English Education Student's Perception And Motivation In Learning Descriptive Writing Skills Through Instagram

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Abstract: Recently, the use of Instagram in education garnered significant interest due to its visual popularity among students. The potential of Instagram to facilitate communication, collaboration, and creative expression made it valuable asset in modern educational strategies. This study investigates students' perceptions and motivations in learning descriptive writing skills through Instagram. The participants of this study were 33 second-semester English Education students from University of Kalimantan Timur, using a mixed-method approach: Data were collected through closed-ended questionnaires via Google Forms and analyzed using descriptive statistic SPSS, and qualitative data were gathered through open-ended interview semi-structured with 5 selected students convenience sampling method. The results of this study indicate that students have a very positive view of using Instagram for learning writing skills and that it motivates them in their writing. Additionally, Instagram's interactive features, such as comments and direct messages, allow for quick and constructive feedback, further increase students' motivation and writing skills.

Keyword: Perception, Motivation, Writing Skills, and Instagram

INTRODUCTION

The integration of social media platforms, particularly Instagram, in educational context has gained considerable attention in recent times. Social media play important roles in shaping the landscape of education, particularly in the realm of learning English. Given the substantial number of active users on both the internet and social media platforms, utilizing these platforms for educational purposes enables individuals to produce, share, and discuss specific content (Manca & Ranieri, 2016). Students are increasingly utilizing Instagram as a platform to instantly depict and share life moments through images and videos (Handayani, 2015). (Listiani, 2016) contends that Instagram stands out as a distinctive medium with numerous features that cater to students' various needs and educational purposes, including photo sharing and facilitating social and educational interactions. Furthermore, Instagram is recognized as a valuable tool in language teaching, particularly for English language learning. According to (Hosen et al., 2021) the impact of social media has the potential to enhance students; academic achievements, personal motivation, and the exchange of knowledge.

Therefore, the researcher's objective is to investigate student's perception of using the social media platform Instagram in learning descriptive writing skills and whether Instagram enhances their motivation in writing skill. By researching into these aspects, the research aims to provide valuable insights into the efficacy of incorporating Instagram into educational practices and its potential impact on students' writing proficiency and motivation.

According to (Hayikaleng et al., 2016), motivation is considered an important element in ensuring the success of students in their English language learning. Motivation plays an important role in shaping students' engagement, academic performance, and overall success within the realm of education. Motivation, education, and social media are intricately linked components influencing contemporary learning, particularly in the context of sanitation. Motivation serves as a significant factor that guides human

behavior. The familiarity of Instagram among students is notable, and its advantages extend to motivating students in developing writing skills. Students who are driven by motivation tend to engage actively in the learning process, demonstrate resilience in overcoming challenges, and display a sincere interest in the subject matter. Moreover, the correlation between motivation and language acquisition is apparent, with motivated students more inclined to dedicate time and effort to language learning activities, resulting in improved proficiency. To establish an environment conducive to motivation as a fundamental component in effective educational practices. This motivation stems from the practice of sharing personal photos accompanied by short stories as captions, uploaded onto the internet.

Students often face obstacles in descriptive writing, such as limitations in imagination, as well as discomfort in sharing in front of class. Instagram can serve as a solution by utilizing visualizing through images, connecting with personal experiences, and expanding vocabulary through hashtags. The platform also enhances social engagement and provides collaborative support, but attention must be paid to security and privacy aspects. Utilizing Instagram as an educational tool offers a straightforward approach to assist students in grasping the concept of descriptive text. Instagram is a platform designed for sharing moments through photos and videos, while descriptive text involves presenting factual descriptions of objects. Employing Instagram as an instructional medium allows teachers to simplify the teaching of descriptive text, making it more accessible. Additionally, this method tends to faster greater enthusiasm among students for learning English, as revealed by (Warda et al., 2017). The primary aims of writing involve conveying a message and information as well as articulating thought and ideas. Acquiring proficiency in writing stands out as an important aspect of learning English, demanding students to express their thought coherently on proper structure and grammar. Consequently, students often find the task of writing to be challenging. To address this challenge, educators must adopt innovative and enjoyable teaching approaches to create a positive and engaging learning environment.

METHOD

This research using a mixed-method approach, both quantitative and qualitative data were collected simultaneously. Quantitative data provided statistical insights and measurable evidence, while qualitative data offers depth and context through detailed narratives and personal experiences. By combining these two approaches, the study aimed to achieve a more rounded understanding of the research problem, ensuring that the findings are both robust and nuanced. (Creswell, 2012) highlighted that mixed-methods leverage the strengths of both methodologies. According to (Sugiyono, 2013), mixed methodology is research method combines both qualitative and quantitative research methods in a research activity, aiming to achieve more comprehensive, valid, reliable and objective data.

Sample & Participants

The participant of this research was focuses on 33 second-semester English Education students from University of Muhammadiyah Kalimantan Timur, include with 5 selected students for interview with conveniences sampling method. Convenience sampling is a method a non-random sampling in which individuals from the target population are chosen based on specific criteria, such as their easy accessibility, geographical proximity, available at a particular time, or their willingness to participate in the study (Etikan et al., 2016).

Instruments

Data collection involved customized questionnaires and semi-structured interview. The questionnaires was adapted from study by (Manullang & Katemba, 2023) comprised 15 questions divided into 3 sections.

The first section consisted of 7 questions regarding students' perception of their writing ability, the second section comprised 4 questions concerning students' interest in using Instagram to improve writing skills, and the third section contained 4 questions regarding students' perception of the educational process on Instagram. Response's questionnaire was measured on a Likert scale. Interview consisted of five open-ended questions, where the first four questions was adapted from (Akhiar et al., 2017) and the last question is specifically designed based on the research questions of this study, posed during the semi-structured interviews.

Data Analysis

Data analysis combined quantitative methods using SPSS for descriptive statistics and thematic qualitative analysis. Quantitative data was analyzed by distributing questionnaires were distributed via google forms, and presenting the results through descriptive statistics using SPSS. On the other hand, qualitative analysis was employed to examine the interviews which involved 5 selected students based on the convenience sampling. This dual approach aimed to integrate quantitative metrics with qualitative insights to thoroughly explore students' experiences and perspectives. The researcher computed scores from the questionnaire and transformed the average responses into percentages.

$$\frac{Total\ Answer\ x\ 100\%}{A\ Total\ of\ Students'} = The\ mean\ of\ the\ students\ perception\ based\ questionnaire$$

RESULTS

The table presents the findings of the descriptive statistics analysis conducted using SPSS.

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Writing Competence	33	9.00	20.00	14.3939	2.27678
Interest	33	8.00	19.00	14.2121	2.14706
Process of Learning	33	6.00	20.00	14.9697	2.90995
Valid N (listwise)	33				

Based on the result of the descriptive test above, we can describe the distribution of data obtained by researcher is:

1. The Writing Competence (X1) variable, from these data can be described that the minimum value is 9, while the maximum value is 20, the average value of Writing Competence is 14.3939 and the Standard Deviation of Writing Competence data is 2.27678.
2. Variable Interest (X2), from the data can be described that the minimum value is 8, while the maximum value is 19, the average value of Interest is 14.2121 and the Standard Deviation of Interest data is 2.14706.
3. Process of Learning (Y) variable, from these data can be described that the minimum value is 6, while the maximum value is 20, the average value of the Process of Learning is 14.9697 and the Standard Deviation of Process of Learning data is 2.90995.

Results from Students Questionnaire

This section contains the findings from the research question. Data was gathered through questionnaire. Using Excel, the researcher tabulated the data to identify the number of students who responded to each statement. Following table provides an overview of the compiled data, organized into three sections as explained in the instrument section.

Table 1. The Questionnaire

No.	Statement	Alternative Answer				Total
		Strongly Agree	Agree	Disagree	Strongly Disagree	
1.	In my English writing class, I feel confident about my performance.	5	20	8	0	33
		15%	61%	24%	0	100%
2.	I am confident in my ability to create descriptive writing for the writing test.	3	24	4	2	33
		9%	73%	12%	6%	100%
3.	I can effectively communicate ideas relevant to the topic.	3	25	5	0	33
		9%	76%	15%	0	100%
4.	I am capable to clearly organizing ideas within each paragraph according to the topic.	2	21	9	0	33
		6%	64%	27%	0	100%
5.	I can appropriately utilize vocabulary relevant to the topic.	3	26	4	0	33
		9%	79%	12%	0	100%
6.	I can proficiency communicate ideas using proper language aligned with the topic.	4	23	6	0	33
		12%	70%	18%	0	100%
7.	I am able to express my thought to assigned topics with	2	24	6	1	33

	the proper spelling, punctuation, and capitalization.	6%	73%	18%	3%	100%
8.	I enjoy posting writing assignments on Instagram.	2	13	16	2	33
		6%	39%	48%	6%	100%
9.	Providing comments in Instagram is engaging.	7	15	9	2	33
		21%	46%	27%	6%	100%
10.	Receiving comments on Instagram is stimulating.	11	17	3	2	33
		33%	52%	9%	6%	100%
11.	I get motivated to write better when I post my writing assignments on Instagram.	7	14	11	1	33
		21%	42%	33%	3%	100%
12.	The teacher's Instagram comments improved my comprehension of the material.	10	15	6	2	33
		30%	46%	18%	6%	100%
13.	I enjoy providing comments and making revisions to my partners' Instagram posts.	4	20	6	3	33
		12%	61%	18%	9%	100%
14.	Feedback from my friends helps me improve my outlines.	17	15	1	0	33
		52%	46%	3%	0	100%
15.	Instagram features (direct messages and comments) promote discussion with my teacher over writing	7	18	6	2	33
		21%	53%	18%	6%	100%

concerns.		

Table 2. Writing Competence

Writing Competence in Instagram	Number of Questionnaire	Data Resulted
	1	61% of students agreed that they feel confident about their performance in English writing class.
	2	73% of the students agreed that they were confident in their ability to create descriptive writing for the writing test.
	3	76% of the students agreed that they could effectively communicate ideas relevant to the topic.
	4	64% of the students agreed that they were able to clearly organize ideas within each paragraph according to the topic.
	5	79% of the students agreed that they could appropriately utilize vocabulary relevant to the topic.
	6	70% of the students agreed that they could proficiently communicate ideas using proper language aligned with the topic.
	7	73% of the students agreed that they were able to express their thoughts on assigned topics with proper spelling, punctuation, and capitalization.

From the summary of the data tabulation mentioned above, 79% of students were able to appropriately utilized vocabulary relevant to the topic, it is apparent that students benefit from using Instagram for learning vocabulary, thereby enhancing their writing competence linguistic proficiency, as similarly to (Asmawati, 2021), revealed that Instagram influences students' English language learning, particularly in terms of vocabulary acquisition. According to (Kovida et al., 2022), the students showed positive perceptions in utilizing Instagram as a platform for learning English vocabulary. Instagram has the capacity to serve as a platform for enhancing English vocabulary skills. The functionalities of Instagram foster enthusiasm among students, as they can effortlessly discover new English vocabulary. Students perceive using this app as beneficial and enjoyable for learning English vocabulary. The challenges encountered by some students mainly around poor network connectivity when using Instagram in educational settings. This study aims to provide valuable insights for educators, students, and educational institutions in integrating learning tools that support English vocabulary acquisition.

Table 3. Interest

Interest in Instagram	Number of Questionnaire	Data Resulted
	8	39% of the students agreed that they enjoyed posting writing assignments on Instagram.
	9	46% of the students agreed that providing comments in Instagram is engaging.
	10	52% of the students agreed that receiving comments on Instagram is stimulating
	11	42% of the students agreed that they get motivated to write better when they post their writing assignments on Instagram.

Based on the data computation above, 52% students' interest and agreed that receiving comments on Instagram is stimulating. This means that over half of the students find that feedback through Instagram comments enhances their engagement and interest in learning. This suggest that the interactive nature of Instagram, where students can receive direct feedback, plays a significant role in motivating them and potentially improving their writing skills through increased participation and engagement. As stated by (Misnawati et al., 2022) the researcher findings related to their activity showed that over 64% of students were very enthusiastic about commenting to their classmates' assignments and reading the feedback they receive, placing their participation in the "high" category. Teachers can leverage this enthusiastic, by encouraging students to give comments or critique their peers' posts, which enhances their interactive communication skills and benefits educational stakeholders. Also, according to (Wahyudin & Sari, 2018) the comment feature on Instagram facilitates question and answer sessions, allowing lecturers to provide additional guidance to students. Commenting, questioning, and suggesting can stimulate high-level thinking skills. Several studies highlight user-friendliness, interactivity, and practicality as the primary reasons for using Instagram in learning. Learning becomes easier when students find the media easily accessible and conducive to interaction. This study aims to confirm that using Instagram positively impacts students' writing abilities.

Table 4. Process of Learning

Process of Learning in Instagram	Number of Questionnaire	Data Resulted
	12	46% of the students agreed that the teacher's Instagram comments improved their comprehension of the material.
	13	61% of the students agreed that they enjoyed providing comments and making revisions to their partners' Instagram posts.
	14	52% of the students agreed that the feedback from their friends helps them improve their outlines.
	15	53% of the students agreed that Instagram

| | | features (direct messages and comments) promote discussion with their teacher over writing concerns. |

According to data questionnaire above, 61% of the students agreed that they enjoyed providing comments, this research indicates that peer feedback on Instagram plays a significant role in enhancing students writing skills and fostering a positive learning environment. The majority of students enjoy providing comments and revisions on their peers' posts, highlighting the value they see in this collaborative process. Based on (Rinda et al., 2018), the students demonstrate that feedback from their peers on Instagram was beneficial for improving grammar, specific posts on Instagram aided in expanding their vocabulary and generating better ideas for writing, Instagram facilitated spelling correction, negative comments and excessive feedback on Instagram not only caused pressure but also spurred them to improve their essays, advertisements on Instagram diverted their attention while writing, poor internet connectivity hindered their writing process on Instagram. As stated by (Nahru, 2020), the students writing performance improves significantly after receiving peer feedback. They not only offer constructive comments to enhance their peers' writing skills but also benefit from the process themselves, as reviewing and correcting their friends' work encourages critical thinking and language learning. Feedback and comments primarily address issues such as misspellings and capitalization errors. Consequently, the teacher incorporates all stages of the writing process, including peer feedback. This approach is straightforward to implement and effectively assists students in identifying and rectifying their mistakes.

Results from Students Interview

There were five open-ended questions asked in the semi-structure interview. Following the interviews, the data was providing an overview of the key's insights gleaned from the responses. The included five open-ended questions, and participants' answers revealed a range of themes and patterns. These insights were instrumental in identifying perspectives among the participants.

Table 5. Interview

No.	Questions	Responses
1.	How do you feel about using Instagram to enhance your writing skills?	S1: "I enjoy it, I never really upload anything on Instagram" S2: "I find it satisfying, because the educational content on Instagram has contributed to my progress" S3: "I think it's pretty good, because it's sophisticated and technologically advanced compared to other platforms" S4: "It's great and enjoyable, with growing community that helps improve my writing skills" S5: "It's just average, I rarely comment since it doesn't add much to my experience" S1: "I haven't encountered any significant

2.	What challenges do you face when utilizing Instagram, and how do you overcome them?	challenges with Instagram" S2: "I focus on consuming content rather than creating it, so no challenges yet for me" S3: "The main challenge is negativity in comments, which I counteract" S4: "Negative comments can be discouraging, but I ignore them and focus on the positives" S5: "Nothing challenges me yet"
3.	How you used Instagram to learn or develop writing skills?	S1: "For me, I haven't really utilized Instagram for learning purposes, mostly been a source of entertainment and social interaction" S2: "Instagram helps me learn through educational accounts and their captions" S3: "Writing captions in English on Instagram improves my language skills and confidence" S4: "Instagram is advanced and widely used, especially by young people, making learning through it inevitable and motivating" S5: "Yes, there are moments when Instagram serves as sources of motivation for me"
4.	Do you have any suggestions for Instagram activities that promote writing skills?	S1: "I follow accounts like BBC Learning English to improve my English skills" S2: "Posts and comments on Instagram can help enhance writing skills" S3: "Make Instagram more appealing" S4: "Add more opportunities for learning writing skills, like vlogs on writing in English" S5: "Sometimes Instagram inspires and makes me feel good with certain posts"
5.	Does using Instagram as a learning tool motivate you to engage more with the content compared to traditional methods?	S1: "Instagram motivates me by providing inspiration through English videos and helping improve my language skills and creativity" S2: "Motivational posts on Instagram are inspiring, but I prefer straightforward learning methods for skill development" S3: "I like Instagram because it's visually interesting and fun, with cool pictures and inspiring stories" S4: "Instagram is advanced and widely used, especially by the younger generation, making it a constant source of motivation for learning" S5: "Sometimes Instagram motivates me with inspiring posts that make me feel good and add positivity"

The interview findings reveal mixed perspectives on using Instagram to improve writing skills. While some participants find is beneficial for its educational content and community, others are unsure or see limited impact. Challenges include dealing with negative comments and balancing content consumption with creation. Some prefer to ignore negativity and focus on positive experiences. Instagram serves as a useful tool for learning and motivation for some participants. They engage with educational content, write captions in English, and find inspiration from the platforms. Participants S1 and S4 find highly motivating using its diverse features to enhances their experience. Others, such as S2, appreciate the motivational posts but prefer traditional learning methods. Overall, Instagram positively influences motivation, though its effectiveness varies with individual preferences and learning styles. Suggestions for enhancing Instagram's role in promoting writing skills include following language learning accounts, leveraging posts and comments, and incorporating interactive learning opportunities like vlogs on writing English. These recommendations aim to make Instagram more effective for skill development.

DISCUSSION

This research focuses on student's perception and motivation in learning descriptive writing skills through instagram among second-semester students from English Education Department at University Muhammadiyah Kalimantan Timur. The study aims to explore how integrating a popular social media platform into academic writing instruction influences students' engagement, perception, and overall writing proficiency.

Based on the research result from questionnaire, it is proven that the majority of students have a positive perception of using Instagram in learning writing skills. As shown in Table 1, the data reveals that a significant majority of student chose "strongly agree" and "agree" over "disagree" or "strongly disagree" when asked about their experiences. Specifically, students expressed that they enjoy posting writing assignments on Instagram, which suggest that the platforms' interactive and visual nature may contribute to a more engaging learning environment. Furthermore, students reported that they can accurately use vocabulary relevant to the topics assigned. Another key finding is the positive impact of peer feedback facilitated through Instagram. Students agreed that receiving feedback from their peers on the platform helps them to improve their writing skills. As stated by (Warda et al., 2017) based on the result of the student questionnaire responses, it can be conclude that using Instagram as a learning medium for teaching descriptive text writing engages and interests all students. They felt attracted and enthusiastic about learning because social media was used as the educational tool. After implementing Instagram as a learning medium, students' motivation and writing ability showed improvement.

In addition to the questionnaire, interviews were conducted to gain deeper insights into the students' experiences and motivations. The interview results align with the questionnaire findings, as many students reported that learning through Instagram highly motivates them. They feel that the platform's familiar makes writing more enjoyable, thereby increasing their willingness to participate and engage in writing activities. However, it is important to note that not all students share the same enthusiasm for using Instagram in their academic pursuits. One student, although motivated the platform, expressed a preference for face-to-face learning. This indicate that while digital platforms like Instagram can enhance learning experiences for many, they may not fully replace the benefits or traditional, in-person instruction for everyone. Overall, the study highlights the potential of Instagram as an effective tool for enhancing writing instruction by making it more interactive, engaging, and responsive to student needs. The positive perceptions and increased motivation among students suggest that integrating social media into educational practices can offer valuable benefits. According to (Pujiati & Tamela, 2019), found that Instagram significantly motivates students and

improves English language skills, particularly in grammar, vocabulary, and writing. The study conducted in a Jeddah school, employed a case study approach to explore Instagram's role in fostering motivation and language proficiency among students with a common lack of motivation. Data from the questionnaire and interviews consistently showed positive student perceptions and increased motivation. Students found Instagram made writing more enjoyable and engaging.

This current study was found some limitation regarding the attention given to enhancing different aspects. Further research could focus on what types of content and engagement methods work best on Instagram for improving writing skills. This might involve studying changes in writing ability and motivation over time and exploring individual experiences.

CONCLUSION

Based on the results, students have a positive perception of using Instagram in English language learning. According to the questionnaire, 79% of the students indicate that they can effectively communicate relevant ideas on given topics. From these results, it can be concluded that students feel confident in clearly and accurately expressing their thoughts. This indicates that the learning methods used has successfully enhanced their communication skills. Students agree that they can express their thoughts on assigned topics with correct spelling, punctuation, and capitalization. From these results, it can be concluded that students feel Instagram helps them improve their English writing skills in an interactive and enjoyable way. Furthermore, using Instagram allows them to practice effective and creative communication, which in turn boosts their confidence in using English everyday context. Students agreed that they enjoy commenting on and revising their peers Instagram posts. Thus, Instagram in English language learning enhances communication skills, writing abilities, and students' confidence. They can convey ideas clearly and accurately and enjoy interacting through comments and post revisions. This method has proven to be effective and enjoyable, supporting the development of their English skills.

Based on interviews, students expressed that they greatly enjoy using Instagram as a method to improve their writing skills. They also, mentioned that using Instagram motivates them to write more frequently and better. Overall, the interviews revealed that students consider Instagram to be a very effective and enjoyable tool for learning to write in English. Therefore, Instagram becomes an effective and enjoyable tool in English language learning, encouraging students to continue practicing and improving their skills. In conclusion, the results from the questionnaires and interviews on students' perception and motivation in learning writing skills through Instagram reveal that students have a very positive view of using this platform. Instagram is effective in enhancing technical writing skills and making the learning process more engaging and interactive. Students feel more motivated to write and participate in constructive feedback. Overall, Instagram is considered and innovative and enjoyable tool that can optimize English language learning.

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