THE USE OF INSTAGRAM IN TEACHING WRITING DESCRIPTIVE TEXT: A CASE STUDY IN AN INDONESAIAN PRIVATE SENIOR HIGH SCHOOL

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Abstract

Teaching writing can be both challenging and fun. Using Instagram as a medium for descriptive writing makes it easier for teachers to create engaging learning experiences. This convenience helps teachers achieve their learning goals in the classroom. The aims of the study were to investigate the teachers strategy in teaching descriptive text using Instagram, analyze the students' descriptive text produced by the students when the teaching strategy is implemented, and find out the students' response toward the teachers strategy in teaching descriptive text using Instagram. Researchers conducted qualitative research using a case study design. Two English teachers and 25 students from SMATQ Taman Cinta Al-Qur'an Barito Kuala, South Kalimantan, participated in the study. Data were collected using semi-structured interviews, classroom observations, and documentation.The findings reveal that teachers used sensory strategies, figurative language, and vivid words to teach descriptive text through three processes: pre-teaching, while-teaching, and post-teaching. Resulting in increased enthusiasm and motivation among students. Assessments showed a significant improvement in average scores, from 70 to 80. Students also enjoyed writing descriptive texts and found Instagram to be an appealing platform for learning, as it increased self-confidence and made ideas more cohesive.

Keywords: Instagram; Teaching Writing Strategies; Descriptive Text

INTRODUCTION

Writing is essential for a successful academic career, but teaching students to write and practicing written critique can be challenging. According to Algomoul (2011), one of the four most crucial language skills that students frequently lack is writing. Many English teachers are concerned about their students' writing abilities. They believe that only 5–10% of students can write clearly enough. Writing is a concept-based activity that requires identifying ideas, deciding how to effectively communicate them in written form, and developing ideas into clear phrases and paragraphs (Nunan, 2003). Writing can be difficult for students to improve their abilities because it is an indirect form of communication. Students must have the ability to write correctly and with a well-thought-out structure so that other students can read their written essays. Writing skills, according to Heaton (1975:135), are intricate and often hard to teach because they require not only grammatical and linguistic skills but also mental equipment. This is congruent with the researchers' first observations based on interviews and observations done at SMATQ Taman Cinta Al-Qur'an Barito Kuala, South Kalimantan. Students have problems in the process of learning to write descriptive text. Therefore, media is needed that can motivate students in the process of learning and can be used outside of class hours. One of the right media for what is used is Instagram. Teachers' teaching strategies are also less diverse. Teachers usually use lecture approaches without applying effective learning strategies. This is consistent with Novariana et al. (2018)'s belief that writing activities have two types of challenges: internal problems and external problems. Any obstacle relating to the student's knowledge is considered

an internal problem. The creation of ideas, the organizing of ideas, and the use of language, terminologies, and structure are all difficult aspects of writing. External influences are issues that arise outside the author's context. External issues such as weak writing abilities, a lack of time, a lack of practice, teacher feedback, and so on are examples of problem variables.

The relevance of technology as a medium for teaching and writing was recognized. Arsyad (2011: 15) states that teaching methods and media for learning are crucial to the teaching process. Corresponding to this, Partnerships for 21st Century learning in the Technical Domain (Nurhayati, 2016:623) advocates that students should have skills, knowledge, and abilities in the technical domain. Instagram is one of the media sources that can be utilized to address the information requirements of students. Instagram is a well-known social media platform where people may share photographs and messages. According to We Are Social, up to 53 million Americans have an Instagram account. Discover the intriguing role of media in the learning of various language abilities, including writing abilities. Nurgiyantoro (2001: 296) mentions that writing is one of the most difficult aspects of productivity that has a direct relationship to language production in comparison to the other three language abilities. Instagram is considered one of the most effective media sources because it is appropriate for uploading images or videos. Herman (2014) states that "using descriptions is crucial to the successful posting of photos on Instagram". This is the manner in which students describe the medium of Instagram in terms of description. As defined by Salomon (2013), Instagram is a type of technological literacy that supports classroom instruction and increases student progress. In the research of Dewi and Salam (2018), students who learn through Instagram are more willing to increase their learning time through other educational activities; however, with inadequate time in the classroom, this is not necessary for efficient learning. In a previous study by Purwandari (2017), found that the educational outcomes of students who employed photo media to write narrative texts were significantly different than those of students who didn't utilize photos. The findings of the investigation demonstrated that utilizing Instagram's photos was very beneficial in enhancing students' abilities to describe things. Zidny (2017) documented a research study that utilized Instagram to enhance students' writing abilities. The research, materials, and tasks associated with implementing planned actions were all designed with a type-based approach and were provided by Instagram. In her study, Soviyah (2018) examined whether Instagram is effective and appropriate for usage in an ESL classroom, particularly when students are striving to compose descriptive prose. In a review of the outcomes for the present investigation, experimental students who received Instagram therapy as part of their regular education performed better than students in a control class who did not use Instagram.

Previous investigations have revealed that the research gap on Instagram as an instructional tool is restricted to learning approaches. This is evident in the manner in which teachers transform planned activities into practical applications that lead to the attainment of learning goals. Although some researchers such as Purwandari (2017), Zidny (2017), and Soviyah (2018), have previously studied the process of learning to write via Instagram, there has been no research dedicated to the implementation of writing strategies specifically associated with the use of Instagram media, particularly descriptive written passages. This investigation studies the manner in which strategies are employed by teachers when teaching writing through Instagram. It also looked at how Instagram is being used in writing classes and what students think about using Instagram in writing classes. This study adopted the descriptive writing method proposed by Spencer (2005).

METHOD

This research adopts the case study method. A case study is a type of qualitative research that takes a specific individual or group of people as the object of study to understand phenomena

related to the experiences of the research participants, such as behavior, motivation, perception, action, etc. According to Cresswell (2013), the type of study puts more emphasis on the process of conducting an in-depth investigation of an event or action. This case study employs the following steps: creating a comprehensive case study, specifying the research question, selecting an appropriate case, selecting data collection and analysis techniques, preparing for data collection, collecting data, analyzing data, and preparing for use in preparing research outcomes. The researchers conducted the current study at a high school in the district of Barito Kuala, South Kalimantan. The researchers conducted the study for a month, or about four weeks.

The participants in this study are two English teachers and 25 students of SMATQ taman Cinta Al-Qur'an became the research subject as they could provide information and data to complete the research project. The researchers conducted one-on-one interviews following the interview guidelines in order to obtain more detailed information needed for this study with teachers and students. Classroom observations were also conducted using observation sheets. Researchers observed how teachers applied strategies when using Instagram to teach descriptive writing. Submitted notes serve as documentation of data collection techniques.

In this study, researchers used triangulation. The purpose of triangulation is to improve the accuracy and validity of results. Data source triangulation is used as a data validation technique (Creswell, 2012; Miles et al., 2014). Additionally, study participants double-checked their findings to ensure data accuracy. Researchers called subjects and asked if they agreed with what they said, which was summarized in an interview summary (Creswell, 2014).

The data analysis used by researchers is based on the model developed by Miles, Huberman, and Saldana (2014). In the data analysis paradigm of Miles, Huberman, and Saldana (2014), the stages of data condensation, data presentation, and discovery and validation have all been completed. The first is data condensation, where the researcher selects, clarifies, focuses, and modifies data from interview transcripts, classroom observations, and collected field note data. In this study data condensation was carried out by direct observation and interviews with local teachers and students, to obtain selected and simplified data.

Based on the collected data, the researcher looks for trends, facts, and issues that throw away data he deems unnecessary while writing more important content. After presenting the data, the researchers presented data going through the condensation phase. Researchers use this to gain a better understanding of the issues identified in their investigations before moving on to the next stage. The research team has completed the collection of information on the implementation of the teaching strategy of writing descriptive texts via Instagram and can now present and discuss the results of direct observations and interviews in detail.

Drawing and checking conclusions was the straw that broke the camel's back. This is the last step after the data compression and display operations are done. These results support the investigations conducted. The researchers completed the process after being provided with data on teachers' implementation of instructional strategies for writing descriptive text using Instagram. The data is thoroughly checked and verified by researchers to ensure it is accurate, reliable, well-founded, and valid.

RESULTS AND DISCUSSION

Results

The following presentation is the results of findings based on the results of the interviews conducted with the English teachers, the students, and classroom observation. To answer the first research question "How is the implementation of teacher's strategies in teaching writing

of descriptive text using Instagram?". The researchers found the findings from interview with teachers and students and also classroom observation. It can be seen in the following table.

Table 1. The Results of Finding to answer RQ1

Data Collection Method	
Interview	**Observation**
Both English teachers at a school enjoyed using Instagram to teach descriptive writing. They used features like photos, captions, hastags, and exploring to create creative learning environments. Teachers brainstromed and mind-mapped activities, arranging ideas into good writing. Students revised their work before uploading the final results on Instagram. Instagram can be beneficial for creating engaging learning environments and avoiding spelling and grammatical errors.	Based on observation data, it can be said that teachers at SMATQ Taman Cinta Al-Qur'an used the SFV model strategy in teaching descriptive texts using Instagram with three teaching activity processes; pre-teaching, while-teaching, and post-teaching. Teachers encourage students' interest before starting lessons in order to prepare for other subjects, which are usually mastered before starting English classes. Students in the course contribute ideas. The teacher brainstroms and starts mind-mapping. The teacher explains descriptive material in class so that students can understand how to create short descriptive texts based on descriptive elements and how to examines the structure as a whole. The teacher executes the teacher's clear sensory details, pictures, and word during the writing stage. In the most recent advanced lesson, the teacher asked students to submit their assigment via Instagram. After that, the teacher discusses the topic again and asks closing questions.

Based on findings from interviews and classroom observation, it can be concluded that English teachers at SMATQ Taman Cinta Al-Qur'an used Instagram to teach descriptive writing, using features like photos, captions, hashtags, and exploring to create creative learning environments. They brainstormed, mind-mapped, and main-mapped activities, arranging ideas into good writing. Students revised their work before uploading the final results. The SFV model strategy was used with three teaching activity processes: pre-teaching, while-teaching, and post-teaching. Teachers encouraged student interest, provided clear sensory details, and asked students to submit assignments via Instagram.

To answer the second research question "How is the descriptive text produced by the students when the teaching strategy is implemented?". They can be interpreted as follows:

Table 2. The Results of Finding to answer RQ2

Data Collection Methode	
Interview	**Observation**
The succes of a student's learning pattern is determined by the assessments of the first and second teachers. The writing evaluation stage involves preparation, implementation, and follow-up. Regular teaching of descriptive writing via Instagram improvd students' writing performance, influenced by their confidence in expressing opinions and feelings.	Teachers assess students' writing skills on Instagram through classroom observations and post-instructional assessments, aiming to understand their progress through preparation, implementation, and follow-up, ensuring comprehensive learning. The study reveals that students' classroom writing skills improved significantly after using Instagram teaching tactics, with the average score being between 70 and 80, indicating improved descriptive language production.

Based on findings from interviews and classroom observation, it can be concluded the study reveals that regular teaching of descriptive writing via Instagram significantly improved students' writing performance, influenced by their confidence in expressing opinions and feelings. Teachers assessed students' progress through classroom observations and post-instructional assessments, resulting in improved descriptive language production.

To answer the third research question "How do students respond to the teacher's strategy in teaching writing descriptive text using Instagram?". They can be interpreted as follows:

Table 3. The Results of Finding to answer RQ3

Data Collection Methode	
Interview	**Observation**
Students found Instagram to be a novel learning method, with its unique teaching strategies and engaging themes. They found it easy to implement and facilitate interaction between teachers and students. Instagram also significantly improved their writing skills, as they felt more confident and could generate ideas more easily. This approach stimulates creativity through access to various information.	Research shows that students enjoy writing through Instagram, as it's simple, enjoyable, and allows communication with teachers and peers. They're confident in generating ideas and crafting statements, aided by visual aids. Second teacher's observations showed student's enthusiasm and increased writing production.

Based on findings from interviews and classroom observation, it can be concluded that Instagram is a novel learning method with unique teaching strategies and engaging themes, enhancing students' writing skills and creativity. It facilitates interaction between teachers and peers, generates ideas, and increases enthusiasm, as observed by a second teacher.

Discussion

In this section, the researcher presents and describes an overview of the teacher's implementation strategy for teaching descriptive text using Instagram. Apart from that, the

findings in this research are discussed based on the results of observations, interviews, and documentation. The description of the results of findings conducted by researchers is as follows;

1. **The implementation of teacher's strategies in teaching writing of descriptive text using Instagram**

Based on the results of interviews and classroom observations, the first research question was answered. The study discovered that English language teachers followed suitable instructional practices when implementing writing instruction. Teachers teach descriptive texts before, during, and after writing using brainstorming, mind mapping, sensory strategies, figurative language, and living vocabulary, revision and presentation suggested by Spencer's SFV model (2005).

In pre-teaching activities, the teacher conducts brainstorming and mind mapping. Teachers encourage students to plan their writing ideas. At this point, they must examine the genre, audience, and purpose of the piece they are producing. This will help them make important decisions later in the writing process, such as choosing a language. This can be done loosely on a blank piece of paper or using a textured writing frame. Students can also begin to think about the content of their work—what ideas, concepts, or information they would like to include.

Activities in while-teaching involve a full overview of the descriptive writing parts, such as the drafting and editing steps. Once students have an initial idea, they can move into the design phase. Here, they can start writing sentences on paper and organize their thoughts into paragraphs. It doesn't have to be perfect at this point, but pay attention to spelling, punctuation, and grammar. At this stage, the main focus is on formulating ideas and writing them down in a structured manner. When students have written most of their ideas, teachers should check the text for spelling discrepancies. Of course, it is also important to consider student feedback and make necessary improvements. Next, students apply the finishing touches by double-checking for correct spelling, punctuation, and grammar. This develops students' correction skills, which are important later in life, and deepens their understanding of grammar.

The post-teaching activities are in their final form. Students finish assignments by carefully verifying spelling, punctuation, and grammar to reduce spelling errors. After that, the students went through all of the steps and used Instagram to make the final version. Students use mobile phones to text. Students' assignments are uploaded to an Instagram account, which also acts as a location to write descriptions, including hashtags and image placement. They begin their writing class with brainstorming and mind mapping and then use sensory detail, figurative language, clear speech, peer editing, and other strategies as they write. One of the advantages of process-oriented teaching in descriptive writing is that students now know what they want to write. If the teacher often uses process techniques, students will use them more often, and their writing will improve. This finding is consistent with previous research showing that process writing focuses on idea generation, proofreading, and editing—skills that can help students write better (Hyland & Lo, 2007; Raimes, 1983; Tribble, 1996).

This is congruent with Brown's (2007) assertion that teachers must grasp the processes of effective teaching, including those that occur before, during, and after class. The teacher creates a lesson plan and then encourages students to come up with writing ideas in the first stage of the preparatory session. The instructor warms up before beginning to write. a) Brainstorming is a technique for gathering ideas. The aim of brainstorming is to provide as many different concepts as possible. Another type of prescription is grouping. Using circles

and lines is an intuitive method to explain how our thoughts link. First, place a pattern in the center of an empty pepper and draw a circle around it. Second, in the circles around the main circle, write down whatever opinions you have concerning the issue. Third, connect the meanings in the center with lines. Fourth, consider each of your new thoughts and then connect them. Fifth, keep going until you run out of ideas. The teacher must guide the students in the second portion of the course, guided by the ideas created during the preparation stage. At this level, editing is essential to check the text for problems. Editing is the process of revising and refining the first manuscript. Editing is a critical step in establishing a space for the public to read or publish work. After-school instruction is the third stage. At this point, the teacher walks the students through all of the steps and uses Instagram to generate the final product. Students use mobile phones to text. Students' work is published to an Instagram account by publishing a photo with a caption as a description and using hashtags and the location of the image.

2. **The descriptive text produced by the students when the teaching strategy is implemented**

    Researchers also found that teachers conduct assessments to identify or understand the characteristics, competency conditions, strengths, and weaknesses of students' learning patterns. This is consistent with Brown (2004): assessment must be able to (a) assess students' mastery of acquired skills, (b) motivate students to engage in learning, and (c) develop students' skills with a positive attitude; (d) provide feedback to students; (e) determine student performance levels; and (f) assess learning outcomes. Assessment takes place at the end of each study period. In the assessment, teachers carried out three steps: preparation, implementation, and follow-up. The written test results revealed that the students' final grades had greatly improved. It can be seen in the following figure:

    ### Figure 1. The Outcome of Student's Evaluation
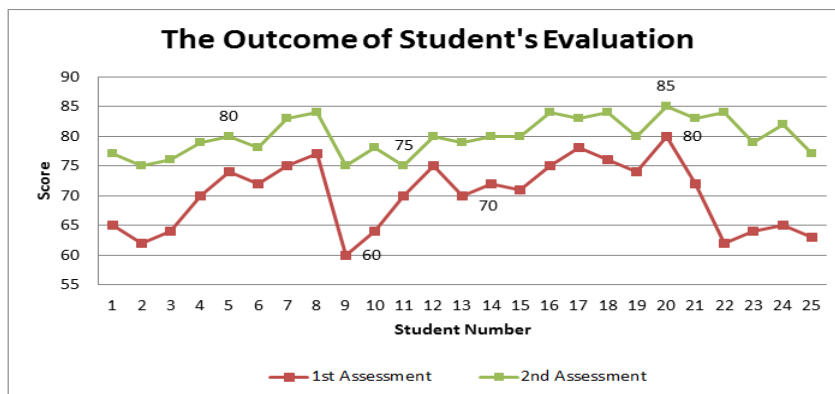
    According to the statistics in the table above, students can only generate one to three descriptive phrases. This is because students do not yet understand adjectives and sentence structure. When teachers implemented classroom strategies using Instagram, students learned more about adjectives. Some students are beginning to understand sentences and organize them into paragraphs, but others continue to have difficulty. The results of the first assessment show that the lowest score of students' classroom writing ability is 60 points, and the highest score is 80 points. The teacher then tried a different type of therapy, and the students improved their ability to create descriptive language on the second test, with a minimum score of 75 and a maximum score of 85. This could explain how an Instagram-based teaching strategy improved students' ability to create descriptive texts.

Instagram can enhance students' writing skills, particularly in descriptive prose, by promoting passion and engagement in teaching, focusing on content, grammar, structure, vocabulary, and method. Hyland (2004) highlights the impact of new ICT tools on writing procedures, quality, and other aspects. Social media encourages children to learn to write, making classes more entertaining. Instagram, a popular platform for displaying student work, increases productivity and efficiency, potentially improving students' writing skills. Zidny (2007) found that Instagram in the classroom significantly enhances students' writing skills, improving content, vocabulary, organization, grammar, and structure. Etikaningsih (2018) found significant differences in writing performance between students tutored via Instagram and those without, highlighting its effectiveness in creating descriptive text.

The researchers also found that most students found Instagram useful for creating descriptive language. This is consistent with the findings of Nurdiansyah et al. (2020). Instagram can be a powerful medium for teaching writing because it encourages students to use and improve their writing skills. As a member of the digital generation, almost everyone is familiar with various social networking platforms, including Instagram. They also actively use it. Instagram gives them the advantage of being both an entertainment and an information platform.

3. **The students' response toward the teachers strategy in teaching writing of descriptive text using Instagram**

Based on interviews and observations, Instagram has the potential to help students write better and improve their writing skills because they trust their work to be read by others. They are also motivated to enhance the text with comments, feedback, and "like" buttons. Students can fully convey their writing thoughts by staring directly at the photographs. They also like this approach because they try to get creative with their writing. They also learned new things from their peers' writing. This means students can work independently at this time. According to Preece and Shneiderman (2009), students are more actively developing knowledge when they have the space to show, explore, and share their work online. Instagram is also regarded as a reliable and efficient platform for submitting writing tasks. Students find the activity to be basic and straightforward. According to Gunantar and Transinata (2019), Instagram images can help students understand the topic better. They can double-check their work and make changes if they discover errors.

CONCLUSION

The result of this investigation can be derived based on the preceding chapter's findings and comments, which are consistent with the study's objectives. This study had three goals: (1) to investigate teachers strategy in teaching writing of descriptive text using Instagram; (2) to analyze the students' descriptive texts produced by students when the teaching strategy is implemented; and (3) to find out the students' response toward the teachers strategy in teaching writing of descriptive text using Instagram.

The following are the researcher's findings: (1) The teachers taught descriptive text using sensory methods, figurative language, and vivid words as described by Spencer's SFV Model (2005) in three stages: pre-teaching, while-teaching, and post-teaching. The writing lessons begin with brainstorming and concept mapping and progress through sensory information, metaphorical language, living vocabulary, peer editing, and other techniques. One of the benefits of using a process approach when teaching written description is that students now know what they want to write about. Students will be able to employ the process technique more frequently if professors use it on a regular basis, and their writing will improve. (2)

Teachers conducted assessments to identify or learn about students characteristics, competencies, strengths, and weaknesses. Teachers can determine the completeness of student learning by conducting assessments at the end of each lesson. Teachers assess students in three phases: preparation, implementation, and debriefing. Assessments showed a significant improvement in average scores, from 70 to 80; (3) Instagram was unfamiliar to the students as a medium for creating descriptive essays. The students thought learning using Instagram was a unique notion and a different technique than they had previously used. Students' understanding of writing lessons via Instagram was strong; many students said that teachers used writing strategies that the class loved and inspired them to produce via Instagram. The success of students in writing lessons on Instagram has also grown. Many students report that using Instagram has considerably improved their writing abilities.

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