

Instagram and Students' Creativity in Writing: A Students Voice

¹Fairuz Lazuardiyah, ²Siti Uswatun Khasanah, ³Rizka Safriyani
Under Graduate Sunan Ampel State Islamic University

^{1,2,3}State Islamic University of Sunan Ampel Surabaya, A. Yani street number 117

e-mail: ¹fairuzzazuwardiyah@gmail.com, ²sitiuswatun47@gmail.com, ³rizkasafriyani244@gmail.com

Abstract. This paper is intended to discuss the students' voice about the use of Instagram picture and video to develop students' creativity in writing. The participants involved in this study were 25 students of the English Teacher Education Department at the State Islamic University of Sunan Ampel Surabaya. This descriptive quantitative studies distributed questionnaires in the online mode. The finding of this study showed that most of the students had a positive response to the development of creativity in writing. There were 76% of students believe that picture and video could encourage students creativity in generating ideas, especially in writing.

Keywords: *Instagram; Creativity; Writing; Voice*

Abstrak. Penelitian ini dimaksudkan untuk membahas pendapat siswa tentang penggunaan gambar dan video Instagram untuk mengembangkan kreativitas siswa dalam menulis. Peserta yang terlibat dalam penelitian ini adalah 25 siswa dari Departemen Pendidikan Bahasa Inggris di Universitas Islam Negeri Sunan Ampel Surabaya. Penelitian kuantitatif deskriptif ini menyebarkan kuesioner dalam bentuk online. Temuan penelitian ini menunjukkan bahwa sebagian besar siswa memiliki respon positif terhadap perkembangan kreativitas siswa dalam menulis. Ada 76% siswa percaya bahwa gambar dan video dapat mendorong kreativitas siswa dalam menghasilkan ide, terutama dalam menulis.

Kata kunci : *Instagram, Kreativitas, Menulis, Pendapat*

1. INTRODUCTION

Technology has been transformed and influenced people daily activity in this 21st era, and students are not the exception. The current phenomenon constrains the teacher to follow the development of technology in order to support the teaching and learning process especially for English subject. English is one of the six compulsory subjects that have four language skills, one of the skills that very important is writing. Writing is the most difficult skills that students should achieve in learning language. Because in acquiring language, the most difficult skill equate to the other main language skill is writing and it is the last step (Khan & Bontha, 2014). Teaching writing in this digital era will be the skill that considered to one of the toughest skills to be taught. As we know that in the fact, teaching using public network is more appropriate than using board marker and white board as the traditional tools. According to Nordin, Embi, & Zaidan (2011) training students by preparing them using 21st century teaching and learning process, education required to be updated in order to face off others country. Considering those conditions, researchers try to notice that this case should be solved and social media would be the suggest solution. Richard (2015) views "many new technological tools and online resources are available to support student writing".

The use of the social networking is not only occurred in the classroom. However, using the media, the lecturers can ask their students to practice their skill especially writing at home and monitor them through the media. On the other hand, Pupils tend to access their social media platform regularly, they use social network service to chat with their colleagues, update their daily life into interactive media, writes their opinions, thoughts of current issues and many other activities. Networking sites also increase the students' creativity on writing through uploading their photos, videos with interesting caption on their specific platform such as Instagram. It is a platform which includes online networking and socializing through pictures, videos, and also words. The fact that almost all of pupils have their own smartphones, it makes them easily express their ideas through the social media. Aggraeni (2017) in her study examined students' perspectives toward the use of Instagram in writing class show that applying the use of Instagram in teaching and learning process specially writing by understanding the the benefits and the barriers of Instagram is possible. Another study was conducted by Shazali, Shamsudin & Yunus (2019) who used Instagram: A Platform to Develop Student's Writing Ability, it shows that students express their feelings and opinion using

variety words motivate them to write well. Based on that several previous study, the researchers are trying to do a research related to notice the relationship of enhancing students' writing with the Instagram platform in Sunan Ampel State Islamic University which is located in Surabaya East Java. It is necessary to prepare the students using 21st century teaching and learning process.

Researchers assume that using Instagram as the media could be one of the solution to improve the students' creativity in writing skill of the Sunan Ampel State Islamic University. Teaching writing using Instagram is one of the ways on how to apply 21st century skills. It has several reason, first, Instagram is the most social network that very popular used by students of Sunan Ampel State Islamic University. Second, lecturers and pupils can access the internet everywhere and anytime easily. As Al-Ali (2014) states that most hand handled devices which are easy to access is Instagram. Third, public network facilitates the students to upload pictures and videos. They can use both the pictures and videos to help them in writing on the media creatively. In addition, social media also help to bear up the use of the English as the pupils want their captions to be read internationally. Critical thinking, problem solving, communication, and team work are the skill that includes in content knowledge, particular skills, proficiency, and literacy of technologies, and those are integrated of 21st century skill (Ledward and Hirata in Fandino 2013). However, topics that will be the idea of writing opinions affect the student creativity to express. Richard (2015) states, the way hoe to instruct writing for demanding purposes and context is connected to a discourse and genre approach. It concludes that students are able to write better to the purpose and context of writing topics.

Considering the issue, the aims of this research is to describe Instagram and students' creativity in writing in terms of students voice. And the advantages of this study is to enhance the effectiveness of Instagram in developing students writing opinions.

2. METHOD

In this research applied a descriptive quantitative method to compose information and data that relevant to the research objectives. According to Sugiyono (2017), "descriptive quantitative research is to analyze the data using a statistical method according to the data received from the sample research population." The method in this paper determine to get an information and overview about Instagram and students' creativity in writing in term of students voice. The participant in this study were 25 students of the English Teacher Education Department at the State Islamic University of Sunan Ampel Surabaya. The author was designed and distributed questionnaires in the online mode by using Google form. It has 22 items consisted of three parts: the first part includes writing competence of the students (items 1-7), the second part is about students' interest (items 8-11), and the third part contains process of learning (items (12-22). The answer to the items were made in multiple choices, moreover also use four-option of Likert Scale with varying choices of "strongly agree", "agree", "disagree", and "strongly disagree". Therefore, the maximum possible score for an item is 100% whereas the minimum score is 0%.

3. RESULTS & DISCUSSION

The result of analyzing the questionnaire composted in three aspects: writing competence, interest, and learning process. There were twenty two statements in the questionnaire. The results are provided bellow :

A. Responses on Writing Competence

In the first part of the questionnaire consisted of 1-7 items, the purpose is to know the students' perceptions on their writing competence when they use Instagram. The results of the students' responses are showed in Table 1.

Table 1. The Result of Questionnaire Concerning Students' Writing Competence

No.	Questionnaire Items	Strongly Agree	Agree	Disagree	Strongly Disagree	N
1.	I can do well in my English writing class.	4%	84%	12%	-	25

2.	I am confident about my ability to compose an opinion essay on the writing test.	4%	64%	32%	-	25
3.	I can convey ideas based on the given topic properly	-	80%	20%	-	25
4.	I can organize ideas based on the given topic in each paragraph coherently.	-	80%	20%	-	25
5.	I can use proper vocabulary to the given topics appropriately.	8%	72%	20%	-	25
6.	I can apply correct grammar in delivering ideas based on the given topic suitably.	4%	56%	40%	-	25
7.	I can use appropriate spelling, punctuation, and capitalization in expressing.	12%	68%	12%	-	25

Table 1 described, the students agreed to all of the criteria of competence in the first part. The average of students' reactions always above 50 %. Specifically, the presentation of they agreed that can do well in English writing class was 84%. For the confident about their ability to compose an opinion essay on the writing test was 64%. Then, to conveyed ideas based on the given topic properly was 80%. Besides that, 80 % agreed that they could organize ideas based on the given topic in each paragraph coherently. For using proper vocabulary to the given topics appropriately was 72%. Then, they could apply correct grammar in delivering ideas based on the given topic suitably, the presentation was 56%. For using appropriate spelling, punctuation, and capitalization in expressing was 68%.

B. *Perceptions on The Interest in The Implementation of Instagram*

Four statements in the second part of the questionnaire. The aim was about to know the student's interest when using Instagram. The results of the students' responses are presented in Table 2.

Table 2 : The Result of Questionnaire Concerning Students' Interest

No.	Questionnaire Items	Strongly Agree	Agree	Disagree	Strongly Disagree	N
1.	It is fun to post writing assignments on Instagram.	8%	64%	20%	8%	25
2.	It is interesting to give feedback through Instagram.	8%	64%	24%	4%	25
3.	It is interesting to get feedback through Instagram.	8%	80%	12%	-	25
4.	Posting writing assignments on Instagram motivates me to write better.	16%	60%	24%	-	25

Table 2 showed that almost all the students agreed about the second part of statements. The average presentation also above 50%. Particularly, the agreed presentation for it was fun to post writing assignments on Instagram, the presentation was 64%. Besides that, 64% was interesting to give feedback through Instagram. Then, 80% was interesting to get feedback through Instagram. Posting writing assignments on Instagram motivates them to write better was 60%.

C. *Perceptions on the Process of Learning*

The third part of questionnaire given to the students contained 11 statements. Six statements regarded the students' perceptions on the process of learning with the use of Instagram, while five statement regarded the theme of photo and video that used in teaching and learning process. The results of the students' responses on the questionnaire given are displayed in Table 3.

Table 3 : The Result of Questionnaire Concerning Students' Process of Learning

No.	Questionnaire Items	Strongly Agree	Agree	Disagree	Strongly Disagree	N
1.	Photo and Video can attract student's attention and motivation in writing.	32%	64%	4%	-	25
2.	Picture and Video can add my creativity in generating ideas.	20%	76%	4%	-	25
3.	Instagram is good to enhance students' creativity in writing.	20%	52%	28%	-	25
4.	Notes posted by the teacher on Instagram help me to understand the material better.	12%	80%	8%	-	25
5.	Pictures and videos about certain topics posted "by the teacher" on Instagram encourage me to make opinions.	16%	68%	16%	-	25
6.	The features available on Instagram (direct message and comment box) helps me to discuss my writing problem with the teacher and my friend.	8%	68%	24%	-	25

From table 3 shows the statement that most of the students agreed when Instagram, especially using photo and video used in the teaching and learning process. The average of agreeing above 50%. Specifically, Photo and video attract student's attention and motivation in writing, the presentation was 64%. 76% picture and video could add creativity in generating ideas. Then, Instagram was good to enhance students' creativity in writing, the presentation was 52%. Besides that, 80% of the students agreed that notes posted by the teacher on Instagram help them to understand the material better. Then, 68% of pictures and videos about certain topics posted "by the teacher" on Instagram encourage them to make opinions. For the features available on Instagram (direct message and comment box) helps me to discuss my writing problem with the teacher and my friend the presentation was 68%.

Table 3.1 : The Result of Questionnaire Concerning Students' Process of Learning

No.	Questionnaire Items	Tourism Object	Science	Health	Environment	Others	N
1.	Theme photo that most used teacher and students in the teaching and learning process.	32%	24%	8%	28%	8%	25

As shown in Table 3.1, the photo theme that most used teacher and students in the teaching and learning process was tourism object, the presentation was 32%.

Table 3.2 : The Result of Questionnaire Concerning Students' Process of Learning

No.	Questionnaire Items	Mountain	Beach	Forest	Waterfall	Others	N
1.	Theme photo about "Tourism Object" that must use in teaching and learning process.	12%	68%	4%	4%	12%	25

Table 3.2 depicted that the theme photo about "Tourism Object" that most used in the teaching and learning process was beach, the presentation was 68%.

Table 3.3 : The Result of Questionnaire Concerning Students' Process of Learning

No.	Questionnaire Items	Astronomy	Geography	Biology	Chemistry	Others	N
-----	---------------------	-----------	-----------	---------	-----------	--------	---

1.	Theme photo about "Science" that must use in teaching and learning process.	24%	16%	48%	8%	4%	25
----	---	-----	-----	-----	----	----	----

From the table 3.3 known that the theme photo about "Science" that must use in teaching and learning process was biology, the presentation was 48%.

Table 3.4 : The Result of Questionnaire Concerning Students' Process of Learning

No.	Questionnaire Items	Disease	Meals	Lifestyle	Medicine	Others	N
1.	Theme photo about "Health" that must use in teaching and learning process.	20%	12%	52%	12%	4%	25

From the table 3. depicted that the theme photo about "Health" that most used in the teaching and learning process was lifestyle, the presentation was 68%.

Table 3.5 : The Result of Questionnaire Concerning Students' Process of Learning

No.	Questionnaire Items	Pollution	Global Warming	Illegal Logging	Illegal Fishing	Others	N
1.	Theme photo about "Environment" that must use in teaching and learning process.	24%	64%	4%	4%	4%	25

As shown in the table 3.5, 64% the theme photo about "Environment" that must use in teaching and learning process was global warming.

Based on the result of questionnaire, in general, it could be summarize that Instagram is also used to post visual media, especially pictures and videos. Using Picture and videos could attract student's attention and motivation in writing. It could help the students hint in making a good writing. The result proved that Instagram could be implemented in the educational context. On the other hand, theme of photos and videos on Instagram was important for the student to help generating idea. The example of the theme that teacher could use for teaching was tourism object, science, health, environment. The specific theme for tourism object were, mountain, beach, forest, and waterfall. For science most themes that could use was astronomy, geography, biology and chemistry. Then, using theme disease, meals, lifestyle and medicine for health. The last could use pollution, global warming, illegal logging and illegal fishing.

4. CONCLUSION

From the result of analyzing the data, it can be concluded that posted pictures and videos on Instagram could encourage students' creativity in generating ideas, especially in writing. It means that using Instagram especially picture and video, the students can get ease for improving their writing ability. The students assume that Instagram could be useful and fun to be implemented in class. Meanwhile, the theme of photo and video that most used for teaching and learning process was tourism object, beach, biology, lifestyle and global warming.

REFERENCES

Book:

Richard, J.C. (2015). *Key Issues in Language Teaching*. Cambridge: Cambridge University Press.

Article in journal:

Aloraini, N. (2018). Investigating Instagram as an EFL Learning Tool, *Arab World English Journal (AWEJ)*, (4), 174-184.

Al-Ali, S. (2014). Embracing the Selfie Craze: Exploring the Possible Use of Instagram as a Language mLearning Tool. *Issues and Trends in Educational Technology*, 2(2).

- Anggraeni, Candradewi Wahyu. (2017). Students' Perspectives Toward The Use of Instagram In Writing Class. *English Language and Literature International Conference*, (1), 68-74.
- Fandino, Y., J. (2013). 21st Century Skills and the English Foreign Language Classroom: A Call for More Awareness in Colombia. *Gist Education and Learning Research Journal*, (7), 190-208.
- Hamad, M.M. (2017). Using WhatsApp to Enhance Students' Learning of English Language "Experience to Share" *Higher Education Studies*, 7(4), 74-87.
- Handayani, A. D., Cahyono, B.Y., &Widiati, U. (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), 112-126.
- Handayani, F. (2017). Students' Attitude toward Using Instagram in Teaching Writing. *Journal Educative: Journal of Educational Studies*, 2(1), 23-29.
- Khan, K., & Bontha, U. R. (2014). How Blending Process and Product Approaches to Teaching Writing Helps EFL Learners: A Case Study. *Methodologies for Effective Writing Instruction in EFL and ESL Classrooms*, 94-114.
- Listiani, G. (2016). The Effectiveness of Instagram Writing Compared to Teacher Centered Writing to Teach Recount Text to Students With High and Low Motivation (The Case of Eight Grade Students in SMP Kesatrian 1 Semarang in the Academic Year of 2015/2016) *Journal of English Language Teaching*, 5(1),1-8.
- Nordin, N. M., Embi, M. A., & Zaidan, A. W. (2011). E-Learning in Malaysia Higher Education Institutions: Status, Trends & Challenges. In M. A. Embi (Ed.), *Integration of E-Learning in Teaching & Learning in Malaysian Higher Education Institutions* (pp. 81-98). Department of Higher Education, Ministry of Higher Education.
- Rinda, R.K., Novawan, A., & Miqawati, A.H. (2018). Students' perspectives on social media-based learning of writing through Instagram. *Journal of English in Academic and Professional Communication*, 5 (1), 23-33.
- Sari, F.M. & Wahyudin, A.Y. (2019). Undergraduate Students' Perceptions Toward Blended Learning Through Instagram in English for Business Class. *International Journal of Language Education*, 3(1), 64-73.
- Shazali, S. S., Shamsudin, Z. H., & Yunus, M. M. (2019). Instagram: A Platform to Develop Student's Writing Ability. *International Journal of Academic Research in Business and Social Sciences*, 9(1), 88-98.
- Sulaiman, R.,&Muhajir. (2019).The Difficulties of Writing Scientific Work at the English Education Students. *Journal of English Education*, 4(1), 54-60.
- Wulandari, M. (2019). Improving EFL Learners' Speaking Proficiency Through Instagram Vlog. *LLT Journal: A Journal on Language and Language Teaching*, 22(1), 111-125.
-