based on their personal experience. Further, students using smartphones and social media Instagram, to reach learning objectives set out for higher education students. Moreover, teachers were encouraged to implement the technologies for education, communication, and innovation purposes in highly professional manner (Bllaca, 2016). In this case, students' engagement was supported by the use of mobile phones. In line with that, Mobit (2017) stated that mobile phone was the best choice to support English learning either inside or outside the class.

Writing caption assists undergraduate students learning to write (cognitive engagement)

Students were assisted learn to write recount text through Instagram. They were assigned to upload their writing work on Instagram, which means

that their works can be seen and be read online through that platform. Hence, they were felt like it encouraged them to write a good writing there.

> Researcher : Do you analyze your writing once before you upload it to Instagram?
> Participant 1: Yes, it will be read by people, so the text should be written well.
> Participant 2: Yes, it can make the text I wrote better.
> Participant 3: Yes, so it won't be embarrassing when people read the caption, in this case my past story.
> Participant 4: Yes, in order to make it to be a good writing and not embarrassing myself.
> Participant 5: It necessary, hence I can get a great score.
> Participant 6: Sure, because it will be worth to read by people.
> (Interview transcription data 3)

Based on interview data above, all students rechecked their writing product before they posted it through Instagram. Due to their willingness to show off their best writing for various reasons. They are not obliged to give comments or suggestions, but if they see that there is an error, they can provide comments or suggestions. This obtained data was strengthening by virtual documentation of student writing recount text on Instagram individually through their personal account.

Figure 2. Sample recount text

It can be seen that Instagram can be a brand new method for students and teachers to learn writing and publish their learning output online (Avivi & Megawati, 2020). Furthermore, this indicated that students have been actively involved in cognitive engagement because they capable to produce a writing product. It has been defined as the students' curiosity and interest in what they are learning (Alicea et al., 2016).

Students showed good responses during activity (relational engagement)

Students respond well towards the use of Instagram as a medium in learning to write recount text. As the app is most well-known social media this time. Whole people even students already used it. It can be seen from the result of interview here.

> Researcher : Does the use of Instagram motivate you in learning recount text?
> Participant 1: Yes, because my text will be seen and may be judged by others, so I'm motivated to make a good writing.
> Participant 2: I become more motivated because it will be seen by others.
> Participant 3: It is better using Instagram because people will read my text.
> Participant 4: If the text is bad, it will embarrassed me.
> Participant 5: Of course, it motivated me to write a good text.
> Participant 6: I don't want to make a bad mistake, so I read repeatedly.
> (Interview transcription data 4)

Based on the interview data above, students feel motivated for similar reasons. They tend to write their best writing to get good result because it can be seen by their peers and teacher. Also their Instagram post will attract their peers to give likes on their post because that is one of attractive feature on Instagram if it caught someone's interest.

Figure 3. Sample recount text

The posted recount text showed that the student was inspired with the attention they got from their peers. It also based on students' relation with other students because the more students have relations with more peers hence the more attention they get for their writing product.

It indicated that integrating Instagram as media in learning to write recount text get a good response from students. As Instagram encouraged students to publish their writing online, it increased their motivation to write fervently. It meant that students tried to maximize their writing skill, so that they got good attention from people who saw their writing. Thus, the use of Instagram give a better understanding for students with high motivation to increase the quality of students' writing skill (Muwafiqi, 2017). In line with that Asnah (2015) stated that the use of Instagram as a learning media makes students more enthusiastic, enterprising, and motivated in learning to write recount text.

5. CONCLUSION

Based on the research findings and discussion, this present study found that integrating Instagram can be utilize as a learning media to engage students learn to write recount text. It can be concluded that students actively involved in college classroom engagement which constructed with 1) Academic engagement, students engaged in learning activities by submitted assignment through Instagram; 2) Cognitive engagement, students involved in this sophisticated learning strategies using Instagram by wrote and revised their writing product individually; and 3) Relational engagement, represented by not only submitted their work but also students wanted to show off their writing product to their peers. Furthermore, by integrating Instagram as a learning media, undergraduate students passed through two phases which assisted them learning to write recount text. Selecting photo phase stimulated students to get topic and writing ideas. Writing caption phase assisted students in learning to write recount text. Last, students gave positive responses toward the use of Instagram as a learning media for writing activity in EFL classroom.

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