

Developing Instagram Account as Learning Platform of Writing Text Types

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ABSTRACT

Developing learning platform of writing was needed in this digital era, it helped students to learn autonomously. This research was aimed to investigate the stages of developing instagram account as learning platform of writing text types and to find out the feasibility of instagram account as learning platform of writing text types. Research and Development (R&D) was implemented in this research. The subject of the research was the second semester students of English Department of Pekalongan University. Questionnaire was used to get the data and validation of the product. Borg & Gall development model was used in analyzing the data. The result showed the stages of R & D which included some steps, they were research and information collecting of developing instagram account, planning of developing instagram account, develop preliminary of product (instagram account), preliminary field testing, main product revision, and main field testing. In addition, instagram account was accepted the feasibility validation—it was feasible to be used as learning platform of writing. Moreover, the students were enthusiastic in using instagram as learning platform of writing. They actively involved in joining the discussion in instagram and did writing practices. In conclusion, instagram account was accepted as learning platform of writing text types.

Keywords: instagram, writing, text types

INTRODUCTION

During covid-19 pandemic, teaching learning process was adjusted from offline into online learning. This condition was familiar to be called as distance learning. According to Sadeghi (2019: 80), distance education or distance learning is the kind of education in which students may not always be physically present at a school. In addition, Kiryakova (2009: 29) stated that the appearance of distance education is connected with the changing conditions in economic, social and technological aspect. Distance education gives an opportunity to everyone to learn throughout his/her entire life. In conclusion, distance learning is the teaching learning process where the educator and the participant is not in one place. They do not meet physically, but they discuss the material through learning platform.

In conducting distance learning, learning technology will be needed. According to Suparman & Zuhairi (2004: 345 – 346), learning technology is software in the form of systematic ways of solving learning problems that are increasingly sophisticated and have broad place education. In addition, learning platforms are needed in having distance learning. According to Hill (2012) learning platforms are designed around the learner, giving a sense of identify that is maintained throughout the learning lifecycle. Learners are not just pre-defined roles with access level within each course, but central actor in the system design. In additon learning platforms are social in nature, supporting connection between learners and customization of content based on learner needs. It can be concludes that learning platform is tool which is needed to interact between the educator and the students in distance learning.

Developing learning platform of writing was needed in this digital era, it helped students to learn autonomously. This research was aimed to investigate the stages of developing an Instagram account as a learning platform of writing text types and to find out the feasibility of an Instagram account as learning platform of writing text types. According to Hu (2014), Instagram is a relatively new form of communication where users can easily share their updates by taking photos or videos. In addition, Kicksta (2021) listed the Instagram feature that can be utilized, they are Instagram live video, Instagram TV—IGTV, Geo-tagged Content, Instagram hashtag, Instagram stories, image and video editing, Instagram ads, Instagram Analytics, Instagram Cretor Studio.

Since Instagram has many features, the researcher considered that this social media can be developed as learning platform of writing text types. According to Hayland (2009), writing is one of language abilities that as process to express ideas, feeling and arguments in the form of words in sentences. In addition, Nunan (2003) stated that writing is the mental work of inventing ideas, thinking about how to express them, and organizing them into statements and paragraphs that will be clear to a reader. Moreover, Richards and Schmidt (2010) stated that writing is the result of complex process of planning, drafting, reviewing, and revising. It requires the brain to process many exposure or inputs and organize them into a well-structured written text. In conclusion, writing is the process of stating ideas which is done step by step beginning from brainstorming, organizing, revising, editing, and proof reading.

One of the subject in English Department is Writing for Professional Context. The learning outcome of this subject is that after learning this subject, the students will be able to write text types based on their social function, generic structure and linguistic features. Ulya (2020:20) stated that the competence of Writing for Professional Context subject is identical to the work field as English teacher, on the secondary level one of the focus in mastering the material is text types. In addition, according to Hayland (2009), every genre has number of features which make it different to other

genres, each has a specific purpose, an overall structure, specific linguistic feature, and is shared by members of the culture.

In addition, Wang (2009) stated that text types involve text-internal-element such as surface linguistic features and textual functions. In conclusion, every text type has its own characteristic on its social function, generic structure, and linguistic feature.

There were some previous studies related to Instagram. A research conducted by Zarei and Rudravarapu (2019) entitled Using Instagram In English Language Learning. The findings of the study revealed the learners enjoyed learning English via Instagram as it enabled them to enhance their English grammar as well as vocabularies. In addition, Instagram assisted them to develop their English language proficiency and communication skill through online meaningful interactions with their classmates. This previous study had relationship with this research that is investigated Instagram. However, it has difference, the previous research used descriptive qualitative approach, meanwhile this research used Research and Development (R & D).

The second previous study was conducted by Saleh (2021) entitled Instagram as a Media to Foster EFL Students' English Writing Skill. Statistical findings revealed the students' result of posttest was higher than pretest, the data shows that the Significance (2-tailed) value is smaller than 0.05. It means statistically there is significant difference between students' pretest and posttest result. This was supported by the semi-structured interview on which the result shows the students' perceptions of the use of Instagram as a learning medium were mostly positive. The findings of this research are relevant to the development of English Language Teaching, particularly to create interesting learning strategies that are attractive to students. Keyword: writing skill, Instagram, learning medium, students' perception. This previous study has relevancy with this research, that was investigated Instagram in teaching learning process. However, it had difference, this research was focused on developing Instagram as learning platform of writing text types.

METHOD

This research was conducted by implementing Research and Development (R & D). Gay et. al. (2009) stated that R & D is the process of researching consumer needs and then developing products to fulfill those needs. The purpose of R & D efforts in education is not to formulate or the theory, but to develop effective products for use in schools or university. In addition, the development research according to Borg and Gall (1983) is a process used to develop and validate educational product. The researcher used Borg and Gall development model, it included 6 steps only. Borg and Gall (1983) drawn the model as below.

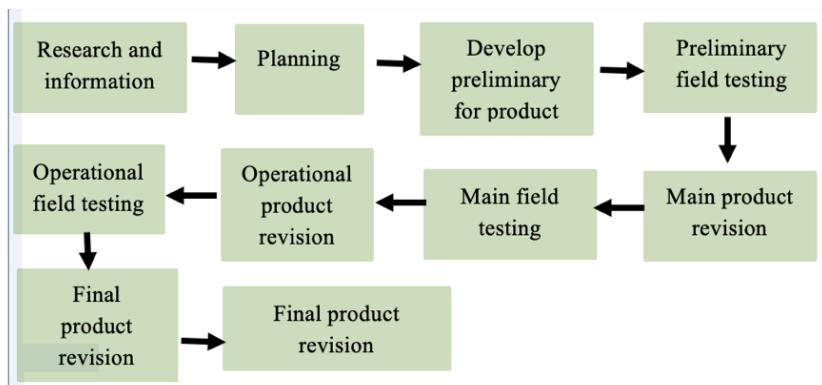


Figure 1. Borg and Gall Model Development

The researcher collected the data by using questionnaire. According to Arikunto (2013: 194) The questionnaire technique is basically a number of written questions that are used to obtain information from the respondent is the sense of a personal report. Questionnaires were made to test and obtain data related to validation, both expert validation and user validation.

To measure the questionnaire results obtained, the researcher used a Likert scale. The Likert scale is a measurement scale developed by Likert (1932). The Likert scale has four or more question items that are combined to form a score/value that represents individual characteristics, for example knowledge, attitudes, and behavior. Sugiyono (2014: 93) stated that the Likert scale is used to measure a person's attitudes, opinions, and perceptions about social phenomena. The Likert scale used is described as follows:

Table 1.
Likert Scale

Score	Category
1	Not very good
2	Not good
3	Pretty good
4	Good
5	Very good

(Source: Sugiyono, 2014:94-95)

Data analysis techniques are used to determine the percentage of expert validation, language validation, and media design validation that was carried out using the following formula:

$$p = \frac{\sum x}{\sum xi} \times 100$$

Note:

- P : percentage
 Σx : total number of respondents' answers
 Σx_i : the total number of ideal scores in the item
100% : constant

(Arikunto, 2008:216)

Based on the results of data analysis obtained previously, the next step was to change the percentage of the assessment into descriptive qualitative data. The quality of the feasibility of media products can be seen from the eligibility criteria for the validation results which are described as follows:

Table 2.
Product Eligibility

Level	Qualification	Information
85%-100%	Very good	No Need to Revise
75%-84%	Good	No Need to Revise
65%-74%	Pretty good	Revised
55%-64%	Not good	Revised
0-54%	Not very good	Revised

(Arikunto,2008)

Data analysis was carried out to measure the level of effectiveness of Instagram account product regarding as learning platform of writing text types. Data regarding the effectiveness of using Instagram account which was obtained through the assignment scores given by the lecturer to students before and after using Instagram account. Then, it was analyzed using the average formula. The following was a formula for determining the average value:

$$\bar{X} = \frac{\Sigma x}{N}$$

Note:

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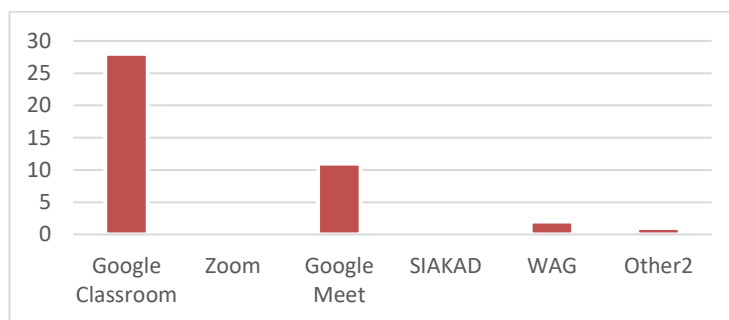
X : Average
 $\sum X$: Total score
N : Number of individual

FINDINGS AND DISCUSSION

1. The Existing Condition of Learning Text Types

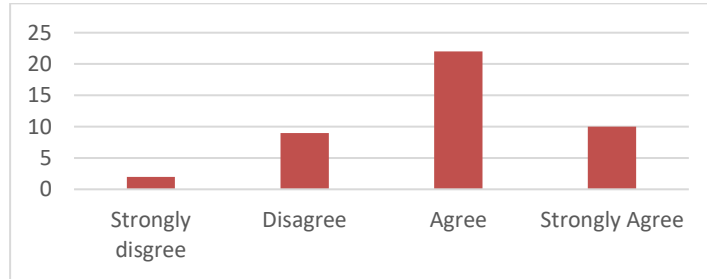
Teaching learning process in covid-19 pandemic condition was switched into distance learning. The lecturer used some platforms to deliver the materials. The diagrams below showed the platform that were used by the lecturer to deliver text types material in writing class. This chart was drawn based on the students' response.

Diagram 1.
Teaching learning platform of writing



Based on the diagram above, it can be seen that 66.7 % students stated that Google Classroom was used in writing class. In addition, there were 26.19 % of students stated that Google Meet was used in writing class. Meanwhile, 4.76 % students stated that WhatsApp Group was used. Moreover, the other platform which was used is only got the response for 2.38 %. It can be concluded that Google Classroom was the platform that often used in teaching learning process. Meanwhile, Zoom and SIAKAD were rarely to be implemented. The use of teaching platforms was implemented based on agreement among the lecturer and the students. However, in this research the researcher wanted to know whether Instagram account is needed to be developed as learning platform. Therefore, the researched investigated the students' need.

Diagram 2
Students' need in developing Instagram Account



(Ulya, 2022)

The diagram showed the response to the need of developing Instagram account as learning platform of writing text types. It was drawn that 9.8 % students stated strongly disagree, 12.2 % stated disagree, 58.5 % stated agree, and 19.5 % stated strongly. Based on the students' response, it can be concluded that Instagram account need to be developed as learning platform of writing text types.

2. Steps of Development

a. Research and Information Collection

In this stage, the researcher distributed questionnaire to know the teaching learning process of writing text types. Text types were the material which were taught in the subject of Writing for Professional Context. The result showed that the platform which were used in teaching learning process were Google Classroom, Google Meet, WhatsApp Group, and others. The lecturer prepared the material in the form of PPT, next it shared in SIAKAD. After that, the lecturer open the class in Google Classroom. In addition, the discussion of the materials was done through Google Meet. Meanwhile, WhatsApp Group was used to share the announcement or information which need fast response from the students.

Based on the response of the questionnaire, it was found that the students need more learning platform so that the teaching learning process become more alive. One of learning platform that could be developed was Instagram account. This platform is interesting since the students often operate social media. Therefore, it can be concluded that Instagram account for learning platform of writing text types need to be developed. The next step which was done is doing planning on how to develop the Instagram account.

b. Planning

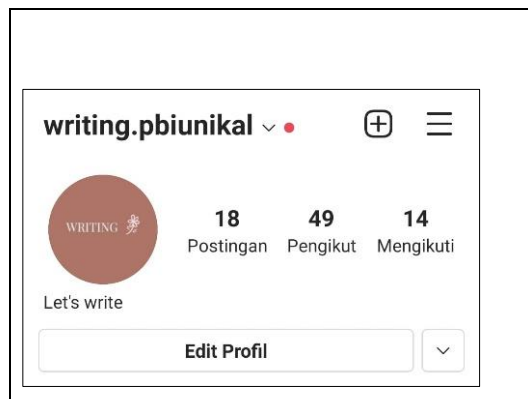
The next stage was doing planning. It covers the design of the Instagram account and its content. In designing the lay out, the researcher used Canva Application with the consideration that this application offers up to date design and it can be get for free.

Meanwhile, the content of the Instagram account was designed based on the learning outcome of Writing for Professional Context Subject which taught on how to write text types.

c. Develop Preliminary Form of Product

In this stage, the researcher designed the prototype of the Instagram account. The first step was making the name of Instagram account. It can be seen on the picture below.

Picture 1.
Instagram profile



The name of the Instagram account is *writing.pbiunikal*. The researcher gave the bio with simple description it is *Let's write*. Next, the researcher designed the profile picture using Canva Application.

Picture 2
Layout of Instagram feed

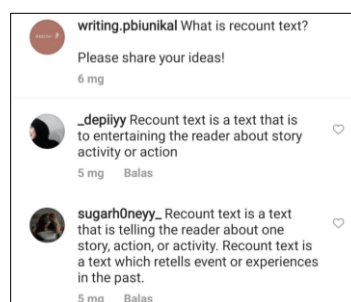


The features that were used in this Instagram account were Instagram post and Instagram TV. The post included the social function, the generic structure, the linguistic features, and model of the text. Besides, the researcher posted the quiz in this Instagram account, so that the students gave their comments actively.

d. Preliminary Field Testing

Preliminary field testing was done to the limited participant, they were the students who join writing for professional context subject. The lecturer asked the students to give comment on the Instagram account and discuss the material. This activity supports the students to learn the materials autonomously.

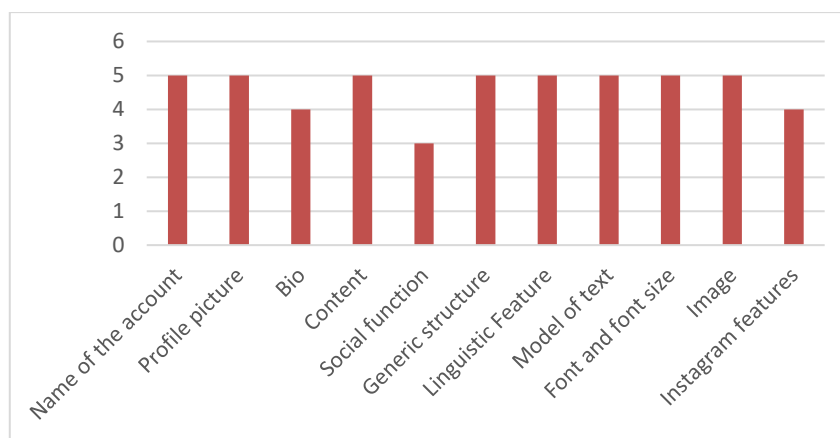
Picture 3
Students' comments on Instagram account



It could be seen that the students gave the comments to the question which was given by the lecturer in the Instagram account. The questions that were given to the students was about the social function of the text. On some other posts, the researcher delivered some question about generic structure and linguistic feature of the text.

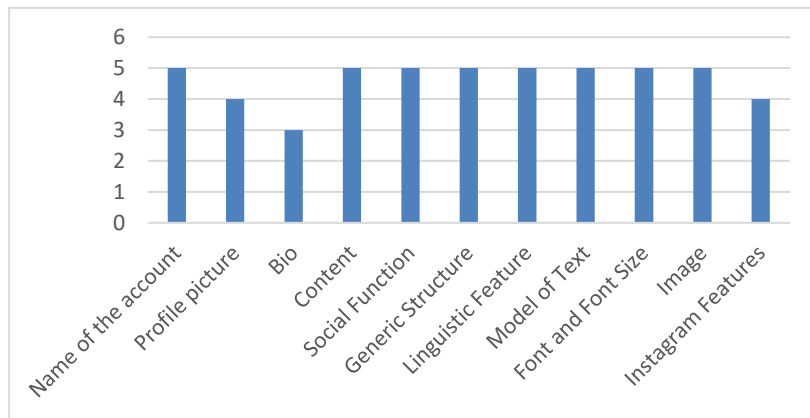
The researcher did not only conduct preliminary field testing, she also consulted the prototype to be validated by the expert. Below the description of the validation.

Diagram 3
Expert 1 validation



The diagram showed the validation of the product which was given by the first validator. It was known that the name of the account, profile picture, content, generic structure, linguistic feature, model of text, font and font size, and image, all of them were scored 5 (very good). Meanwhile, the bio was scored 4 (good) since the information was not detail. In addition, the social function was scored 3 (pretty good), it was because the social function was not directly stated on the caption. It was given on the comment. Therefore, the validator gave suggestion to the researcher for giving the explanation of the social function on the caption. In addition, the use of Instagram features was scored 4 (Good). This scored was given since all of the Instagram features were applied, except *reel*. That is why the validator suggested the researcher to use reel feature in this Instagram account.

Diagram 4
 Expert 2 validation

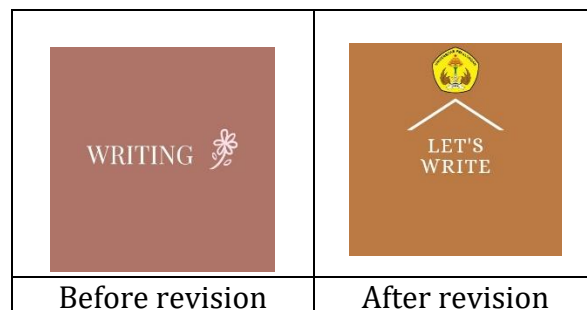


The diagram showed the validation of the product which was given by the second validator. It was known that the name of the account, content, social function, generic structure, linguistic feature, model of text, font and font size, and image, all of them were scored 5 (very good). Meanwhile, the bio was scored 4 (good) since the information was not detail. In addition, The profile picture was scored 4 (good), the second validator suggested to add the logo of Universitas Pekalongan on the Profile Picture. Moreover, the use of Instagram features was scored 4 (Good). This scored was given since all of the Instagram features were applied, except *reel*. That is why the validator suggested the researcher to use reel feature in this Instagram account.

e. Main Product Revision

The next step after getting validation from the experts, the researcher revised the prototype. The revisions were as below:

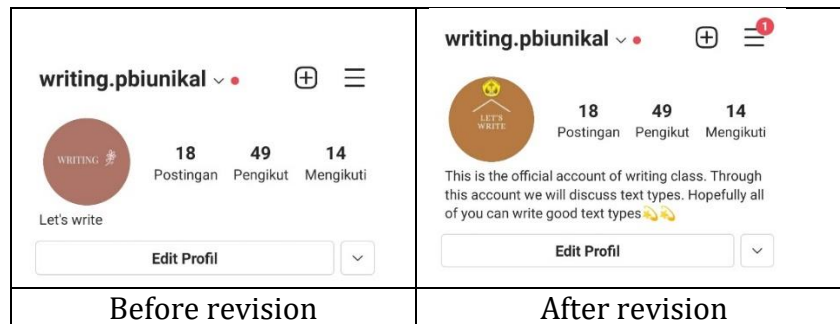
Picture 4
 Revision of profile picture



The picture showed the Instagram profile picture before revision and after revision. The profile picture was done based on the suggestion of the second validator. The validator suggested to add the logo of Universitas

Pekalongan.

Picture 4
Revision of Instagram Bio



The pictures showed the Instagram bio before revision and after revision. Before revision, it is written *“Let’s write”* on the Instagram bio. Based on the validators’ suggestion, it needed to put detail information on the Instagram bio. Therefore, the researcher added detail information about the content of the Instagram. The bio was revised as below:

“This is the official account of writing class. Through this account we will discuss text types. Hopefully all of you can write good text types.”

After giving the suggestion and validated the product, the validators gave the conclusion that the product of Instagram account can be used as a learning platform of writing text types with minor revision.

f. Main Field Testing

The product was ready to be used publicly, that is why this product was published on Instagram. The account was not set privately anymore, it was set to become a public account, therefore everyone can join to be a follower.

CONCLUSION

Teaching-learning process of writing in this COVID-19 pandemic was adjusted into distance learning. The platform which were used were Google Classroom, Google Meet, WhatsApp Group, and SIAKAD. However, this platform made the students feel reluctant. That is why, the lecturer conducted a need analysis on developing an Instagram account as a learning platform of writing text types. Based on the questionnaire that was distributed to the students, they stated their agreement to develop an Instagram account.

The researcher conducted Research and Development (R & D) using Borg and Gall Model. The steps were research and information collection, planning, develop preliminary form of product, preliminary field testing, Main product revision, and Main field testing. After giving the suggestion

and validated the product, the validators gave the conclusion that the product of the instagram account can be used as learning platform of writing text types with minor revision.

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