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# Social Media and Learning: Instagram Effectiveness Study in English Learning

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ABSTRACT

One of the basic courses that must be studied by students is English. English for Specific Purposes is a set of English language skills specific to a specific purpose. Writing skills are one of the skills that have less than the maximum achievement seen from the value of the result of Iraqi student learning in informatics engineering at the university of Baghdad. In this study, the researchers used Instagram, as a medium for learning ,to show how it motivates students to learn English. The technique of data collection used was the result of both pre-test and post-test writing, as well as observation, and documentation. To show the effectiveness of Instagram as a learning tool, the researchers assessed the results of questionnaires from students. A sample of this study consisted of 30 students majoring in informatics engineering at the university of Baghdad. The stages of the data collection process of this study include; (1) observation of the subject of this study, (2) socialization stage with students about how to learn how to use social media, in particular Instagram; and (3), the implementation of this research: at this stage, the students received material and also looked for other supporting materials, as well as discussed and received suggestions and input from lecturers and friends. (4) The last is the stage of implementing the use of Instagram as a means of discussion as well as for posting the results of student work.

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## وسائل التواصل الاجتماعي والتعلم: دراسة فعالية الانستغرام في تعلم اللغة الإنجليزية

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**الخلاصة:**

من المقررات الأساسية التي يجب أن يدرسها الطلاب هي اللغة الإنجليزية. اللغة الإنجليزية لأغراض محددة هي مجموعة من مهارات اللغة الإنجليزية المخصصة لغرض محدد. تعد مهارات الكتابة من المهارات ذات التحصيل الأقل من الحد الأقصى الملاحظ من قيمة نتيجة تعلم الطالب العراقي في الهندسة

المعلوماتية في جامعة بغداد. في هذه الدراسة، استخدم الباحثون الانستغرام كوسيلة للتعلم لإظهار كيف يحفز الطلاب على تعلم اللغة الإنجليزية. وكانت تقنية جمع البيانات المستخدمة نتيجة للاختبار القبلي والبعدي للاختبار، وكذلك الملاحظة والتوثيق. ولإظهار فعالية الانستغرام كأداة تعليمية، قام الباحثون بتقييم نتائج استبيانات الطلاب. وتكونت عينة الدراسة من ٣٠ طالبا وطالبة في تخصص الهندسة المعلوماتية في جامعة بغداد. تشمل مراحل عملية جمع البيانات في هذه الدراسة ما يلي: (١) ملاحظة موضوع هذه الدراسة، (٢) مرحلة التنشئة الاجتماعية مع الطلاب حول كيفية تعلم كيفية استخدام وسائل التواصل الاجتماعي، وخاصة الانستغرام؛ و(٣)، تنفيذ هذا البحث: في هذه المرحلة، تلقى الطلاب المواد وبحثوا أيضًا عن مواد داعمة أخرى، كما تمت مناقشة وتلقي الاقتراحات والمدخلات من المحاضرين والأصدقاء. (٤) المرحلة الأخيرة هي تنفيذ استخدام الانستغرام كوسيلة للمناقشة وكذلك لنشر نتائج أعمال الطلاب.

الكلمات المفتاحية: التعلم، الكتابة، النص الإجرائي، إنستغرام

## 0.Introduction

The process of learning a foreign language is not easy. One of them is for non-linguists who want to learn a foreign language. English as a foreign language, or English as a Foreign Language (EFL), is a term that occurs in Iraqi where English is used other than the mother tongue, or in this case, Arabic as the second language, and English as a foreign language.

Given the importance of mastering English in communication, internationally, the government has integrated English learning from the level of basic education to higher education. English is the first language that must be studied by students. English for Specific Purposes (ESP) is the ability of the English language to be devoted to a particular purpose. This skill includes four skills: listening (listening), speaking (speaking), reading (reading), and also writing (writing). From the results of a survey conducted in the previous semester and looking at the scores achieved by students of 4 skills, it can be seen that listening and reading get a pretty good score, reaching an average of 80.00, while the value of speaking (speaking) students is on average 75, and writing skills (writing), students are at an average of 50.00. From this data, it can be concluded that students' writing skills are still lacking and need to be improved again.

Creating interesting learning and also stimulating creativity through higher-order thinking skills (HOTS) is absolutely necessary for educators to be

able to maximize the achievement of learning objectives. Teachers are required to always innovate and apply learning methods, strategies, and media according to the interests, profiles, and characteristics of the students. In addition, the selection of contextual material is also a consideration in the learning process that will make learning more meaningful and ultimately increase the student's understanding. As technology develops, it turns out that it has an impact on the process of learning in the classroom. Students who are part of a generation that grew up with technology, often called generation Z," have fluency in the use of technology such as gadgets and laptops. According to Choy and Troudi (2006), "Adolescence as a period of developmental transition between childhood and adulthood involves biological, cognitive, and socio-emotional changes". Students' creativity is carried out when learning is very diverse, according to Bohner and Dickel (2011), which includes: (1) visual activities; (2) oral activities; (3) listening activities; (4) Writing activities; (5) Drawing activities; (6) Motor activities; (7) Emotional activities. The development of adolescent creativity is closely related to cognitive development because creativity is a form of cognitive work. Utilization of technology combined with learning will certainly maximize the achievement of learning objectives. Technology integration in language learning has also been widely used and proven effective in improving skills and results.

According to Kara (2009), because the internet makes it simple to interact and communicate without boundaries, people now communicate more frequently online. Learning can be done using social media. A previous survey's findings revealed that all of the students in the incorrect class have active social media accounts. The data also reveals that students play social media for more than 10 hours every day, whether they are updating their status, sharing stories or videos, or doing something else. The researchers want to know how successful it is to integrate learning using social media, given that students have a propensity to use it actively. This study aims to determine the efficacy of the use of social media based on the aforementioned data.

## *1.Theoretical Framework*

### *1.1.procedure text*

A procedure text is a text that describes the steps involved in doing something. These steps must be in accordance with the correct sequence so that

you can achieve the goals you want to achieve. This procedure text is usually in the form of a way or a tutorial on making or doing something. The purpose of this text is to make it easier for readers or listeners to do something. Usually, this text contains orders. (Handayani, 2015).

Structure of procedural text ;

a. objective;

b. materials and tools;

c. step by step;

d. closing.

First is the goal; what is meant here is what you want to do or achieve. The second is materials and tools; here you have to write or mention whatever it takes to do something. The third is steps. This stage is the most important and must mention the steps in doing the desired thing sequentially so as to reach the initial goal to be achieved. The last is the closing, which contains an emphasis on the advantages of doing something.

### *1.2 Instagram as a Learning Media*

Learning is not just conveying information or knowledge; rather, it conditions the learner to learn because the main purpose of learning is the learner himself (Lambert& Lambert, 2012). Interaction in teaching and learning process is absolutely necessary to achieve what is desired. In learning, the use of relevant and appropriate learning media to support the learning process will help students achieve their learning goals maximally. The role of the teacher is vital in terms of media selection and learning. Teachers are required to be creative and innovative in choosing media appropriate and adapted to conditions, learning profiles, and, of course, interesting and motivating students to learn. Messenger technology that can be used for learning purposes is a learning medium; this is one of the tools to convey the material. Learning media includes hardware technology as a means of communication. So, learning media is something that can stimulate the attention and interest of students so that they can help achieve targets or learning objectives. The most basic reason for using Instagram as a learning medium is because students have become accustomed to using it (Kara, 2009). Since students already have an account for Instagram, researchers may utilize it for nearly anything. What people upload subsequently is heavily influenced by their social media following and popularity (Kamnoetsin, 2014). Teachers and students can learn languages on Instagram

with remarkable chances. Instagram boasts millions of active users every second and is one of the most well-liked social media platforms in Indonesia and most likely the entire world. According to Fang(2018) and Cohen(2011), teachers can make use of social media's popularity by using it as a motivational tool for English learning rather than just a way to communicate with the public.

Instagram offers students a fresh method for studying language and culture critically, but it also encourages them to consider how meaningful learning is accomplished (Cohen, 2011). Users of Instagram can share their stories through feeds using a variety of features on the platform. Users can upload any photos or videos to their accounts that they want to share to express how they are feeling, acting, or thinking.

## 2.Methodology

The research method used was class action research. Samples in this study were second semester students of the academic year 2022-2023, as many as 30 students in informatics engineering at the University of Baghdad. The data collection technique used was writing results, both pretest and posttest, as well as observation and documentation. The effectiveness of Instagram as a learning tool was assessed based on the results of the questionnaire. The initial stage was the observation of the subject of this study. Observations had been implemented and had shown unsatisfactory results. They just wrote without looking for other references and did not proofread. They were just collecting their assignments. In cycle I, the researchers began with the socialization stage, where students learned about the procedures for learning by using social media, especially Instagram. The next step was conducting research. Students were given material where they must not only accept the material but also explore supporting material from other learning resources, such as procedure texts, as well as discuss and receive suggestions and input from lecturers and friends. The last stage was the implementation stage, which directly uses Instagram as a means of discussion as well as the results of the last stage of this study. In cycle II, the method of implementation was the same as in cycle I, but the difference was in the topic procedural text material provided as well as Instagram social media features used by students, where in cycle II students used features like stories or feeds on Instagram to publish their writing about the text procedure.

### *3.Results*

After using Instagram in the learning process, the results of student writing exercises have increased. This can be seen from the results of the following table:

**Table 1: The Assessment Results**

| No | Information | Before using Instagram | After using Instagram (Cycle I | After using Instagram cycle 1 |
|---|---|---|---|---|
| 1 | Average Score | 39.22 | 72.33 | 75.00 |
| 2 | Highest score | 74.10 | 78.00 | 83.10 |
| 3 | Lowest score | 46.29 | 62.00% | 67.20 |
| 4 | Percentage of value | 61.32 | 43.00% | 44.00% |
| 5 | Percentage value | 34.40 | 62.00% | 68.00% |

Based on the table above, there are still students who have not completed the lesson. The table shows the average value of student writing, the highest score, and the lowest score. The number of students who got A and B grades increased before and after the project. As for the number of students who achieve C and D, it has decreased by half from before the project, as can also be seen in Table 1. Student scores have increased in such a way after implementing this social media-based learning style. From the results of this project, it is very influential on students' learning styles and, of course, on the results of their writing. By using social media, where their writing is read by many people, they are more careful and increase their interest in learning.

The average results of their writing or their writing skills also increased. This can be seen from the results of their work, which are posted on Instagram and analyzed using the grading rubric. Assessment rubric adapted from Marhaeni et al. (2017), which can be seen in Table 2 below:

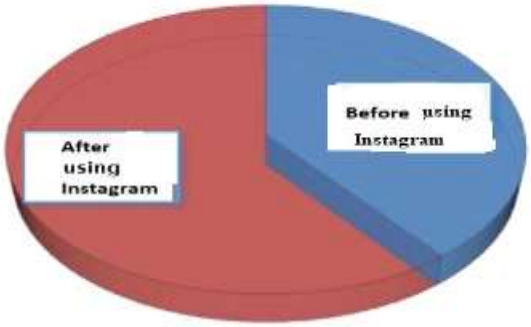
**Table 2. The Results of the Average Student Scores Based on the Assessment Rubric**

| No | Component | Before using Instagram | After Using Instagram (Cycle I) |
|---|---|---|---|
| 1 | Content essay | 60.44 | 77.00 |
| 2 | Organization Idea (organization) | 69.12 | 88.00 |
| 3 | Use of vocabulary (Vocabulary) | 62.99 | 82.01 |
| 4 | Use of Grammar (grammar) | 65.00 | 76.66 |
| 5 | Use of spelling mechanics and punctuation Mechanism) | 60.00 | 90.00 |

Table 2 above shows that there is an increase and caution in students' writing when it is shared on their respective social media accounts; this can be seen from the average value of student assignments. The contents of the essay or the contents of the discussion they made in the procedure text, which is more precise, are the steps for making or doing something at 77.00, then how to express ideas or make these steps more creative increases to 88.00. The use and choice of words in their writing is also not monotonous anymore; this can be seen from the average score of these subjects reaching 82.01. The use of grammar in English increased to 76.66. Students are also more careful about the spelling and punctuation used; the value in this mechanism reaches 90.00.

In this study, interest in learning was measured in one way. When students collect their assignments by uploading their files in the class and only being seen by their respective lecturers. But when using Instagram as a place to collect student assignments more carefully and collecting tasks increases. This can be seen in the following diagram:

**Diagram 1: Results of the Comparison of Methods**



Before using Instagram as a medium for collecting assignments, only 52% of 30 students submitted assignments as indicated in the diagram above. But it's different after using social media as a medium, which garnered more than 92% of 30 students. The second way to measure students' interest and motivation was using a questionnaire. Thirty students who were selected as the sample filled out a survey related to student opinions about this Instagram-based learning. There were five statements, which students then answered by selecting "yes" if they agreed with the statement submitted, selecting "average" if they were unsure of their answer, and voting "no" if they disagreed with the statement submitted. Survey results can be seen in the following table:

**(Table 3) The results of the study motivation survey**

| N0 | Question | No | Normal just | Yes |
|---|---|---|---|---|
| 1 | learning English by using Instagram fun | 2 | 3 | 25 |
| 2 | Learning to use social media makes me participate in the process of learning English. | 1 | 3 | 26 |
| 3 | The learning process using Instagram makes I understand how to write procedure text carefully. | 1 | 7 | 22 |
| 4 | Learning to use social media makes me very concerned about the results of the tasks that I do. | 1 | 2 | 27 |
| 5 | Learning English with this new method really motivated me to study. | 0 | 2 | 28 |

From the table above, it can be seen that as many as 83% of students agree that this method is interesting way to learn English. As many as 86% of students said they participated in this learning. As many as 73% of students better understand learning with this method. 90% of students say they are more careful doing assignments because they will be uploaded to social media, and 93% of students say they are motivated to follow this learning.

## 3.Conclusion

The results of the data and facts that exist after implementing the social media effectiveness project, especially Instagram, in procedural text learning, the writer to draw the following conclusions: (1) Students become more motivated and happy to participate in the process of learning English using Instagram; (2) improving students' writing skills in English, especially in procedure texts; (3) this learning contributes to increasing the student's

motivation towards learning English; and (4) this learning can increase students' vigilance in doing assignments.

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