

# CHAPTER I

## INTRODUCTION

### 1.1 Research Background

Challenges and opportunities abound in the teaching and learning process of the 21st century, especially when it comes to teaching EFL students, the rapid technology development changing the way we live including in the teaching and learning process (El-Dairi & House, 2019). Teachers are required to provide a learning process that allows the students to build their competence and flexibility which is expected to be a success in the 21<sup>st</sup> century. Moreover, the process of learning becomes more student-centered which focuses on developing Communication, teamwork, critical thinking, problem solving, and creativity and invention are all examples of 21st century abilities. The use of technology in the teaching process can help teachers and students to create a learning environment that develops the necessary abilities needed in the 21<sup>st</sup> century (Parra, 2013).

Black (2009) explained that English language learners need activities based on new technology and symbolic forms that provide them opportunities to develop their language skills and digital literacy in the 21st century. She added that utilizing technology's facilities such as instant messaging, social networking, digital storytelling, and media redesign are helpful in teaching and learning English. Therefore, students can creatively deal with popular culture and text products so that students can communicate in online spaces by mixing text, images, and sounds.

According to (Gonulal, 2019), a learning process is combined with a technology called Mobile Assisted Language Learning (MALL). Kulkulka-Hulme (2009) defined MALL as language learning activities that are done through mobile

devices anytime, anywhere without time or distance limitations. Moreover, social networking, such as Facebook, Twitter, and Instagram recently belonged to MALL which is one of the web-based which are used to communicate in society (F. Handayani, 2017). Social media becomes an alternative way to communicate with others. Several social media exist to help people to communicate such as Instagram, WhatsApp, Twitter, Line, TikTok, Facebook, etc. (Kamp, 2018) explains there are over 3 billion social media users around the world, increasing more than 13 percent every year. (Kamp, 2018) stated that Instagram users upgrade every year since the features provided by Social Network Sites SNSs eternally develop. Social media gives the user a chance to share experiences and information and make friends with people around the world. People love to spend their time checking and sharing information through words, pictures, and videos on social media. The improvement of social media nowadays made people love to spend their entire time using social media (F. Handayani, 2017).

Since social media is familiar to almost all students, social media might be used as a tool in the learning process, especially in the pandemic situation like nowadays. It is supported by Lederer (2012) that social media can be used as an educational tool. (F. Handayani, 2017) also stated that lectures can use Instagram as a tool in teaching activities creatively. One of the activities that can be done by using Instagram is developing students' writing skills. As a famous social media, Instagram gives the user a chance to share their picture, video, feeling, and opinion of any moments in their life which may let the user uses their writing skills.

Instagram is a popular photo-sharing app on the internet which was launched in October 2010. Due to Instagram's features, which allow the user to post photos and

videos, the number of users on Instagram increased rapidly. According to (F. Handayani, 2017) the writing problem was found by the students because they have a lack of time for writing practice. To help the students to develop their writing skills, (Pujiati & Tamela, 2019) stated that students' motivation and English proficiency both benefit greatly from the use of Instagram. Writing is one of the English skills needed in learning English as a foreign language. Through writing, students may learn to express their ideas and feelings. Even though students learn and train their writing skill in the classroom, they still find difficulties when practicing their skill Yunus and Chien (2016). This thing happened because they have limited time to practice. Furthermore, teachers do not have enough time to pay attention on each of students' level in acquiring the writing skill. To solve this problem, students can use Instagram features to practice their writing skill more than they can do in the classroom (F. Handayani, 2017). Previous researches have shown the importance and effectiveness of using social media in learning English. First, (Alghizzawi et al., 2019) stated that YouTube, Twitter, and Instagram found the impact of social media in learning English on university students. Besides that, Mondahl and Liana's (2014) also found that social media can be used as a medium to facilitate students in collaboration, and problem-solving in learning English as a foreign language. Previous research suggested to do another research from another setting because their research results could not be generalized to all university students.

Several Instagram features can be used such as Instagram's photo content; this part displays the user's photos. If the viewer clicks the photo, it will show the photo larger and show the photo's caption. The user can utilize the caption section for practicing their writing skill. After that, users also can use the comments

sections and direct messages to practice their writing while they interact with the other users. (F. Handayani, 2017), stated that teachers should utilize those features in the classroom. Krist (2016) supported it by stating that Instagram can be a good educational tool in this modern world which may help lectures create a unique, interesting, and insightful learning process. By using Instagram, learners have a chance to exchange opinions, information, and point of view on different topics. They may do the discussion through the comments space.

Previous studies showed that Instagram encouraged students' engagement in five ways called; enabling students to become more actively involved in the learning process, providing a new learning atmosphere for students, providing more targeted readers, enabling interaction and collaboration between students, and giving the students opportunity to choose their suitable learning style during the writing process (Prasetyawati & Ardi, 2020). Others have been conducted and shown the advantages of Instagram as an online learning medium during the recent situation of pandemic covid19. The study showed the students can understand grammatical, tenses, etc. the other benefit mentioned is that the students' confidence in writing can be built through writing some English sentences in the caption section (Bestari et al., 2020). Based on the previous study can be concluded that Instagram is one of the social media that has been used in the learning process. Moreover, it is supported by early interviews conducted by the research that found Instagram is applied as a learning medium in teaching academic writing in the 3<sup>rd</sup>-semester of English Language Education (ELE) class in Universitas Pendidikan Ganesha in the academic year of 2021/2022.

Even though several studies have been conducted related to the use of Instagram as a learning media, none of them investigate students' perceptions of it. Meanwhile, according to Santosa (2020), Instagram provides more alternatives to both pupils and teachers to create meaningful and effective teaching and learning process. Pupils may learn English anywhere and anytime by using Instagram. Besides that, every individual may have a different perception of something (Robbins & Judge 2013). There is a possibility that each student has a different perception of Instagram as a learning medium for learning English. Thus, this study aims to investigate students' perceptions of the use of Instagram as an English learning medium in academic writing courses autonomously. The study focuses on the investigation of students' perception of Instagram as a learning medium in academic writing courses autonomously. The subject of the study was English Language Education students who are utilizing Instagram in their academic writing learning process. In this case, 3rd semester students of English Language Education (ELE) at Universitas Pendidikan Ganesha.

### **1.2 Problem Identification**

The problem of this study appeared because of a phenomenon of the use of Instagram as the learning medium in the academic writing courses in the 3<sup>rd</sup> semester of English Language Education at Universitas Pendidikan Ganesha. Meanwhile, Instagram is a platform that is used as a medium to share photographs and videos on mobile in daily activities (Ghamdi, 2018). Those problems become essential to be reached in order to know how the EFL students' perception when they use Instagram as their learning medium in their Academic writing course.

### **1.3 Limitation of the problem**

This research was limited for EFL students at Universitas Pendidikan Ganesha. The focus of this research was to know about EFL students' perception on the use of Instagram as a learning medium in their academic writing course.

#### **1.4 Research Questions**

1. How do EFL college students perceive Instagram as an English learning medium in academic writing course?
2. What are the strengths and weaknesses of Instagram as an English learning Medium in academic writing course?

#### **1.5 Research objectives**

Based on the research problem and research questions above, there are two objectives of this research as follows:

1. To determine EFL students' perception on the use of Instagram as a learning medium in academic writing course.
2. To describe the strengths and weaknesses of Instagram as a learning medium in academic writing course.

#### **1.6 Research significances**

This research is expected to make a useful theoretical and practical contribution to students, lecturers, and other researchers.

##### **1. Theoretical significance**

The result of this research was expected to contribute to the development of knowledge about the use of Instagram as a learning medium in academic writing courses.

##### **2. Practical significance**



This research is expected to make a useful contribution for students, lecturers, and other researchers.

### 2.1 EFL Students

The result of this research is expected to help the EFL students at college-level in order to consider Instagram as a learning medium for learning English in academic writing course.

### 2.2 EFL Lecturers

The outcome of this research is expected to help the lecturers in considering Instagram as a medium for teaching English in academic writing course.

### 2.3 Other researchers

In conducting this research, the outcome could be a reference and support to the other researchers in order to conduct similar research related to the learning medium in academic writing courses in the future.

## **1.7 Research scope**

This research used a mix-method that was conducted at Universitas Pendidikan Ganesha, especially for the 3rd semester of English Language Education students in the academic year of 2021/2022. This research was conducted to investigate students' perception on the use of Instagram as a learning medium for academic writing course.

