TEACHING WRITING USING INSTAGRAM FOR STUDENTS SENIOR AT SENIOR HIGH SCHOOL

FINAL ASSIGNMENT

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ABSTRACT

Dwi Purnomo Anhar. 2014. *Teaching Writing by Instagram for Students Senior High School*. Pembimbing : Dr. Ribut Surjowati, S.Pd, M.Pd

Writing is one of the skills learned by senior high school students. This is difficult for student. So, teacher should make students interested in writing. Instagram is a media that can be used to solve the problem. Instagram makes gives students easy to write and understand what teachers instructed. By using Instagram it is hoped that students feel free to write in English. The procedures to teach writing using Instagram are preparation, implementation, and evaluation.

Keywords : Teaching writing, Teaching Media, Instagram,

1. Introduction

In case of English, People have considered that English is important in life. However for Job, Social needs and daily needs, English is part of daily communication. Mastering English is one of important things in case of survival self-development in this generation.

Indonesia is a country that considers English language is important in education because the government thinks that by mastering English language, the Indonesians will be able to compete with the people around the world. Therefore, the students at school have to study English from the very beginning.

The English skills that must be learned are listening, speaking, reading, and writing. In the theories of English according Barush and Hershkovitz (2011: 3) listening and reading are input of the language. It means the process of receive information. The important information could be transfered into English production. Meanwhile the output of the language are writing and speaking. Among those 4 skills, writing is considered as the most difficult one.

The studies (Regina et al, 2015) about difficulties of writing also happen in another place of Indonesia. It is on writing descriptive as simple information on specific things, for examples: personal biography, interesting place, amazing animal and objects. The writer should describe as clear as possible. So the readers are able to understand what message in the text. In the problem is in descriptive text faced by the students. The students are difficult to deliver ideas and compose the text. There are some problems on

writing. The students do not have the ideas, next to limit of vocabulary to write in English. In addition, low of interest about English.

They often the best, but a lot of time the students do the same things. In the ways of improving writing competence, the teacher has done to make the study interesting, fun, active and easier to learn.

In the way of improving studying process, social media is a new ways. Education is on the way to the modern ways. The rise of technology gives the teacher do adaptation. Social media defined as mobile technologies. The purpose of communication make the education active. The activities of combination media as multimedia involve sentences, pictures, animation, and videos. There are kinds of platform name Twitter, Path, Pinterest, Facebook, and Instagram. The platform of Instagram completely have all of them. The purposes look to tell about sharing information, interaction among people, where everybody can share, exchange, comment, discuss and create information and knowledge in a collaborative way. (Boyd:2014).

Zhang (2013) says what purposes of instagram gain popularity by the student might spend their time almost by the time use Instagram. They are active their ways via laptops and mobile phones. Students have their account to interact with their friends, then keep connecting social interaction among people. Due to their popularity, the teachers adapt the students certain activities. Improving the student about English learning, teachers use tools to keep in touch with students.

2. Teaching writing in high school

The students of senior high school are young blood. It means they are teenager in the age of transition. Their characters are in the creator phase. Emotion is highly burnout. They are often out of control emotion by themselves. When they deal in difficulties in their class, they influence their attitudes and behaviour when they join the lesson. It also happens, in another subject of the lesson. Brown, (2001) states that the student in high school are in the age of transition, confusion, self-consiousness, growing, and changing bodies and minds to reach the objectives of English teaching and learning.

Teaching English in classroom is not about giving new material and theory explanation. Preferable in language production, English has input knowledge and language production. Teaching writing concerns on language production. Writing people can communicate each other to express. Written expression in the way of what they see, what they feel and think. Ladouse in Nunnan (2001) writing is explained as the activity to express. The situation, report acts, process and progress ideas and situation in the life story.

Curriculum is the guidance. In this term of English writing. The students need guidance in teaching writing and learning process produced by the students. Everything would be great if the process is well organized.

Based on the English syllabus, English is taught twice a week. The schedule is fourty minutes in a day. This short time of the lesson battle with achievement of the competencies.

Optimizes the lesson by teacher will be given to students. The teachers should have trick and technique in teaching English. Make the time safe and effectively to learn English to reach achievement of the competence. There are two competences that have to be reached in curriculum 2013. The first main competence. It is level of ability to gain graduates competence. That standard competence must be pass by learners at the program. The second is basic competence. It is ability to gain main competence that the learner must get the score. Basic Competences are the content or competence involve of attitudes, knowledge and skills sourced from core competencies that must be mastered by learners.

3. The Process of writing

The process of writing processed into step by step. First stage are the importance of ideas. Next to organize all of the ideas. Third stages are drafting the line of the ideas. Final stages are editing and correction before publish it.

First

This stage are all about ideas of the issue. Ideas must be connected over the purposes. The purpose of writing will influence the reader to keep produce. And also the writer must be consider how paragraphs are structured. Then the important things are the writers have to consider how best to sequence the fact, ideas, or argument in their writing.

Second

Drafting is the process how to organize all over the ideas. Before start writing, drafting is the beginning of the process writing. Get in line the ideas into first line of the paragraph. The process writing must be follow the sequence of the guideline of writing to reach complete writing.

Third

No people are perfect. It means every people always need revising. It is almost helpful in the line of drafting process. Keep in touch with the ideas and following sequence of writing. This process also called as editing process. Important things to consider in mistake of grammar, spelling, punctuation, diction, sentence structure, and accuracy of supportive textual material.

Fourth

This is the final stages. Final version of the writing is publishing. Depend on the purpose of the writing.

4. Types of Writing Performance

According Doughlas Brown (2001) explain about categories of write performance. There are four categories of written performance;

Imitative

It is a beginner level of students learn about writing. At this performance, the form is the primary if not exclusive focus. To produce written language, the learner must obtain skill in the basic grammar, basic tasks of writing, words, and sentence. In addition punctuation, and element of paragraph.

Intensive

Meaning and context are of importance. Determining assessment tasks are more concerned with a focus on form of the text. Writing are skills to produce vocabulary, collocation and idioms, and correct grammatical to build the length of a sentence.

Responsive Here

Tasks responding task into guidance of lists, outlines, and teachers. connecting each sentences into a paragraph. Build logical statement paragraphs on each. This form oftenly focused on meaning on the context of writing.

Extensive

Extensive writing implies successful the processes and strategies of writing. Oftenly this purposes are length of an sentence. The writers focus on the purposes, organize ideas and developing ideas into logical thinking, using details to support or illustrate ideas. In the end to keep engaging the process of ideas into final product.

5. **Effective Writing**

Harmer (2006: 79-80) states about two characteristic of an effective paragraph. There are coherence and cohesion.

Coherence

Coherence tend to understandable and easy to read. Focused on readers need. next to the sentence in the paragraph must be logical thinking. Arranged sentence into main paragraph, so the reader can understand.

Purpose of the reader are understand what the writer's purpose. By giving new information, expressing ideas or tend to amuse the reader.

Cohesion

Cohesion is a sentence that support the paragraph. The supportive topic sentence require effective paragraph. Each paragraph has unity of the topic with their supportive sentence.

6. Media in teaching writing

The experts Bakri assumes that the meaning of media aimed at something that information massage to deliver between message sender and receiver (2011:3). Media is every tool to lead expression and information or messages from one place to another place. These purposes are to make easier and understanding in education. In teaching learning process also apply media to make the process held effective and interesting. Generally, teaching media mean all utility which may be applied by teacher to bring teaching material to students in teaching learning process to reach certain learning goals.

Teaching media stated by Arsyad (2009:4) is a media that emphasize instructional purpose of massages. Media means massage expression and information.

According to Heinich, (2013:17-18) stated that medium as mediator that reach information among the sender and the receiver. When the media brings instructional messages that contains learning purposes, it can be called as teaching media.

Next to, Gerlach and Ely (2011:3) categorize teaching media in wide meaning and narrow meaning. Media in wide meaning are people, material or event which can create condition so that students can deliver new knowledge, skill or attitude. It means the teacher, book, and environment is included in media. While media in narrow means involve are graphic, photo, picture, mechanic and electronic tools that use to express, process and also convey visual and verbal information.

Meanwhile, Briggs (2013:10) stated that teaching media is variant kind of physical form that can deliver a message and can stimulate students to learn something new knowledge.

Teaching media by their definition happen on according to Arsyad (2009:6-7), Teaching media has some basic criteria, those are:

a. Teaching media has physical object like the hardware. The hardwares are object that able be seen, heard, and touched by five senses.

b. Teaching media has non-physical object like software that is the massage which wants to deliver for students in hardware.

c. Point out of teaching media is in the visual and audio.

d. Teaching media are gears. It helps learning process both inside and outside class.

e. Teaching media utilize to communicate and interact between teacher and students in teaching-learning process.

f. Teaching media available to used massively for example: radio, television. Big group and small group such as: film, slide, video, OHP, or individual, module instruction, computer, video recorder.

g. Attitude, act, organization, strategy, and management which related with application of certain knowledge.

Teaching media can be concluded what the media relates with technique, method in teaching and learning process. In the result, media teaching are equipment which gear up by teacher and learner to deliver education objectives.

7. The Function of Teaching Media

The importance of using media for teaching are media that can be helpful. It used to help the students in their learning, in order to support the teacher learning process more effective and efficient. In order using media, the material is more playful, more interesting concrete and easier to understand.

According to Sudjana (2001:64) the function of media in teaching and learning process as follows:

a. The using of media in teaching learning process is not addition function, but has own function as an aid to express effective teaching learning situation.

b. The using of teaching media is integral part of all learning situation. It means that teaching media is main element that should be developed by teacher

c. The using of teaching media is more important to accelerate teaching and learning process and help student in comprehend material from teacher.

In addition, Mulyani in Dewi (2012:13) the function of teaching media explained involve:

1. Auxiliary tool to create effective learning situation.

2. Integral part of all learning situation.

3. To concrete the abstract concept, so, can decrease verbal comprehension.

4. To build up students' motivation to learn.

8. **Kinds of Teaching Media**

Teaching media is equipment that may be used by teacher and learner to reach objectives. The teaching media would easier to categorize media into classification. According to Mahajan (2012:6-7) categorize the media into seven kind of. There are:

a. *Graphic Media:* visualize printed media. Like books, pictures, photographs, maps, charts, posters, graphs, diagrams.

b. *Display Media:* Display media what kind of activity to show in public among small group. For example chalkboard, bulletin board, flannel board, and peg boards.

c. *Three Dimensional Media:* Graphic form 3D shape. The student able to visualize something from 3D shape. For example, models, objects, specimens, puppets.

d. *Projected Media:* Media projector. Media that for film performance that need projector to show the messages. Visualization of media purposes to understand the role model. For example, slides presentation, video recorder, transparencies, shortfilms and animation.

e. *Audio Media:* media Audio focused on sound effect and record. Audio media that just can be heard. Such as, radio, audio cassettes.

f. *Video Media:* Media of video is combination between audio and visual, as follow Television, filmstrip, clipvideo, shortfilm, and videocassettes.

g. *Activity Media:* Media that can act some activity. For example, fieldtrips, dramatization, demonstration, and role-playing.

Another way of teaching media based on Sahid (2010:3) can be grouped as follows:

a. *Visual Media*: the media graphic which able to visual interaction of information that just can be seen and read. There are: the pictures, the photos, diagrams, posters, comic, book, and animation etc.

b. *Audio Media*: the media which can show information that just can be heard. Such as: voice recorder, language laboratory, MP3 player, etc.

c. *Projected Still Media*: the media that need projector to display the information. Similar as Television in projector. For example: slide presentation.

d. *Projected Motion Media*: the media that need projector to observe information. Such as animation for surgery doctor operation.

The other classifications of teaching media also stated by Leshin, (2009:36) those are:

a. Human-based media. Media real vision what able to see, touch and listen. This media make teacher as main role. The role play of activity, instructor of project, and group activity.

b. Printed-based media. Media for student. The student need some instruction of study such as guidelines, exercise book, and workbook and journal science.

c. Visual-based media. Media that purposes to visualize the object. Kind of visual hat able to watch, observe and learn for example video, film, slide-tape program, television.

d. Computer-based media. The modern media that make easily for student and teacher. Computer works implementation into interactive video, slide presentation, E-learning, and Social media learning.

9. **Instagram as media in teaching writing**

There are some studies that teaching and learning used by instagram. The studies have been done by the students. The activity have explored for coursework (Erarslan, 2019). Nor for that. And also Instagram use has received some attention. However informal educational purposes in the medical education field. Doughlas (2019) stated the primary education for Medicine kurz that related to the platform's visual affordances for medical specialties such as anatomy and dentistry.

According Lee the investigation on his studies. The purposes of primary and secondary level teacher for Instagram. The specific user for educational purposes associated with learning, community, or teacherpreneurship. It means not all of user have same purpose. The specific user also explore and find the right information that benefit for them. Moreover they find education information by in Instagram (Shelton, Curcio, & Schroeder, 2020).

Risser claim that teachers mostly use another social media such as Facebook and twitter. Hart & Steinbrecher, 2011 in their studies Facebook also popular. Then Twitter crowd for discussion of the subject that published more than years ago, Smith Risser, 2013.

Scholastic assume that teacher is not popular about instagram. In the next year other studies Border, Hennessy & Pickering assume that rapidly quick social media shifting. The indicator of Instagram attract teacher to join up the use of teaching by Instagram.

The present of Instagram attracts more teachers. The use was found in the 2014 Scholastic study. In case of , education-related hashtags are featured in millions of Instagram posts feed such as #teachersofinstagram with more than 6.9 million posts and #teachersfollowteachers with more than 4.6 million posts as of June 2020).

Instagram grown for each 1 billion active user. Overall Instagram use has grown five-fold since 2014 (Statista, 2020).Instagram popularity rapidly high, because of features that entertain visual as social media.

Teachers user mostly instagram use is informed by two principal concepts. There are for affinity spaces (Gee, 2005) and infographic (Berry, Byrd, & Wieder, 2013).

Affinity spaces are online and/or offline locations where people to a shared interest or explore. This common interest variant for such as age or gender that might shape users' interactions in other spaces. In cases of affinity spaces are related to avocations rather than vocations (Gee, 2005).

Additionally, by facilitating connections among geographically category active users, these spaces can create new and larger audiences for user content. For instance, the teacher being good as the teacher shared their ideas and resources at a local level. It gain a specific purposes of audience. It can use social media as a platform from which to survey those ideas and resources. In case of survey to a larger number of teachers reach of communities student.

Trying to define the boundaries and members of a community in social media can be challenging, the rooms connection concept allows participation on social media such as Instagram. Perspective also need to active in who belongs as a community member (Gee & Hayes, 2012).

Educators activity and video gaming and fan activity or personal positives activity associate among social media of instagram. The user have been framed by the affinity space construct. Explained by Greenhalgh & Koehler, 2016. The important things to consider that social media such as Instagram able to connect users whose affinities are primarily positive or beneficial to themselves and others.

The rise of social media giving new way how to creative. The participation in affinity spaces is often spurred by a shared interest in the content space. The purpose of affinity space for teacher are mostly enjoyment of participation itself. In other hand, some individuals may engage with affinity spaces because they share a common endeavor with other users. However their motivations related to that endeavor may differ. In addition, some teachers' purposes for utilizing profit oriented. affinity spaces can be guide of part by

motives. Created content as coursework, online guidelines, and coach mentor in motivation business. In the result the motivation be like related to *teacherpreneurship* (Carpenter, Cassaday, & Monti, 2018)

According Barry. Infographic as a computer based media. It made by teachers is similar with activity of teacherprueneurs. The purpose is they share information that easy to understand. Reaching the community is talk about how to engage in professional learning or community. Infographic created by educators generally seek to have influence beyond their individual classrooms and schools (Berry et al., 2013).

Many teachers use social media to advertise products for sale in educational marketplaces such as media platform in Indonesia such as ruangguru.com, Reinstein, 2018. The affinity spaces can offer an audience of potential customers to teacherpreneurs (Shelton & Archambault, 2020). In the result affinity spaces and infographic for educator is relatable.

Infographic objetives to gain a viewer of insight. The users in education always related affinity spaces. Infographic activity always share a common goal of various content and share the knowledge.

10. The advantages of teaching writing using Instagram

The benefit of Instagram use, this study able to situated within the literature on educators' professional uses of other social media.

The spaces of expression by the teachers to express ideas or something interest. Robson (2018) stated on his study about teaching and learning by social media. It tells about social media is a hosts of self-directed educator

professional activities. Educators can challenge on their professional identities. The ways of via social media's new spaces for expression and identity development teacher able to upgrade their knowledge and community. No matter being restricted to the interactions, opportunities, and colleagues at their schools, educators can take initiative to gain access to a larger professional sphere via social media.

Teachers as digital inspire. They have used multiple platforms to reach outside their individual schools to share ideas (Smith Risser, 2013). For example, Pinterest has been employed by educators to find, curate, and share curriculum materials and as a space for infographic and teacherpreneurship (Schroeder et al., 2019). Greenhalgh & Koehler, 2017 assumes that social media of Instagram platform observed that able to facilitate connections among teachers with shared their objective and milestones such as their interests, needs, and goals. In addition, various education focused Twitter hashtags provide spaces where educators who might otherwise not have occasion to interact can discuss their particular content area (Rosell-Aguilar, 2018).

Teachers build rooms of the community discussion. Teachers can employ social media to fulfill needs related to professional identity, community, and affective support. In another way, twitter. Twitter designed to build chit chat and able to develop discussion into learning networks by educators. In the ways of corridor new communities of practice and learning (Harvey & Hyndman, 2018).

Prestige valuable teachers as instagram. Build an image as professional teachers can show in Instagram profile. It shows as trusted teacher. Make the student proud as credible of the teachers. As previously noted, Instagram is based on visual object. It from more picture than text. It has been arranged with helping to build trust and credibility among users (Pittman & Reich, 2016). This activity means kinds of communities and other networks among Instagram works are generally different. However there are similar kinds social media platform (Waterloo, Baumgartner, Peter, & Valkenburg, 2018).

School affiliation of career path among students. Other studies by Huberman, (2005) tells about career affiliation. Reaching connection between school and stakeholder also happen. Career path of the student can be delegate in the firm or company. School operation always needs a improvement by creating a high student as their product. But they have to delegate student into better career path. Huberman stated that student must be staffed by adults who have been. Office or affiliate purposed able to gain by infographic at instagram works (Huberman, 2005)

Another studies that agree about teachers goal are able to recreate in instagram education topics (Carpenter, 2020).

The teacher research onto social media discussion will gain potential benefit. Inspire and share the knowledge for teachers are good. By involving to increase the number of resource and also mentoring development of professional networks (Carpenter,2015).

11. Procedures of Teaching Writing using Instagram

This part would displays information about procedure teaching and learning using instagram. This section as a guidance of instructional design of teacher how to teach using instagram. It this preparation presentation: pre activity, main activity, final activity, evaluation. The theories and practically activity will be enclosed.

a. Preparation

As the class begins, the teacher gives students a broad outline of the day's goals and activities so they know what to expect. Then helps them focus by existing knowledge of the day's topics. The teacher gives motivation to the students before the lesson start is the first step in teaching English. A teacher will give an idea of how is the important of English in the future. The teacher gives a motivation to the students that everyone is able to master a language, because it is not about of academic intelligence but how the students accustomed to using the language more often a person uses English then he will get used and fast to master it. The teacher asks the students to think of instances when they had seen someone using caption to post it. Some students are asked to come up and share their stories. The, Caption it!

For example, the teacher shows them a picture of the instagam account. The teacher gives inspiration about topic. The landscape description image which the students recognize. The teacher explain about descriptive information what the teacher know.

b. Main Activity

The teacher tells the information about the image. While reading the student analyse the information. The students allow to ask and take a notes new words on the board and asks the students to guess the meaning of the words. Then the teacher asks the students to giving feedback that it would understood. To find the meaning of new words by referring to the dictionary. Then. The teachers post in instagram without caption. Then, the teacher ask the student to open instagram. Make sure the student available in equipment. Then the student ask to giving simple descriptive text in the comment of teacher's post. From the photos can help students in giving ideas about what to write. It will be challenging for students to write their caption using formal sentence types, different parts of speech, clauses, prepositional phrase, and their current vocabulary words.

c. Final Activity

In the end of activity, the teachers can give reward for the best caption. The categories of the best caption involve rich of vocabulary, grammar text, choice of word, writing style and mechanism of fluency means easy to understand by the readers.

d. Evaluation

The Aspect of Assessment as similar as scoring and evaluating**.** The use of Instagram to develop students need a structured plan in kind of aspect which includes the teacher assessment. David Moursund gives some aspect on how the teacher can use the stage to assess the students in authentic assessment.

Authentic Content and Assessment In this session, the teacher should ensure that the assignment is authentic. The teacher doing the assessment needs to think about the purpose of the assessment. This step will help the teacher to shape the evaluative information that will need to be gathered and the way this evaluative information will be used in the assessment.

Overview of Evaluation In the overview of the evaluation, the teacher start to introduce the Instagram use to the students. The teacher explain the purpose of the assignments, the teacher also decided the students work in individually or group, and the due date for completing the assignment.

Feedback and Assigning Grades In the feedback and assigning grades the teacher can decide when they should assess the students" skill and performance.

12. Conclusion

The case of English recognized by the students, Writing is one of the skill that required in student of High school. The student must qualified in writing skill in English subject. Writing English in high school is difficult in student's level.

The teacher innovate English writing using diffirent kinds of strategies. This article explain one of the strategies of teaching writing. Explanation of teacher about writing is various, but this one is unique.

Teaching writing using Instagram for the students in high school. Teacher using Instagram to connect student in different ways. In the way of Instagram strategies for teaching writing, the students able to easier to writing

and revise. In addition the students able to inspire by theirselves about writing. Because of Instagram is based on visual object. It from more picture than text.

For the teacher, not only giving topic discussion. Media of Instagram platform observed that able to facilitate connections among teachers with shared their objective. Shareable visualize of interests, needs, and goals. In addition, various education focused Twitter hashtags provide spaces where educators who might otherwise not have occasion to interact can discuss their particular content area (Rosell-Aguilar, 2018).

The writer focused on the teaching learning activity using Instagram. Innovative strategies of teaching as a new media to help the students improve their writing skill. When the students had difficulties in developing their writing this is the one of the strategies to make easier. The writer assume as point of view about media in teaching learning strategies using instagram. This article discuss about the advantage of teacher using Instagram and the procedures how to teach using Instagram. This strategies of teaching learning is fun and easy to understand.

Difficulties for the students face is when they learn to write a foreign language. Everyone has same problem. There are not confidence with the limitations of vocabulary and grammar. Combining technology social media as Instagram is expected to help students in exploring the ability of students in writing English. Besides, this strategy also trains students in self esteem in a personality.

Teaching English by Instagram focused for students in high school has improvement to the subjects' competency in writing skill. This activity is appropriate to do in class or outdoor class. Along with the effort of improving students' ability in writing, the teacher is also expected to enhance students' skills in write a comment in Instagram platform.

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