INTEGRATING INSTAGRAM TO SCAFFOLD STUDENTS’ WRITING IN EFL CLASSROOM

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ABSTRACT
Technology is one of important aspects that has very crucial effects on learning process nowadays. This study investigates the integration of technology in EFL Classroom especially in Writing class. The study employs classroom action research in which observation and documentation were used as data collection. The study was done in a vocational school in Indonesia. The results show that students have problems in their writing and Instagram can be used as a tool to scaffold their writing in terms of motivation and positive learning environment.

Keywords: EFL Classroom, Instagram, Writing

INTRODUCTION
Using social media in the teaching-learning process is an alternative way that a teacher can apply in the classroom. As stated by Ikhsan (2017, p.5) "Social media, especially Instagram, has been inseparable part of teenagers’ life these days." In this globalization era, social media can help the teacher to motivate students in the teaching-learning process. One of social media that can be very helpful is Instagram. Instagram helps both the teacher and the students in the teaching learning process.

There are many kinds of social media that can be used in teaching learning English process. One of them is Instagram. Laponsie cited on Arzakillah (2017, p.4) that "The way Instagram is integrated into course content can provide a medium for students to connect and engage with the concept of the course. In Indonesia, one of the problems faced by students is writing. Instagram is considered as an appropriate media, because by using Instagram it is supposed that students will be more enthusiastic to learn English, especially in writing descriptive text.

Furthermore, using Instagram as the media of teaching also makes the students feel that it is something new in learning English. Moreover, using Instagram has been part of their daily activity in this era, from which students create photo essays based on a list of themes or concepts, use photos to engage students in writing responses or captions based on photo. It makes the students easier to make descriptive text. There are some studies that have been conducted related to the writing. The first one was done by Halimatus Sa'diyah (2016) entitled "Improving Students' Ability In Writing Descriptive Texts Through A Picture Series-Aided Learning Strategy". She used the picture series to improve Students written English. She found the significance of the impact and the students are enthusiastic. The students felt confident to write more texts. The other study is conducted by Ayuni et.al. (2017) in which the study examines university students’ perceptions and attitudes towards the use of Instagram in English language writing. Like other social networking sites (SNS), the design of Instagram promotes community-
centeredness, and supports the dissemination of authentic content that creates opportunities for meaningful interactions among language learners. In this study, the writer focused on the use of Instagram in writing classroom. The researcher tried to integrate Instagram as media in teaching writing especially descriptive text.

LITERATURE REVIEW
Writing
Writing is one of productive language skills in English. The difference between writing and speaking mainly lies on the product. In speaking, the product is a spoken text may be in the form of monologue or dialogue. On the other hand, in writing, the main product is a written text. Spratt, Pulverness, Williams (2005, p. 26) states that "writing is one of the productive language skills which deals with conveying messages with the use of graphic symbols." Moreover, Harmer (2007:33) states "writing is frequently useful as preparation for some other activity, in particular when students write sentence as a preamble to discussion activities". Writing is an activity to communicate some ideas by using letters, words, phrases, and clauses to from a series of related sentences. This definition shows that writing is conveying a message through a written text. In other words, writing is a communication between a writer and a reader with the use of printed symbols. Dhamayanti, (2005:14), “One as a writer should be able to make their readers understand the message they convey.” Thus, to express ideas, thoughts and the feelings clearly and effectively, The understanding of the graphic system is not enough. The writer requires knowledge of grammar and the art of using rhetoric such as arranging words, phrases, sentences, and paragraphs to produce a good written text. In writing, the writer must also master the rules of vocabulary, spelling, grammar, morphology and syntax. Therefore, many learners think that writing is a difficult.

Aspects of Writing
According to Spratt, Pulverness and Williams (2005, p. 26) stated that "writing involves two sub skills, i.e. accuracy and having a message. Accuracy means using correct forms of language. Writing accurately also involves spelling correctly, forming letters correctly, writing legibly, punctuating correctly, using correct layouts, choosing the right vocabulary, using grammar correctly, joining sentences correctly and using paragraph correctly. In short, writing is not only about accuracy, but also having a message and communicating it to other people successfully. To deal with this, students need to have ideas, organize them well and express them in an appropriate style. In addition, a good writing conveys a meaning to the readers. It is like a bridge that communicates message to others. Meanwhile, Brown (2004, p 244-245) states that there are many constituent parts that should be considered by students in writing. There are at least six aspects of writing:

1. Content: related to the ideas, the development of ideas through personal experience, illustration, facts and opinions
2. Organization: deals with effectiveness of introduction, logical sequence of ideas, conclusion, and the length of the writing.
3. Discourse: consist of topic sentences, paragraph unity transitions and structure.
4. Syntax: related to the sentence structure or word order.
5. Vocabulary: refers to the word choice or diction in writing.

Descriptive Text
According to Wardiman (2008, p.122) "descriptive text is a part of factual genres. The social function is to describe a particular person, place or thing." It means that descriptive text is to describe something such as person, place, or thing briefly and use descriptive words to make the subject realistic. Descriptive text is also a text which describes something that interest to the sense. In addition, Mabrurroh (2011, p.25) states that "description or descriptive text is a kind of text form factual genres. Descriptive text is a text that describe about particular person, place or thing."

Mabrurroh (2011, p.25) mentions that there are two generic structure in descriptive text. "First is identification which consists of information of name, occupation, profession, carrier or special participant. Second is description which compare the information about physical feature, the way he or she dresses, his or her personality, quality, and characteristic of the subject being described". Therefore, the generic structure of the descriptive text is identification and description, where the significant lexical, grammatical feature focuses on specific participants and identifying processes.

Instagram
Instagram is one of the most popular social media channels for teens and tweens today. They interact with others on Instagram, mainly in written form. It makes the implementation of Instagram on learning writing is considerable. Bringing Instagram in students’ learning is supposed to engage the students” in the learning activities. This statement is supported by Friedman & Friedman (2012, p. 17) who argue that “the best way to bring courses to life and make learners more exciting, energetic, and enjoyable is by using social networking site in their learning”. Furthermore, Kelly Ronan (2015, p.9) state that "Instagram is a social networking site which can be utilized as an educational technology tool that facilitates online communications between second language learners and their friends".

Many researchers believe that Instagram has potential to be equipped in writing class. This consideration is caused by the advantages offered by this social networking site. Firstly, Instagram provides broader audience than traditional classroom does. Having larger audience is important to students since they need as much feedback as possible. In traditional classroom, students’ work on writing will only be submitted to the teacher to be checked. Therefore, the feedback students get is from the teacher only. Whereas, it will be better if students have more audience, i.e classmates, friends, etc. In this way, they will get more feedback and review. This is in line with Harmer (2004: 12): "It is not just teachers who can respond to students" writing. It is often useful to have students look at work done by their colleagues and respond in their own way." Moreover, Healey (2007: 181) adds another function of large audience. She states that "broadening the audience base can enhance motivation for taking the time to edit and revise. Even posting a message in Instagram gives the sense of an audience “out there” rather than one that consists only of the teacher".

The second advantage is that Instagram allows for unique interaction. In Instagram, in addition to sharing experience through writing, students are also able to share pictures or videos to develop ideas into writing. They may
also share links to get more materials or examples of the writing. The good thing is that those texts, pictures, videos, and links can be accessed anytime and anywhere as long the device and the Internet access are available. It means that Instagram allows for not only inside classroom interaction but also outside one. As stated by Yunus, Shalehi, & Chenzi (2012:47), "Instagram enhances outside classroom interaction and education between the students and the teacher. Obviously, this is not a special quality that classroom traditional board has.

Thirdly, Instagram enables fun learning environment. Traditional writing class used to be boring and unattractive. By integrating Instagram in formal classroom, students will feel more enjoy and fun during the class. This is in line with Ismail (2018) statements: "since they use Instagram frequently and comfortably, we may exploit this entertainment-oriented site as an edutainment tool". In addition, Yunus, Shalehi, and Chenzi (2012:47) state that "instagram increases motivation and build confidence for students in using and learning English". In line with this, Khalsa, Maloney-Krichmar, & Peyton (2007: 28) state: "The effective use of computers and internet can provide highly motivating, multidisciplinary, problem-solving techniques and tools to prepare students more effectively for their future roles in a diverse world". In short, Instagram can engage students to be more involved in the learning activity. In Instagram, every student has equal opportunity to post something, comment, criticize, ask questions, answer questions, give opinions, etc. In short, Instagram promote more equitable sharing of ideas than face-to-face classroom (Khalsa, Maloney-Krichmar, & Peyton, 2007:22). Furthermore, sharing ideas with others on Instagram makes students, even the shy ones, interact with others. It makes them practice communicating in English either makes them more social.

Not every student feels easy to express ideas, ask questions, or answer it. Online social media like Instagram provides an atmosphere in which all people have the freedom of expression. Walther & Boyd (2002) in Khalsa, Maloney• Krichmar, & Peyton (2007:22) state that "research has shown that people often feel freer to express their feeling online than in person. Khalsa, Maloney• Krichmar, & Peyton (2007:22) add by citing Jiang & Ramsay's (2005) statement that "students may feel comfortable asking questions and expressing ideas to their teachers and other students in online environments".

From those explanation, it can be concluded that instagram offers many excellences that make it potential to be benefitted to be used in writing classrooms: (1) instagram broadens the audience, (2) instagram allows for unique interaction, (3) instagram enables fun learning environment, (4) instagram promotes equal learning opportunities, (5) instagram provides an atmosphere in which all people have the freedom of expression. Finally, language teachers need to realize the instagram potential to be used to enhance students writing

**METHOD**

This study employs classroom action research design. Data is collected in the stages of the study by the means of observation and documentation. The stages are planning, acting, observing and reflecting. It is conducted in one of Vocational school in Indonesia. In the class, there are 24 students consisting of 10 male students and 14 female students.

In the data analysis, data collected were coded into themes that are related to the writing activities by integrating Instagram. The codes gathered from
observation and documentation were then translated into conclusion to make a summary of the study.

FINDINGS AND DISCUSSION

Planning
After finding the problems by the pre-observation, interview, and pre-test, the researcher made a plan to teach writing class in cycle 1. The researcher planned to teach them using Instagram to solve the students' problems. The researcher believes that using Instagram can improve the students' writing skill. The researcher prepared the research instruments based on the syllabus and consulted the plans with the English teacher. Before implementing the action, the researcher planned everything related to the action in first cycle. They were as follows: 1) Constructing lesson plan and designing the step in doing the action. Each lesson plan consisted of three part, they were opening, main activity, and closing. In first cycle, the researcher planned two meetings. 2) Preparing the materials, exercise, and students' worksheets as worksheets post-test cycle 1. The researcher took some descriptive texts from internet as an assignment for students. 3) Preparing book to take a note all activities during the teaching learning process in the class. The researcher also prepared camera to make documentations in teaching learning. Furthermore, the researcher and teacher determined the criteria of success. The criteria of success was 80% of the students' writing score achieved the Minimum Mastery Criterion.

Acting
In the first meeting, the researcher gave explanation about descriptive text such as giving the definition and purpose of descriptive text, explaining the generic structure of descriptive text, and telling about what tense that used in descriptive text, simple present tense. After explaining the materials, the researcher asked students if there is any questions or not. None of the students rise their hand so the activity could continue. After that, the researcher gave them picture and asked to describe the picture. They did exercise with their seatmate. They discussed with each other. Then, the researcher with the students discussed about the exercise. Every group had to present the result of their work. In the second meeting, the researcher reviewed the previous materials. The students were still memorized about the previous material. After reviewing, the researcher showed a picture. The students have to mention the characteristic of the picture. The researcher continued the lesson by providing students' worksheet. Then, the researcher showed Instagram and explained how to use Instagram. After that the researcher asked students to do the exercise. After finishing the exercise, the researcher continue the next activity was giving the students assignment as treatment in cycle 1. The students were asked to make a paragraph of descriptive text by themselves. During this session, the researcher walked around the class to help the students that found difficulty. Theme in first cycle was describing about a popular place and for this treatment the researcher gave a freedom to choose the picture that will be described, and the picture have to be popular place that had been visited. The class was rather noisy but it could be handled. After finishing the exercise, the researcher discussed about their result then asked them to post their worksheet to Instagram and gave hashtag (#tugasXApl) in the end caption.

Observing
Observation was an important aspect in classroom action research, because it explained about the activity during a cycle. The purpose of the observation
was to know students’ activities and condition of the class. The observation was done simultaneously when teaching learning process happened.

In the first meeting, the students were very enthusiastic. When the researcher entered the class, they looked very happy because they found a new teacher. Almost all of students in the class paid attention about the explanation and followed the teaching and learning process well. The researcher explained about descriptive text. Then, the researcher asked them to discuss and tried to make a simple descriptive text with their seatmate.

In the second meeting, the students participated actively in the class, the researcher gave post-test 1 to the students in order to know the students' writing improvement after they got the treatment. The students of class 10” of Ap participated actively. The researcher reviewed the material and the researcher asked them to make a descriptive text in this case the describing about a popular place. During the students did the test, they looked very serious. Some of them seemed getting difficulties and getting ease. The main difficulty faced by the students was about vocabulary and how to organize the text. They did not know the meaning of some words and organized the text correctly. So, the researcher allowed them to open dictionaries and explained about the way how to organize the text briefly. However, they must do by themselves, they could not ask to their friends and had to use their own dictionary.

**Reflecting**

The researcher analyzed the result in cycles applied and made reflection to evaluate the teaching learning process which was helped by the collaborator. The students were being noisy, did not have pretension to complete with other students, and they got difficulties in vocabularies using right grammar and punctuation, but the researcher found the students' progress in writing skill. Observation result showed that there were some improvements achieved by the students after doing the action.

The researcher still also found some lack of the students in writing a text. They had difficulties in vocabulary mastery. It was indicated by the fact that some of them did not know several words. They found the difficulty to write a paragraph of descriptive text. Then, the students also faced difficulties in mechanic. They sometime used inappropriate words and punctuation in their text. Sometimes, the students tended to make noise during the teaching learning process.

In addition, the researcher found some results from the cycles that concluded the improvement in their product of writing, there were also some improvements in the students' attitude toward writing. In teaching learning process conducted, the students were motivated in writing. They were motivated because they could get the other information and knowledge from text given. By the teaching learning process, there was also improvement of students' writing skill in generating the ideas. The students could write the longer story than before.

Based on the data which were gathered from the results of previous research, observation, interview, the researcher concluded several findings. Some factors cause the writing ability of the students 10” of Ap were low. The causes came from the students and the teacher. For the students of 10” of Ap, writing was the most difficult skill than the others. They faced some difficulties in using right grammar, they lacked of vocabularies, content, punctuation and they have no more time to practice their writing. Motivation which has an
important role in the writing is also worsening, because the teachers did not implement suitable method to make the students interest on it.

**CONCLUSION**

Teachers can make teaching and learning process interesting by using of Instagram in order to make the students easy to understand in learning English. The teachers can easily create an interesting and comfortable atmosphere in the classroom, so the students will not feel bored with the teaching and learning process, and the teacher could evaluate students, how deep they understand the materials in each meeting.

In addition, it is also expected for other researchers that the result of this study can be used as additional reference for further research conducted in the future to create a better teaching and learning process. The researcher hopes some suggestions from other researchers to improve and make it better.

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