THE USE OF INSTAGRAM IN LEARNING TO WRITE RECOUNT TEXT: A CASE STUDY OF THE TENTH GRADE OF MAN 3 MEDAN

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ABSTRACT

Mobile-Assisted Language Learning (MALL) has populary known as language teaching approach in the last decades. This present study aimed to investigate students" engagements on Instagram and their perceptions of its utilization in learning to write recount text. Qualitative research method in the form of case study was employed to conduct this study. The data were collected by using questionnaire, interview, and observation and later analyzed by using thematic analysis. Thirty-five students of MAN 3 Medan were recruited as the participants of this study while three students voluntarily participated in the interview session employed to further dig their perceptions on the use of Instagram in learning to write recount text. The results revealed that, first; most of the students had already used Instagram for personal purposes before the teacher introduced it to them. Second, the students towards its utilization, 1) in terms of positive perceptions, they found Instagram beneficial in exploring more ideas and imagination, encouraging to write better, improving confidence, acquiring other proficient language skills, and discovering online learning tool; 2) for the negative perceptions, the students found some drawbacks which may or may not related to the application itself, such as internet connection issues, violence of privacy, and focus distraction. From those findings, this study concludes that the use of Instagram in learning to write recount text may provide the students with great experiences, however if it is not well prepared, it may as well give negative learning experiences. This study suggests that with some efforts to minimize technical issues, Instagram can be used as an online language learning tool in English classroom during the pandemic.

Keywords: Instagram Application, Recount Text, Senior High School, Writing

INTRODUCTION

Globalization has made English as the world"s most widely spoken language for many fields such as tourism, trade, business, and education.[1] Among those four fields, education becomes one of the most essential reasons for people to learn it. It is due to the position of English has gained successfully as the most commonly studied foreign language in many countries. Therefore, English becomes a much-concerned thing and takes a big part in the education field.

Hence, nowadays, some English teachers and researchers have been using technology to support this activity. As believed by Fithriani, the use of technology in LTL itself had been introduced long before through the term Computer Assisted Language Learning (CALL).[2] Even so, CALL can be seen as the first start to introduce another technology tool which more accessible and sophisticated particularly in LTL activity which commonly has known as Mobile- Assisted Language Learning (MALL).

Mobile-Assisted Language Learning (MALL) can be defined as the use of mobile technology in language learning environment. [3] Hashim et al., stated that the use of mobile devices was believed to bring new methods that could shape learning styles and pedagogies which can become more personalized and allow learners to learn on the move.[4] In addition, MALL can be used not just in the classroom but also in widespread area in which can optimize the students" learning time. On the other hand, by using MALL, the students could learn by themselves without teacher"s instruction, which they do not have to worry about the time and the pressure.

One of the MALL approaches that commonly used in LTL activity is social media. Social media can be defined as web-based and mobile technologies used mainly for communication, which includes socializing and online networking through various forms, such as words, pictures, and videos.[5] Among social media platforms, Instagram attracts the attention of young users. It can be seen that Instagram is a social media that focuses on writing captions of uploaded pictures or videos where the users can find so many features on it.[6] As a result, the focus on writing captions on Instagram can help the students to express their feelings, share their moments, inspire them to write their opinions of the current issues and improve their cultural awareness.

Using Instagram in LTL activity particularly in writing class is an alternative way during the pandemic, this could be the great chance for the teachers to emphasize the distance problem between the teacher and the students to always connect. English writing itself has been considered among the most difficult skills to master for EFL (English as a Foreign Language) learners in Indonesia. The difficulty involves different

[1] Rahmah Fithriani, (2018), Discrimination behind Nest and Nnest Dichotomy in ELT Profesionalism, KnE Social Science & Humanities, p. 741.

[2] 2 Rahmah Fithriani et al., (2019), Using Facebook in EFL Writing Class: Its Effectiveness from Students" Perspective, KnE Social Sciences, p. 634.

[3] Tayebeh Mosavi Miangah and Amin Nezarat, (2012), Mobile-Assisted Language Learning, International Journal of Distributed and Parallel System (IJDPS), 3(1), p. 313

[4] Harwati Hashim et al., (2017), Mobile-assited Language Learning (MALL) for ESL Learners: A Review of Affordances and Constraints, Sains Humanika, 9(1), p. 45

[5] Astiti Dwi Handayani, Bambang Yudi Cahnyono, and Utami Widiati, (2018), The Use of Instagram in the Teaching of EFL Writing: Effect on Writing Ability and Students" Perceptions, Studies in English Language Teaching, 6(2), p. 113.

[6] 6 E. Moreau, (2018), What is Instagram, Anyway?, Retrieved from https://www.lifewire.com/what-is-instagram-3486316

patterns in composing ideas and thoughts through the text from source language (Indonesia) to target language (English) may be confusing the students.[7]

In correlation with this, composing recount text in written form is one of the basic competences of English subject in Madrasah level.[8] According to Anderson & Anderson, recount text is a text that retells past events and usually in order that happened.[9] Specifically, by writing recount text, the students were expected to be able to write a text based on their experiences without too much worry about what they wanted to write since it really happened to them while many students could not deliver the story well.[10] In due to fact that the grammar structures in L2 (English) have some different patterns in L1 (Indonesia) which involve the form of a verb to indicate the different time by using a sequence of tenses.[11]

To be more specific, there are some previous studies, which investigated the same research. Anggreani gained the research about the use of Instagram in teaching and learning process in writing class.[12] She found out that there were some benefits of using Instagram such as the students could improve their writing skills because they needed to pay attention in producing good writing. Next, Sholikhah et al. conducted the research about the use of Instagram as a media to teach students" writing recount text.[13] The result showed that they had an improvement in writing recount text by using Instagram as a media.

However, there were only few researches that gained the phenomenon of the students" engagement on Instagarm and their perceptions of its utilization in learning to write recount text. Many of them only investigated from the English teachers" perspectives and how they got to know the Instagram as a tool to teach writing. On the other hand, this research could give the insight for academic institutions in which the Instagram platform can be used as a MALL tool or online learning tool during the Covid-19 pandemic. Here, the researcher gained the research, which is entitled "The Use of Instagram in Learning to Write Recount Text: A Case Study at the Tenth Grade of MAN 3 Medan".

RESEARCH METHODOLOGY

This research was conducted by using qualitative research method in the case study form. There were thirty-five students of MAN 3 Medan were recruited as the participants while three students participated in the interview session employed to further dig their perceptions on the use of Instagram in learning to write recount text. The data were collected by using questionnaire, interview, and observation. The questionnaire

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[7] Insenalia Hutagalung, (2017), Error Analysis on Students" Writing of Recount Text at Grade Ten in SMK Negeri 1 Bandar Masilam, Journal of English Teaching as a Foreign Language, p. 11.

[8] Depdiknas, Ibid., p. 366

[9] Mark Anderson & Katy Anderson, (2003), Text Types in English 2, South Yarra: Macmillan Education Australia, p. 45

[10] Insenalia Hutagalung, Ibid., p. 12

[11] Mark Anderson & Katy Anderson, Ibid., p. 47

[12] Candradewi Anggraeni, (2017), Students" Perspectives toward the Use of Instagram in Writing Class, ELLiC, p. 68.

[13] Siti Sholikhah et al., (2019), The Use of Instagram as a Media to Teach Students" Writing Recount Text, *Prominent Journal*, 2(2), p. 148

was applied to collect the data employing students" engagement on Instagram. While interview was applied to collect the data concerning students" perceptions towards Instagram utilization in learning to write recount text and the observation was conducted to obtain the data related to the students" activities on Instagram. Later, the data were analyzed by using thematic analysis with 6 steps in total; understanding the data, generating initial codes, searching for themes, reviewing themes, defining themes, and producing the report.

RESULT AND DISCUSSION

The aim of this study was to investigate students" engagement on Instagram and their perceptions towards its utilization in learning to write recount text. Therefore, the followings are the result of the research findings concerning two categories, which are 1) students" engagement on Instagram and 2) The students" perceptions of Instagram utilization in learning to write recount text. To be more specific, it can be seen as the following:

1. Students' Engagements on Instagram

The close-ended questionnaire was employed to obtain the data regarding the students" engagements related to the utilization of the Instagram platform for personal purposes before the teacher introduced it to them. The result of the data shows that the students were both active and passive users in sharing their personal lives activity. It can be seen in the following chart:
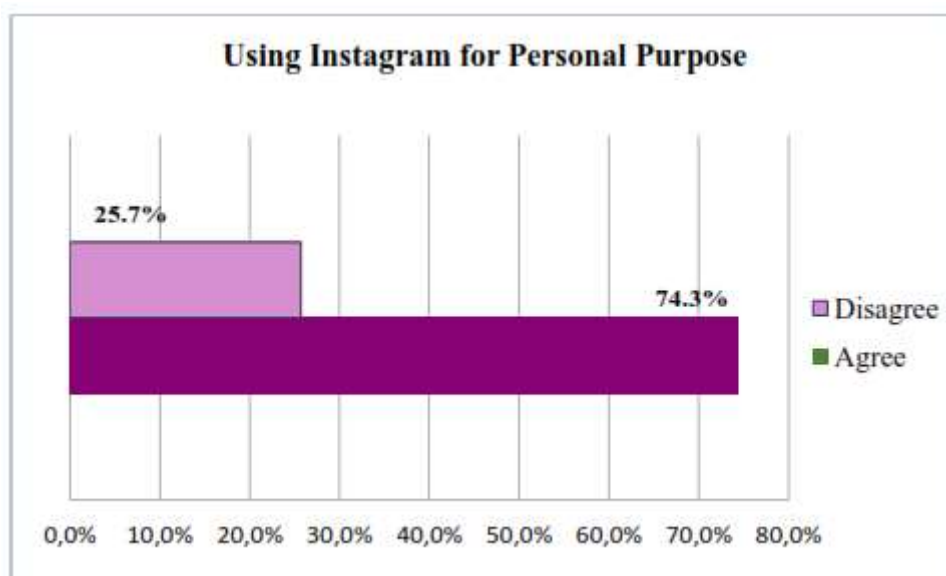

Figure 1 The total count of students' responses of showing their activity for personal purposes

The total count shows that different students had different attitudes on the use of Instagram. Thus, based on figure 4.1 above, the result reveals that out of 26 students (74.3%) were active users who liked to share photos, videos, or Instagram stories, but 9 students (25.7%) more liked to stalk pictures or videos and looked for the information which could increase their knowledge. It indicates that the teacher did not need to

stimulate the students how to use it, since the students themselves have already known how to access the Instagram platform, even though not all of them were using it to personal purposes.

2. The Students' Perception of Instagram Utilization in Learning to Write Recount Text

The students" perceptions of Instagram utilization in learning to write recount text was gotten from the result of the interview. The responses to the interview questions provided further information related to what the students have stated in the questionnaire. Then, the data from interview answers were used to obtain how the students" perceptions on the utilization of Instagram for educational purposes especially in learning to write recount text. Moreover, by using thematic analysis, the researcher presents them into several themes as the main themes, which is divided into several sub-themes in order to answer the research question. The results are as the followings:

a. Theme 1: The Positive Perceptions

Based on the students" perceptions, the first theme emerges positive perceptions of Instagram utilization, which was applied by their English teacher in order the students could have learned writing recount text effectively. The great impressions that the students felt to the target (Instagram) have led the students" perceptions in a good way. Thus, the researcher categorized into several sub-themes; exploring more ideas and imagination, encouraging to write better, improving confidence acquiring other proficient language skills, and discovering online learning tool.

1) Exploring More Ideas and Imagination

The students revealed the first positive perception, which showed by utilizing Instagram in learning to write recount text could explore students" ideas and imagination. In writing recount text, the students need to get the idea and imagination in which they can elaborate them into the sentences. Briefly, the students approved that using Instagram in writing recount text enhanced their abstract thinking. It means that when the students had imagination, they directly connected the stories and they easily arranged it into the sentences.

2) Encouraging to Write Better

The students stated that writing recount text by utilizing Instagram had encouraged them to write better. It becomes the second theme appeared which related to the one of positive perceptions on the use of Instagram as a MALL tool to write recount text. The students argued that they produced a better writing in order they were willing to look for and learn proper word-choices, spelling, grammar and sentence structure.

3) Improving Confidence

The third sub-theme emerges to explain on how Instagram could increase the students" confidence in writing recount text. The students approved that writing recount text by using Instagram helped them to boost their confidence. Further, the reason why students need to write recount text confidently it is because when the students feel

afraid to write, they will hardly to start writing. What teacher needs to stimulate to the students first is their confidence to get used to write.

4) Acquiring Other Proficient Language Skills

This sub-theme comes up to indicate other positive perception of utilizing Instagram in learning to write recount text. The students confessed that by using Instagram was allowing them to focus on particular skills such as gaining their vocabulary, pronunciation, and reading skill.

5) Discovering Online Learning Tool

During this pandemic, the government stopped the teaching and learning activity in the school temporarily in due to prevent Corona Virus Disease (COVID-19. As a result, education system has been changing dramatically and the teachers have to adapt by using online learning resources. Thus, this sub-theme appeared in which to show the students" statements on how Instagram as online learning platform that made them easily to access it during this pandemic.

b. Theme 2: The Negative Perceptions

Apart from the positive perceptions, there were also found the negative perceptions, which have been stated by the student. As a result, the second theme appeared to explain some negative perceptions when they learned writing recount text by using Instagram. The barriers or bad impressions that the students felt to the target (Instagram utilization) have led to the negative perceptions. Here, the researcher categorizes the themes into several sub-themes which as the following:

1) Internet Connection Issues

The first negative perception that students stated is internet connection issues. Good internet connection is necessary when using any social media platform particularly Instagram. The students stated that it became a barrier for them in learning to write recount text activity. Using a MALL tool to learn English has many benefits both for teacher and students, but it is different case when a MALL tool have to be connected to internet especially if the school does not provide Wi-Fi or if the students live in specific areas which have bad internet connection.

2) Violence of Privacy

The second negative perception was derived from students" answers who stated that using Instagram for uploading assignments could ruin their privacy. In terms of user"s privacy, some of students argued that uploading their assignments on Instagram could ruin their privacy. Since the students have social media account just for stalking and selling the stuff, sharing their personal experiences was a big deal for them.

3) Focus Distraction

Instagram offers a lot of entertainment for its users in terms it has many features. Thus, it becomes the negative perceptions who stated by students in using Instagram to learn writing recount text. The students revealed that using Instagram in learning context particularly in learning to write recount text could ruin their concentration.

One of the main issue that the students had to face was about when they learned recount text by using a MALL tool particularly Instagram social media platform, they easily got attract to see another content. It becomes the main problem for both the teacher and

the students in this digital era. Since the goal of the teacher used Instagram was to attract the students" attentions to learn English with fun environment, the students have not really focused yet.

CONCLUTION

As conclusion, the use of instagram in learning to write recount text has provided the great experiences for the students, while the students delivered some bad impressions as well. Based on the results above, it reveals two aspects; 1) most of the students have already used Instagram for personal purposes before the teacher introduced it to them, 2) the students perceived two perceptions in experiencing the utilization of Instagram in learning to write recount text, which including the positive perceptions in terms of a) exploring more ideas and imagination, b) encouraging to write better, c) improving confidence, d) acquiring other proficient language skills, and e) discovering online learning tool and experiencing the negative perceptions in terms of internet connection issues, violence of privacy, and focus distraction. On the other hand, this present study related to the previous studies as well which found that by using Instagram in writing recount text has affected another language skill. In terms of discovering online learning tool during the Covid-19 pandemic, this present study also provided a new finding for the next resources.

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