Students' Perception toward English Online Presentation on Instagram

Mazulfah[1*],
Eni Suriyah[2]
[1,2]Universitas Islam Negeri Salatiga,
Indonesia
*mmazulfah@gmail.com

ABSTRACT

This study has purpose to know students' perception of English online presentations on Instagram, its advantages and its disadvantages that are seen from students' point of view. A qualitative method was employed in this article. Observation, documentation, and interview are used to collect the data. There are ten students involved in the discussion. The result shows that students positively perceive English online presentations on Instagram. With presentation via Instagram, there are several advantages, including (1) it is neater; (2) no need to open other applications; (3) more concise; (4) easy to use; (5) all presentations and comments are stored securely. However, there are still some drawbacks to using Instagram for presentation, namely (1) not being able to contain all the material and explanations; (2) cannot use audio and video for presentation; (3) requiring a lot of internet quota and a sound signal; (4) students do not focus because they are distracted by other entertainment on Instagram; (5) too many questions; (6) access to Instagram is only owned by lecturers; (7) the audience takes a long time in responding; (8) confusing for some students who have this experience for the first time.

Keywords: english presentation, presentation on instagram, online learning.

INTRODUCTION

Student activeness in the classroom is important to keep building because they are the learning subjects. One way to do it is through a student group presentation (SGP). Presentations can be interpreted as sharing and transmitting knowledge among many people(Hanauer & Watanabe, 2012). The oral presentation is essential in university environment in language

teaching because verbal communication is suitable for the curriculum and gives students better skills in communicating professional knowledge to other professionals or non-specialists (Živković, 2014). By practising oral presentation, students integrate aspects of communication such Efficiently and accurately collect, analyze, and distribute scientific or technical information to specific audiences, etc. Therefore, the lecturer designed an oral presentation.

In designing students' oral presentations in the class, the teacher usually divides the class into several groups, and then each group will make a paper with a different theme and present it in front of the class. The presentation in the English Language Teaching or ELT class is done entirely in English. Most of the students present the material using PPT or PowerPoint. They think that PowerPoint slides are good to use because they can increase students' grades (Hafis, 2013). With PPT, the interaction and communication between students and teachers become more interesting, fun, and relaxed since the picture and animation feature can illustrate the lesson more objectively and in reality. It motivates students to be active in giving their opinion, idea, advice or suggestion and is easier for them to understand the lesson. Unfortunately, PowerPoint slides cannot be used in conditions where there is no electricity, so they cannot be used for teaching in class (Hafis, 2013).

Presentations are made online and do not use a projector and LCD as in face-to-face learning in class. In addition, besides using PPT and direct presentation, students can also use other methods, such as making video presentations using editing applications such as Powtoon (Oktaviani & Mandasari, 2020). Students can make video presentations so that their classmates better understand the material if the teacher allows and does not limit students' creativity, applications, and methods used. Students can also use online presentation applications such as Prezi, which is also effective as a learning and teaching tool (Ismail et al., 2017). The application of presentation to deliver material can help students understand the material, and students are more confident in using English during the presentation. The presentation also motivates students to speak English and learn to communicate with friends in English. On the other hand, students also learn to edit videos so that the materials can be understood by classmates. The presentation can be done online and offline (Wardhani, 2021).

Regarding this, many teachers implement online presentations using online platforms. This is also supported by the COVID-19 pandemic, which enhances the use of technology in online learning. When using video conference platforms, students can do oral presentations directly in real-time. The video conference platforms are Zoom, Google Meet, Microsoft Teams, and many more. On the other side, online presentation is rarely done orally when it is done through media's social platforms like What's App, Telegram, Instagram, and so on. Social media are web-based applications that allow users to communicate, collaborate, and share resources with others. In this

case, Instagram is used for presentation by utilizing the feed feature. They use Instagram as a presentation medium according to the directions and regulations of the lecturer. Instagram is a social network that allows users to take photos and videos and share them publicly or privately on Instagram, similar to other social media such as Facebook and Twitter (Handayani, 2016). In the MLT or methods of language teaching course, They were asked to form groups of four and each group created a PPT according to the materials provided by the lecturer**.** Before the day when the class takes place, the group that will present the material sends the PPT to the lecturer. Then the lecturer uploads the PPT in the form of an image on the lecturer's Instagram feed account that has been prepared for learning. This feed is accompanied by the class schedule in the caption and questions for each group member in the comments column. They did not present PPT orally on Instagram but there were so many questions in the comments column that the presenters had to answer.

Even though Instagram has become one of the social media to improve skills such as speaking (Azlan et al., 2019), listening (Aminatun & Oktaviani, 2019; Sitorus & Azir, 2021), reading (Putri et al., 2021; Sitorus & Azir, 2021), writing (Gunantar & Transinata, 2019), and vocabulary (Aminatun & Oktaviani, 2019), but online presentation in EFL class via Instagram is new. As the aim of the presentation is communication, especially for teacher and training faculty, presentation on Instagram cannot fulfil the aim of verbal communication because the feed Instagram that is used for presentation in this phenomenon only contain PPT slides or picture and text in the caption and comment box so that it is interesting for researchers to see how students' perceptions of this phenomenon. Researchers also dig what are the advantages and disadvantages so that it can be a consideration to keep the Instagram feed as a presentation platform. Presentation is applied in teacher and faculty training in universities linked to the curriculum. In schools generally, curriculum 2013 encourage students' activeness by doing presentation and active discussion meanwhile teacher has the role of facilitator. Presentation is possibly done every day in class, so the teacher should make sure that the material explained by students can be understood by others, the purposes of learning can be achieved, and the aims of implementing students' group presentation are fulfilled.

Perception is the process that precedes the perceptual process, the process of taking in an individual's stimuli through the senses, also called the sensory process(Saleh, 2018). The process of perception can be explained as follows. The object gives rise to a stimulus, and the stimulus hits the sense organs or receptors. It should be stated that the object and stimulus are different, but there are times when the object and stimulus become one, for example in the case of stress. The object as an object directly hits the skin, so you will feel the pressure. The stimulus process regarding the senses is a natural process or physical process. The stimulus received by the sense organs is transmitted by the sensory nerves to the brain. This process is known as a

physiological process. Then there is a process in the brain as the centre of consciousness so that individuals realize what they see, what they hear, or what they feel. The process that occurs in the brain or in the centre of consciousness is called a psychological process. So that the human ability to distinguish, classify then, and focus the mind on a thing and interpret it is called perception. Perception is part of the cognitive process. Cognition can be defined as an activity or process of acquiring knowledge, including awareness, feelings and so on, or an effort to explore something through one's own experience (Alizamar & Couto, 2016). Therefore it is important to see students' perceptions regarding the phenomenon.

"Presentation" is a very loose term. It includes everything from initial job interviews to retirement speeches, standard sales pitches to health and safety present ations, progress reports to project teams and court appearances. Includes one or more people speaking in front of an audience (Siddons, 2008). Class presentation or also called oral presentation is a term used to describe a teaching method in which students participate in a project to explore a topic and share their findings with the class (Widyastuti & Mahaputri, 2018). Student presentations are used in advocacy/advocacy, training, teaching and learning, information provision, and Assessment (Chivers & Shoolbred, 2007). In this research, students` presentation includes Teaching and learning, information provision and evaluation. Teaching and learning presentation content typically focuses on topics related to the course or module being studied. Student presentations are graded frequently and may be given a percentage of the grade that contributes to the module's overall grade and credits. According to Chivers & Shoolbred (2007), her eight advantages of presentations by students are: (1) participation in student-centered learning; (2) develop new knowledge and different perspectives on the topic; (3) Practice in a familiar environment/situation. (4) Gain confidence in speaking and presenting in front of an audience. (5) Improved module test scores. (6) Develop broad communication and presentation skills. (7) Preparing the skills needed in the workplace. (8) an exchange of roles and perspectives from the audience to the presenter.

The presentation should cover four basic aspects, namely: (a) a clear explanation of the idea, (b) explaining the idea, (c) the idea is supported by evidence and other sources, (d) a conclusion or restating the idea (Hamm & Dunbar, 2006). When students are making a presentation, they often take notes when presenting the material, and they feel nervous, vibrate and keep moving; students are stiff in delivering the presentation so that the presentation becomes boring, and they end the presentation with a lack of inspiration (Widyastuti & Mahaputri, 2018). When the teacher or other friends make a presentation using PPT, other students as the audience have a better performance than they are explained not using PPT and only using the blackboard (Gambari et al., 2015).

Instagram is a social networking service that can be used to share photos and videos. Instagram was created in 2010. Mike Krieger and Kevin Systrom are the main names behind the invention of Instagram (Holmes, 2015). It was designed for mobile use with the aim of allowing users to take pictures with their mobile devices and upload them "on the fly" through the Instagram app.Like most social media sites, Its purpose is to connect you with friends, family, colleagues and others with similar interests. Instagram was acquired by Facebook in 2012. Nearly a year after being signed by Facebook, Instagram hit the milestone of 150 million monthly active users.(Herman, 2014). When the site was first launched, young users between the ages of 14 and 25 were the main demographics (Herman, 2014). Instagram has a private message feature, tagged content with searchable hashtags that can post several photos or one video in one post, and a story feature, which allows users to share a feed that can be accessed for 24 hours (Carpenter et al., 2020). All of these features are also a way for users to communicate with other users, either privately in private messages or publicly in the comments column of feed posts. In each feed post, captions can be included with a maximum of 2200 text characters and a maximum of ten slides. These complete features and their famous among the youth generation make Instagram chosen as learning media by teachers.

The main reason why teachers choose Instagram for learning is to build an educator community or support network and collaborate with other educators to share ideas and content. Another reason is to communicate with students, families, or the school community and make the most of hashtags to ensure that shared content leads to other similar content (Carpenter et al ., 2020). For example, educators can use #teachfirstgrade to increase the visibility of their posts among other elementary school teachers who teach 1st grade.

Rashid et al. (2021) analyzed the advantages and disadvantages of Instagram as a medium for learning English from various sources, including journals. The advantages are flexible design, joyful learning experience, innovation, enable to maintain motivation, fun, effectiveness, and multifunction. While the disadvantages are that it causes addictive behaviour in students, distracts attention, and requires a lot of internet quota. Similarly to this, Akhtar et al. (2017) found that there were three challenges faced by students. First, students were distracted by celebrity posts and entertainment posts while attending classes and doing assignments on Instagram. Second, the challenge in terms of language. Students feel threatened to write English captions on Instagram for fear of being criticized if the English sentences they wrote were wrong. Third, privacy issues. Students do not want to expose their social media Instagram life to teachers or unknown strangers.

Akhtar et al. (2017) examine students' perceptions at university and their behaviour towards the use of Instagram in writing English. The results show that students have positive perceptions and see Instagram as a medium that can improve their writing skills, but they have moderate behaviour.

Instagram also has a positive impact on language learning in terms of the grades they achieve (Erarslan, 2019). Instagram features are perfect for bringing authentic English materials from native English speakers or verified accounts to students so that students can improve their English skills academically (Sitorus & Azir, 2021). This social media facilitates students to quickly read a short paragraph (Putri et al., 2021) and not read English texts that are so long as they are found in textbooks.

Although Instagram has been widely used as a medium in EFL classes, not many teachers have used Instagram as a medium for students to present the results of their group work. Lina (2021) describes the experience of lecturers in guiding Students in Group presentations through What's App which is also one of the social media. The step in the student group presentation is that first, the lecturer gives examples to students of how presentations are carried out in the What's App group, Warm-up, brainstorming, main course, cool-down, offer of the day (QOTD) and closing. The group also made a presentation based on the presentation method the lecturer did. Here the lecturer assesses student activity from the responses sent by students in the What's App group.

Compared to the previous study, the phenomenon of this research is a unique phenomenon since Instagram is used as a platform where students' presentation is done. There is still limited research discussing presentations on sharing photos and videos on social media platforms. Therefore theoretically, the result of this research can contribute to the gap by giving knowledge on how students perceive online presentations on Instagram, its' advantages, and its' disadvantages. The results also help the teacher to implement online presentations, especially on Instagram, better and improve the effectiveness of the online presentation.

METHOD

A qualitative research method is basically a method for the meaning or interpretation of phenomena or symptoms in both offenders and the consequences of their actions (Saleh, 2017). This research relies on in-depth interviews, observation, and documentation methods. Respondents were chosen randomly from 5th-semester students of English Education UIN Salatiga because the phenomenon of online learning on Instagram only recently happened in their class. There were ten students who were interviewed online via What's App. Ten students have fulfilled the requirements of the phenomenology approach. The interview is a semi-structured interview. Students answered the questions orally using voice notes and using text. The question given are:

1. As presenter, what do you think of having an online presentation on Instagram?
2. As a presenter, what makes an online presentation on Instagram different from an online presentation on others platforms?
3. What are the advantages of online presentations on Instagram?

4. What are the disadvantages of online presentations on Instagram?
5. Do you have any difficulties when presenting materials through an online presentation on Instagram? If any, what?
6. As an audience, when your friends are having a presentation, do you understand the material being presented on Instagram? Or do you have a better understanding of using other platforms?
7. Are you satisfied with the online presentation on Instagram if it is seen from the timing, explanation, and question and answer aspects?

Researchers did observations on Instagram accounts where the online presentation took place. The observation is done several times to get validity. From the observation, researchers wrote notes about how the learning process, how students' reacted to students' presentations based on their comments, and the role of the lecturer. This observation supports the result of the interview. The documentation is the complement of the interview and observation technique (Sidiq & Choir, 2019). Documentation in this research is in the form of non-formal documents such as presentation outlines and comments on Instagram, which then is saved in photo format. The analysis process is carried out using the theory of Miles & Huberman (2014): (1) Data display. All collected data is displayed. (2) Data reduction. When presenting all collected data, researchers divide and classify based on the research purpose. 3) Drawing conclusions and verification. Researchers conclude the result and recheck that all the data collected are valid.

Picture 1:
Qualitative Analysis of Miles and Huberman
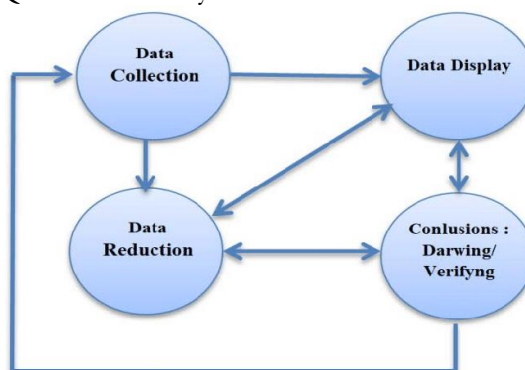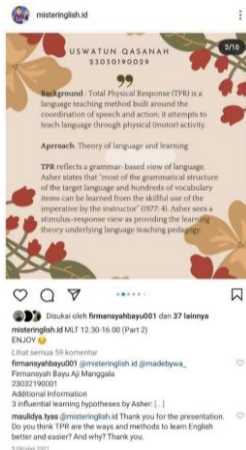
FINDINGS AND DISCUSSION

Findings

Through observations and documentation carried out on Instagram, these are how students' presentations through Instagram look like:

Picture 2:
Students' Presentation on Instagram

Picture 3:
Students' Presentation on Instagram

Picture 4:
Students' Presentation on Instagram

Picture 5:
Questions, Answer, and Discussion Session

At first, the lecturer posted the slides from the presentation group by including the class and lesson hours in the caption. Students are given 1-2 hours to read and understand the material. Then they are required to ask and respond as a sign of attendance. Furthermore, the lecturer provides

comments that other students can ask each student who is presenting. Discussions were conducted using English, but when students had difficulty using English, they were allowed to use Indonesian.

The paragraphs below describe the results of interviews with ten students of English education at UIN Salatiga who have experienced presenting the results of group work via Instagram. One (S1) out of ten students believes that Instagram is not good for presentation, while nine students agree that Instagram is good for presentation media. Their responses regarding presentation on Instagram are:

S1: "For me, I don't like using Instagram for presentations in class. For a presentation that is not done face-to-face, even online, such as using Zoom media and Google Meet, it is better to use the What's App group because the response from the performer and audience can directly ask questions and give explanations via voice notes. Less efficient when using Instagram."

S2: "I think presentations using Instagram are more interesting because many children are now using Instagram. Using Instagram is also not too monotonous like using WA, google meet or zoom. And also creative because you can use social media for learning media, not only for entertainment."

S3: "I found presentation quite interesting using Instagram because it was the first time for me."

S4: "In my opinion, participating in learning English in the form of a presentation through Instagram is so much fun. Because the slides presented can be organized and there are supporting features that make it easier for us to handle presentation such as the use of multi-slides, comment box, and the Instagram story feature in the form of asking opinions and polls."

S5: "This is my first time presenting online using Instagram, so I was a little confused at first, but over time I think it is easier."

S6: "This is a new innovation that is being widely applied, especially among students. With presentation via Instagram, students are expected to be able to use social media not only for entertainment, but also for education. "

S7: "In my opinion, presentations using Instagram are anti-mainstream; yes, we usually present using meet, Zoom or through What's App groups. But this is different from the others, namely using Instagram; I think this is a very interesting and fun presentation via Instagram."

S8: "I think it is very easy for presenters to present via Instagram. However, this is also difficult for presenters because they have to answer questions from all students in one class. We don't need to explain more about the material because the material already has a complete explanation in written form on the slide."

S9: "My presentation style feels trendy and accessible."

S10: "In my opinion, presentations via Instagram are quite effective because Instagram is an application that is often used by teenagers, especially students. And students' interest in using Instagram is quite big, so presentations using Instagram are considered more effective and also more current than our presentations using other media. The likes and comments feature are quite helpful in creating content based on social media so that educational content is better done in modern media, which is often used by teenagers, especially students."

Students consider presentations on Instagram to be interesting things. This makes students more enthusiastic about following the lesson. Compared to the platforms they've used for presentations, here are the advantages of Instagram for presentations based on their opinion:

1. Neat. These are said by S2 supported S3, which says*, "images and comments are separate for easy reading". S8 added, "It makes it easier for students to make a presentation and control the course of the presentation."* This was stated because there were only two sessions, namely, students understanding the posted material and asking questions in the comments. That way, the presenter can easily see the feedback given by friends through the comments column. S4 says, *"The comments can be grouped by name. So we know that if there is a question or feedback, it is addressed to whom. Or you can also tag a friend's Instagram account to answer and provide questions or criticism suggestions."* No need to open another application during the presentation. S3 said, *"become more focused because you don't have to open other applications.* Explanation slides and questions are in one app." Usually, when students make a presentation using What's App group, they have to open PPT files with other applications such as Microsoft Office and WPS, so they have to repeatedly open What's App group and open PPT file applications at the same time.
2. More concise. S7 and S5 explained, *"The presentation on Instagram is more concise because the presenter only explains through PPT slides and doesn't need to explain again using text and audio. Posting material is then understood by other friends. Only if there are questions can be written in the comments column."*

3. Instagram is easy to use, easy to access, and flexible. S8 and S9 agree that Instagram is easy to use and easy to access. S8 explained, *"As a presenter, it is also easy to answer every question because the time is long, exceeding the hours of related courses."* So that the time to understand the material and discussion is longer, S10 added, *"many students definitely have Instagram and are familiar with Instagram and its features."* S6 said, *"There are various features that are not boring on Instagram and are very minimalist but have provided effectiveness in their use for education.*

4. Can view previous presentations and minutes. S10 said, *"We can see the previous presentation and see comments from friends, which are not only questions but also provide additional knowledge. That is very useful. Usually, when we present using other media, there are often no minutes or results of discussions, but on Instagram, it is always there and will never be lost unless it is deleted by the account owner. So the track record is safe and recorded or notified automatically."*

The disadvantages of presentation on Instagram are:

1. Not all materials able to be delivered. S1 said, *"This presentation only uses PPT slides posted on the feed, so all material cannot be explained in PPT."* Master said, *"In 1 group, there is a maximum of 10 PPT slides because the Instagram feed contains a maximum of 10 slides. Sometimes there is a group of friends who make more slides than specified. So that when posted on the Instagram feed, not all the material is uploaded."*

2. Unable to explain the material using audio and video. S1 stated, *"because if all the explanations of the material are included in the PPT, we as presenters feel that there is no totality in explaining because the audience only reads. Can't use VN."* S4 complained, *"And there are no additional voice notes in each slide, so our brains have to work two times to understand the material."* S9 chimed in, *"Commenting can be done easily but cannot comment in other forms (images, audio, gifs, or others) can only express arguments through text and emoticons."* S10 also said the same thing as S9 and explained the consequences *"so there was some miscommunication because the comments the audience read had a different tone/ intonation from what the presenter expected."*

3. Instagram requires a large quota of power, and signal constraints are a problem for students. S2 said, *"Sometimes when it rains, the signal is interrupted, so it takes a long time to load to open Instagram."* S3 adds, *"requires more internet quota when compared to What's App."* S4 also agrees that the internet quota needed to open Instagram is big. He said, *"Instagram is famous for its big data usage, so the quota can run out quickly and is less effective because*

I, as a presenter, can't stay too long in this application to save on data packages. And a waste of money. The quality of the uploaded image is reduced so that it can be broken and less clear when read. The problem I'm having is the signal sometimes crashes, and the app sometimes exits on its own." S7 added that *"students whose internet speed is less stable will encounter obstacles during the presentation."* S8 also said the same thing.

4. Students are distracted and become unfocused in class. This is in accordance with what S6 said: *"If used continuously, it may not train students' concentration because on Instagram there is not only learning but also news or current events, making students not focus between education or social media."*

5. Too many questions in the comments make it difficult for the presenter. S8 stated, *"I had a little difficulty answering the audience's questions because one class was asked all of them. So you have to try to answer those questions yourself."*

6. Access Instagram only from lecturers. S1 said, *"Instagram access is only from the lecturer, so when I want to open a class earlier, I can't have to wait for the lecturer to open the class and post it on Instagram. We can't ask friends to join the class. Only limited to Q&A in the comments."*

7. Old audience response. As S1 said, *"the audience's response took a long time to respond immediately."*

8. Confused for the first time about making a presentation on Instagram. This is experienced by the S5.

At the end of the interview session, students were asked whether they understood better if the material was presented through Instagram compared to other platforms, eight out of ten said they did not understand and chose the presentation to be done through other platforms that can include audio, images, and videos when presenting. Only two students stated that they understood the material presented via Instagram. From the question of whether they were satisfied with making a presentation on Instagram and understanding the presentation as an audience, four students were not satisfied because they saw the weakness of the presentation on Instagram, while the other six were satisfied because of the flexibility of time.

Discussion

The students admitted that doing online presentations via Instagram was a new experience for them. They usually make presentations through the What's App group, Zoom, and Google Meet. The material they presented

was in the form of PPT slides, voice notes/audio, and explanatory text when using platforms other than Instagram. In this presentation, there is a longer step, as Lina (2021) explained, particularly warming up, brainstorming, the principle course, cooling down, giving a quote of the day (QOTD), after which closing.When using Instagram, presentation steps they do are different from before. They only use PPT slides. The presentation step is also short, namely understanding the material where the lecturer posts PPT slides on Instagram and students read and understand the material, then a question and answer session and discussion in the comments column. The rest of the info is conveyed in the What's App group.

On average, student has a positive perception of presentations on Instagram. These results support Akhtar et al. (2017) that students have a positive perception of the using Instagram to learn English. The use of Instagram as a medium for presentation is innovative (Rasyiid et al., 2021) and rarely done by other lecturers. In line with Putri et al. (2021), they find it fun and interesting. Instagram is also easy to use because students have been using it for a long time and are familiar with its features. Presentations on Instagram that are being liked by young people make learning trendy and keep up with the times, not being fixated on traditional methods and other existing methods. Because students like the platform, it can improve their mood to study. Rashid et al. (2021) also found Kurniawan & Kastuhandani (2016) if the use of Instagram can maintain learning motivation. Instagram is said to be an effective tool in language learning (Erarslan, 2019). They also rate Instagram as effective for presentations. With this experience, they learn that social media, especially Instagram, can be used for education, as was found by Erarslan (2019). Sitorus & Azir (2021) rate Instagram as effective for presentation. With this experience, they learned that social media, especially Instagram, can be used for education, as it was found.

The advantages of Instagram compared to other platforms for the presentation were explained by students. First, it's neater when presenting using Instagram. The word neat means that explanations and questions do not overlap and sink. The material is in the feed, while the questions are in the comments column. The lecturer writes down four comments on the names of the students who are presenting. The lecturer's comments are answered with questions that are asked according to the name written by the lecturer. Presenters can immediately answer questions with the 'reply' feature. That way, the questions and feedback are easier to see and link to each other. Second, there is no need to open another application. When reading material

and presenting, students do not need to open PPT with other applications, open audio with a voice recorder or music player, and use google translate to interpret English sentences. This is because they only need to read the material in the feed and discuss it in the comments. Third, it is more concise because the presenter does not have to explain the material using audio or video, which takes a long time to make. The presenter simply makes a PPT from the material. Fourth, Instagram is easy to use, easy to access, and flexible, as analyzed by Rasyiid et al. (2021). Instagram is the most frequently accessed social media by students (Erarslan, 2019), so it is easy for them to use it for education as well as for entertainment. The time and place are also flexible to open Instagram; especially the lecturers give more time for students to understand and discuss the material. Fifth, the presentation slides posted on the Instagram feed and the discussion in the comments column will not disappear unless the account owner deletes them. Students will always be able to open and find PPT slides in a semester, and they are not lost or cannot be downloaded. This makes it easier for students to learn because they can see questions and answers again without fear of missing comments as the chat is deleted in the What's App group.

Besides the advantages, they say there are disadvantages to using Instagram for presentations. Not all presentations can be delivered. Students can only use PPT slides to explain. They could not explain the material more deeply and in detail. This is because the presentation is done in a feed, and the feed is limited to 10 slides or images. In fact, what they wrote on the PPT slides were just the points, not the whole explanation. They cannot use audio and long text to explain. Moreover, if one group makes a PPT of more than ten slides intended for more explanation, not all slides can be uploaded because the maximum limit is only ten slides. However, this presentation model reduces fidgeting, jiggling or swaying when students are presenting directly in front of the class. (Widyastuti & Mahaputri, 2018). However, the text-based presentation alone is not able to achieve presentation goals, especially oral presentation skills and stated objectives Widyastuti & Mahaputri (2018) That the students's presentation changed into selected with the aid of using the instructor to decide pupil understanding, know-how and development in modules, and essential ranges in instructional and vocational classes. Questions asked by other friends also cannot be responded to verbally, but only text and emoticons as Carpenter et al. (2020) state Instagram to be a more text-based platform that likes to be used to hold ongoing   discussions or   statements that are out of context and

misinterpreted. Another drawback is that Instagram requires a lot of internet data and a good signal to open it. If the signal is not good, then the images and videos displayed are of low quality. Weak signals also prevent presenters from providing feedback on questions because there is a possibility that feedback/comments are not sent. Even though Instagram is preferred as a platform for learning, students can easily find entertainment and other things on Instagram that are not related to the class, which ultimately disturbs their concentration. Educators find popular photos, videos to be a distraction from the idea under consideration (Carpenter et al., 2020). They can just open the reels feature to view short entertainment videos, view the story feature to see stories shared by friends, and so on that aesthetically pleasing. When attending class, students must ask questions as a sign of attendance. All students have to ask questions, and this makes it difficult for the presenter to answer so many questions. If during a presentation using other platforms, the question and answer session only allow two to three questioners, in a presentation on Instagram, each group member can answer up to fifteen or more questions. Access to open classes is only owned by lecturers, so students cannot start classes first when it is time for lessons to start. This is because only lecturers have access to upload slide images on the Instagram feed used. They find it difficult to invite friends to join and are less interactive, so the audience's response is not as fast as when presenting using other platforms. Confusion also occurred to some students who experienced this for the first time with such a different presentation model.

CONCLUSION

Instagram as presentation medium is innovative, interesting. Supporting Putri et al. (2021), students have a positive view of this even though, in terms of the material, they do not understand and are not satisfied. With presentation via Instagram, there are several advantages, including (1) it is neater; (2) no need to open other applications; (3) more concise; (4) easy to use; (5) all presentations and comments are stored securely. However, there are still some drawbacks to using Instagram for presentation, namely (1) not being able to contain all the material and explanations; (2) cannot use audio and video for presentation; (3) requiring a lot of internet quota and a good signal; (4) students do not focus because they are distracted by other entertainment on Instagram; (5) too many questions; (6) access to Instagram is only owned by lecturers; (7) the audience is old in responding; (8) confusing for some students who have this experience for the first time. The researcher

suggests that further research be conducted to explore other features of Instagram as a learning medium.

Researchers suggest future research use quantitative methods to see how effective Instagram is when it is used for presentation. It is hoped teachers can see from many perspectives and then compare and see its effectiveness before deciding on media to conduct a class. Complex features of Instagram need to be explored by other researchers in order to give specific information.

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