

A Development of Instagram Filter as Japanese Language Learning Medium

Nisa Erza Az Zahra, Via Luviana Dewanty*, Aulia Oktafiana Raudlatul Jannah,
Adinda Arum Sari, Risti Maulidiah Permana, Rosita Nurul Rahayu

Universitas Pendidikan Indonesia, Bandung, Indonesia

*Corresponding author. Email: luvianadewanty@upi.edu

ABSTRACT

Japanese-Language Proficiency Test (JLPT) is a test which developed in Japan and has become the standard for Japanese language competency certification worldwide. JLPT preparation is done generally by practice answering questions. But in the process, students find it difficult and boring. This study developed learning medium for N4 level JLPT preparation using social media *Instagram*. *Instagram* has a feature called "*Instagram filter*" that allows users to take photos, play games, and even do *live quizzes* through *Instagram stories*. Through this feature, JLPT N4 questions are made into quizzes with materials that include sentence patterns (*bunpou*), vocabulary (*kotoba*), and kanji. The method used in this study was qualitative method with a descriptive approach. Based on the quantitative data that obtained from the distribution of this learning media, it can be concluded that the Instagram filter learning media is quite attractive to students not only from Indonesia but also from various countries. This media is used quite frequently by many users, and has potential as a medium for learning Japanese. Instagram filter media can be developed further to explore other potentials and can be developed into better learning media in the future.

Keywords: *Japanese, Japanese learning, JLPT, Instagram, Instagram filter.*

1. INTRODUCTION

Language Proficiency Test or JLPT is a Japanese language proficiency test specifically for foreign speakers of Japanese. To support study and work in Japan, Japanese-Language Proficiency Test (JLPT) was developed in Japan and has become the standard for Japanese language competency certification worldwide. The usual learning method for JLPT preparation is to do practice questions. However, in the process, not a few students find it difficult and boring, which makes the material difficult to understand. To overcome this, this research develops N4 level JLPT learning through the use of Digital Technology on Instagram social media to produce fun JLPT learning.

Until now, there have been many studies that agree on the positive results of Instagram as secondary language learning medium, especially English (Aloraini, 2018; Eraslan, 2019; Mansor & Abd Rahim, 2017). As one of the most popular social media, Instagram has the opportunity as an effective JLPT learning medium. As evidenced, by the many Instagram accounts for learning purposes that have many followers, learning through

Instagram is a popular alternative. However, despite the popularity of Instagram as a language learning medium, the discussion of this topic on Japanese learning has not been found much. In addition, the existing research to date only utilizes the *posting* feature on Instagram. For this reason, we take advantage of the filter feature on Instagram and its effects for learning Japanese, especially JLPT N4. Hopefully, this JLPT learning method will make learning process becomes more fun rather than dwelling on exercise books continuously.

This study chose the Instagram filter on the Instagram stories feature as a medium for practicing JLPT questions. The story feature on Instagram is not just to beautify photos and share everyday stories, but can also be used to learn Japanese, especially the JLPT practice questions. With the unlimited range of Instagram filters while searching with related keywords, the JLPT practice/quiz filter will appear. The filters made are quizzes on *bunpou* (grammar), *kotoba* (vocabulary), and kanji JLPT N4 level. This JLPT N4 quiz filter was created so that students can practice the JLPT material in their spare time. By answering one to two questions either wrong or right, at least there is material that is learned and sticks in the

learner's memory when using the filter. It is hoped that by working on the questions on the filter, students can reopen their memories of previously studied JLPT materials. Based on the explanation above, this study will explain how to design and create JLPT N4 quiz questions on the filter feature in Instagram stories. This study will also explain whether the use of Instagram filters in the form of JLPT N4 practice questions is effective as a medium for learning and practicing JLPT N4 questions.

2. LITERATURE REVIEW

2.1. Learning Media

The use of visual-based creative media supports the delivery of material in language learning (Kusrini, Dewanty, & Hidayat, 2020). Richards and Cotterall (2016) suggest that in order for the learning process to be more effective, the creativity of teachers is needed to deliver material using the right creative media. One of the learning media that can be used is media that integrates technology in the teaching and learning process. According to Halim and Hashim (2019), using technology in language teaching and learning helps learners repeat lessons, and evaluate learning outcomes.

2.2. Instagram in Language Learning

Instagram has nearly 2 million users worldwide, including Indonesia, and is one of the most popular social media platforms (Fathoni, 2018; Youn, 2019). The existence of audio-visual features on Instagram can support language learning (Al-Ali, 2014), including the Instagram filter feature on Instagram Stories that makes an impact on Instagram user satisfaction (Fathoni, 2018). Through Instagram, one can upload photos or videos, publish them, and post them on other users' feeds (Rahim, Erawan, & Alfando, 2018). Prihatiningsih (2017) suggests that there are several uses of Instagram, namely to meet cognitive needs, affective needs, personal integration needs, social integration needs and fantasizing or entertainment needs. Cognitive fulfilment and social integration on Instagram can be done, one of which is by using Instagram as a teaching medium. Instagram has a beneficial effect in improving students' language skills, so it can be used as a useful educational tool as an alternative easy way to communicate for students and teachers outside the classroom (Handayani, 2015).

The use of Instagram as a language learning medium has been discussed in several studies. Magalhães, Paiva, and Lima (2021) explain that the results of their research show that the contribution of Instagram social media with foreign language teachers can integrate pedagogy, content and technological knowledge. Destari, Kusrini and Sugihartono (2020), Kamal (2019), and Rakhmasari and Pratiwi (2019) proved that Instagram can be an

alternative media for language learning. Through Instagram, learners can enjoy the learning process in a fun way through interesting audio-visual content (Handayani, 2015).

Based on the studies described above, this study will also discuss the use of Instagram in language learning, especially Japanese which focuses on language acquisition exercises through JLPT (Japanese Language Proficiency Test) questions. In contrast to previous studies that used the Instagram post feature to present teaching materials, this study uses the filter feature on Instagram stories to display and present JLPT practice questions.

3. METHOD

This research method uses a qualitative method with a descriptive approach. This type of qualitative descriptive research displays the results of the data as they are without any manipulation or other processes. The method of collecting data for this research is through questionnaire and interview with people who are studying Japanese. There were 20 respondents who filled out this questionnaire. In this interview, there were 10 interviewers, each person was asked questions via Zoom Meeting. Via Zoom Meeting is taken because it is an effective way to do it nowadays. Zoom Meeting is a video-based communication application. This application is classified as a flexible application because it can be accessed via Android, iOS, and the website. The purpose of this interview is to find out how to use the Instagram filter as a learning medium, especially in learning Japanese. In this interview, there were 18 questions submitted to the interviewees. The questions asked were related to things that included the use of Instagram and the features on Instagram, especially the quiz filter feature. As for the interview questions, there were 7 questions before the interviewer tries the filter and 11 questions after trying the filter that we have created.

Before the interview was conducted, the interviewees first tried the Instagram filter that had been shared on each interviewers Instagram account. Then an interview was conducted about this Instagram quiz filter. The purpose of testing the Instagram quiz filter first is to find out their opinion about the use of Instagram filters as a medium for learning Japanese language through JLPT N4 practice questions.

In addition to conducting interviews, data collection on the number of interviewers who used this filter was taken from the Spark AR Hub website. This website must

first be connected to a Facebook account. Spark Ar Hub is a website for publishing, managing, tracking, and understanding the performance of AR effects, including Instagram filters. On this website you can see how many of these filters are used and stored in the Instagram user's account.

4. RESULT AND DISCUSSION

4.1. Instagram Filter Making

The Instagram filter quiz created includes three Japanese language learning materials, namely: grammar (*bunpou*), kanji, and vocabulary (*kotoba*). Each material is made up of 10 questions with a material level of JLPT N4. For grammar questions (*bunpou*), the author chose 10 grammar that are often used in JLPT N4 by using JLPT N4 practice questions from the JLPT official website, JLPT N4 practice books and other Japanese language learning books as references. The next step is to select questions, then modify the questions and make questions that match the Instagram filter. For kanji and vocabulary (*kotoba*) questions, the author makes questions by looking for kanji on JLPT level N5 to N4, and JLPT level N4 for vocabulary (*kotoba*).

Vocabulary material is obtained from *Takoboto* (Japanese-English dictionary and Japanese language learning tool). Another source of material is a Japanese language learning book as a reference for making vocabulary questions. The vocabulary questions are general vocabulary. The questions that have been made are then consulted by the Japanese language lecturer. After the consultation, 2 answer options were added to each grammar question and rearranged the revised questions. After being consulted again, the questions that will be used are made into a filter form.

After compiling the questions, the next step is to enter the questions that have been made into the Instagram story filter format. In order for the quiz to look more interesting, it is necessary to create a template first. In making this template, we use an editing application named *Canva*. Several templates are needed, because the Instagram filter in the form of a quiz requires several different templates for questions, answers, and time numbers. The template that has been created is then processed in the *Spark Ar Studio* application. This app has a *faceTracker0* feature to add a 3D model that will respond to facial expressions tracked by *Face Tracker*. The next step is to add material in the form of an image that has been prepared. Then edits are made to produce the desired filter. The next step that must be done is to click export to save the project to the device. Then the last step is to upload the finished filter to your Instagram account. Some screenshots when the filter is used in an Instagram story can be seen on Figure 1.

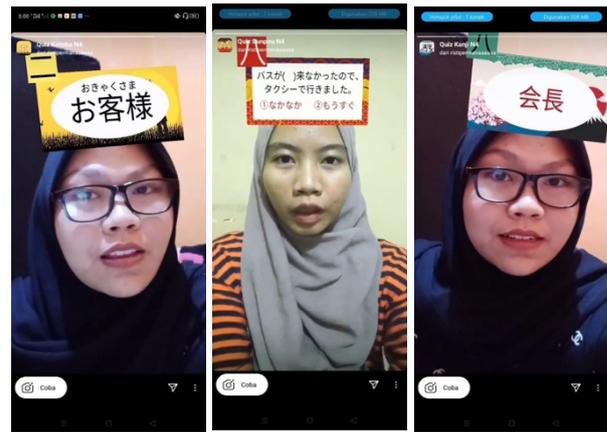


Figure 1 Instagram filter screenshot.

In those three filters, there are covers, questions, answers and numbers as timers. In these three filters there are also 10 different questions that are randomized when we start the video. Once we take a video, only 1 question will come out. Then there is a timer for 8 seconds by counting down. In addition, in this filter there is a back sound to make this filter more interesting.

4.2. Survey Result

A questionnaire aimed at people learning Japanese have created. The results of the questionnaire obtained a total of 20 respondents. In addition to learning Japanese through various media, everyone also uses the internet as a medium for learning Japanese and half of the respondents use the internet as a medium that they often use when learning Japanese because it is easy to use, used anywhere and effective. For the last question, we asked the respondent's interest in trying the Japanese quiz filter that we had created. Half of respondents said that they would try it again. The impressions of respondents who have tried Instagram quiz filters are quite positive and state that these quiz filters help them remember what they have learned.

We also conducted interviews with people who had tried the filters. We have interviewed 10 UPI Japanese Language Education students. For the results of interviews before using filters, 6 out of 10 people often use Instagram (less than 1 hour/day) and 4 other people use Instagram quite often (1~3 hours/day). 8 sources have used Instagram filters while 2 other people have never used Instagram filters. Half of the respondents rarely use Instagram filters while the other half often use Instagram filters. In the filter they used, 7 interviewees used the Instagram quiz model filter with 8 interviewees knowing how to use the quiz model filter. All interviewees have heard of Instagram as a learning medium. Most of the interviewees considered Instagram as a medium of learning that was easily accessible, delivered a variety of materials, and fun. However, there is one person who feels that Instagram is less effective as a learning medium

because, according to him, the purpose of using Instagram is for refreshing.

While the results of the interviews after trying the filters we developed, most of the interviewees thought that the Instagram filters we developed were good, interesting, and fun. However, there is one person who feels that its use is complicated for beginner Instagram users. All interviewees were tried all filter material. Impression for all filters, the material used corresponds to the N4 level. For the *bunpou* filter, the instructions for using the filter are clear and the material is also more varied. However, there are 2 people who find the material difficult. For the impression of using a filter of *kotoba* and kanji material are not too difficult and the types of words are varied.

However, there is one person who feels confused because the instructions for using the *kotoba* material filter are not clear. All the interviewees recalled the Japanese lessons they had learned and eight of the interviewees also learned new things. Most of the interviewees learn from filters by repeating the filters. Most of the interviewees felt that the *bunpou* filter material had a more difficult than other filter materials. The level of understanding of each filter material is relatively easy to understand. Eight interviewees felt challenged and motivated to study Japanese more actively. One person don't felt challenged because the filter only helps remember, while the other person does not feel motivated because personal reason. In addition to the Instagram filter that we made, our 8 interviewees know about other Japanese quiz filters on Instagram. They said that other Japanese quiz filters on Instagram that they know provide more general material, have more attractive designs and don't discuss one specific material. All interviewees feel that Instagram quiz filters have the potential to be a medium for learning Japanese in the future. In the last question we asked for advice to develop a better filter. Here are the suggestions we received: making the design simpler and more diverse, adding a brief explanation to the answers, extending the duration of time to answer questions on *bunpou*, and reducing the time to answer questions on other materials. add meaning to the answers to kanji material, increase the number of questions in one use, add a beautify filter, give special characteristics to filters and enlarged text for *bunpou* filter.

As seen in Figure 2, based on the statistics data from Spark AR Hub application, the filters that have been stored, used, retrieved and distributed are about 165 activities for *bunpou* filter materials. The audience is dominated by women with a proportion of 59%. This filter is the most widely used by Instagram users in Indonesia as much as 87% with the number of users aged 18-24 years. The filter reaches overseas such as Kazakhstan, Brazil, Mexico and Japan.

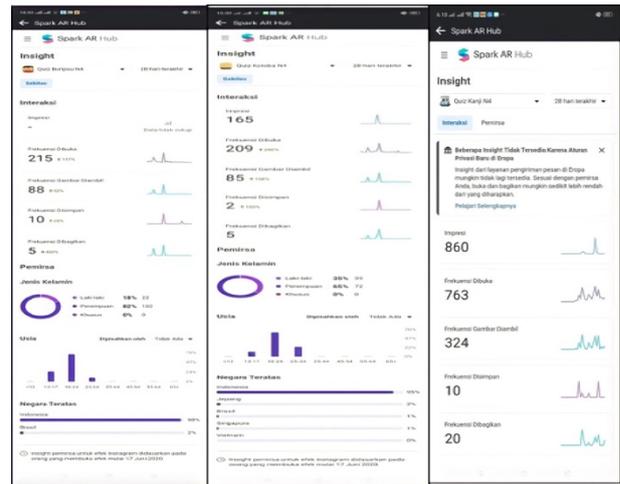


Figure 2 Instagram filter statistic data from Spark AR Hub application.

As for the *kotoba* material filter, the filters that have been saved, used, retrieved and shared are about 205 activities. The audience is dominated by women with a proportion of 64%. This filter is the most widely used by Instagram users in Indonesia, as many as 96% with the number of users aged 18-24 years. The filters reach overseas such as Brazil, Japan, Italy and Russia.

Filters that have been stored, used, retrieved, and shared are approximately 1300 activities for kanji filter material. The audience is dominated by women with a proportion of 79%. This filter is the most widely used by Instagram users in Indonesia as much as 52% with the number of users aged 18-24 years. The filter reaches overseas such as Mexico, Philippines, Malaysia, and Japan.

4.3 Instagram Filter as Japanese Language Learning Medium

The data from our questionnaires and interviews can conclude that Instagram as a medium for learning Japanese is an easily accessible and effective medium. Instagram social media can be accessed anytime and anywhere as long as it has a device and an internet network. Instagram can be said to be an effective learning medium because interviewees can recall the material and learn new things when using filters. Our interviewees also said they was interested in trying the filter again. This is proven by the number of usage frequencies on the Spark AR Hub website and the results of interviews. The impressions of the interviewees we interviewed after trying the Instagram quiz filter were quite positive, fun, unique, interesting, the material on the filter was easy to understand and motivated them to study harder. They said that this media has potential as a medium for learning Japanese in the future.

However, not all interviewees gave a positive response to the filter's performance. Some interviewees said that filters are not easy to use because they are not

familiar with using filters on Instagram. 2 other informants said Instagram as a learning medium is a less learning medium because Instagram is a place for refreshing and not many people will use it as a learning medium. However this is not proved to be true based on the usage data Spark AR Hub website that shows the number of activity 162-1300. From this we can find out that there are other variables in the form of subjective factors that influence the opinion of the effectiveness of Instagram as a learning medium.

Looking at the many inputs we received from our interviewees, this filter still has a deficiency as a good learning medium, especially in the answer section where there is no explanation of the answers on the filter. Therefore, it can be concluded that the Instagram filter as a learning medium has the potential to develop into a better learning media if it is developed.

This study describes whether the use of the filter quiz feature on Instagram stories can increase the interest and interest of Japanese language learners in mastering the JLPT N4 material and is effective as an alternative medium for practicing JLPT N4 practice questions. Based on research results, a filter which has been saved, used, taken and shared is about 162-1300 activities. The filter reached overseas such as Brazil, Singapore, and Japan. The results of the questionnaire and interview show that the JLPT N4 Instagram quiz filter can help students to recall the JLPT materials that have been studied. Instagram filters have a lot of potential as a medium for learning Japanese.

This is similar to previous studies such as the discussion based on the findings of other social media platforms on Instagram as an Education Platform for EFL Learners (Erarslan, 2019), it is argued that the intensive use of social media as part of students' everyday lives (which in fact began with the introduction of Web 2.0 technology) could effectively be utilized for educational purposes, particularly in higher education contexts (Hemmi, Bayne, & Land, 2009, as cited in Erarslan, 2019). As it was also revealed in this study, the students themselves believe that social media platforms, Instagram in this particular context, can be used specifically for educational purposes, as also explained by Wong et al (2017) as cited in Erarslan (2019).

In addition, from investigating Instagram as an EFL learning tool (Aloraini, 2018), the commenters said poor output quality might be a result of not being provided with input suitable to their language competence. Therefore, controlling factors such as the commenters (learners) level of proficiency and the posters (teachers) language teaching training in the future is recommended. This is also supported by the opinion of the interviewees regarding the lack of filters, materials, and advice. Even so, the Japanese Instagram filter is quite effective and can be developed even better to see other potentials so that it can be developed as a better learning media in the future.

5. CONCLUSION

The Instagram filter quiz includes three Japanese language learning materials, grammar (*bunpou*), kanji, and vocabulary (*kotoba*). Each material is made up of 10 questions with a material level of JLPT N4. The results of the questionnaire and interview showed that respondents and interviewees who have tried to filter the quiz Instagram responded quite positively and stated that this filter quiz is an effective Japanese media learning because it help them remember what they have learned and learn new things. Filter which has been saved, used, took and shared is about 162-1300 activities. With dominated viewers from women. The filter reached to overseas such as Brazil, Singapore and Japan. This Instagram filter quiz is quite popular not only from Indonesia but also from various countries such as Japan, Brazil, Mexico to Kyrgyzstan.

Instagram filters have a lot of potential as a medium for learning Japanese. Instagram filter media can be developed even better to see other potentials and can be developed into better learning media in the future.

REFERENCES

- Al-Ali, S. (2014). Embracing the selfie craze: Exploring the possible use of Instagram as a language mLearning tool. *Issues and Trends in Educational Technology*, 2(2), 2-16.
- Aloraini, N. (2018). Investigating Instagram as an EFL learning tool. *Arab World English Journal (AWEJ)*, 4. doi: <https://dx.doi.org/10.24093/awej/call4.13>
- Destari, R., Kusriani, D., & Sugihartono, S. (2020). *Write around learning model using social media Instagram in writing Japanese Essay*. Presented at The Fourth International Conference on Language, Literature, Culture, and Education (ICOLLITE 2020), Bandung, Indonesia, 31 August 2020.
- Erarslan, A. (2019). Instagram as an education platform for EFL learners. *The Turkish Online Journal of Educational Technology (TOJET 2019)*, 18(3), 54-59. Retrieved from <https://www.semanticscholar.org/>
- Fathoni, A. A. (2018). Pengaruh penggunaan fitur Instagram stories dan interface design Instagram terhadap kepuasan menggunakan Instagram pada mahasiswa Fakultas Ilmu Komunikasi Universitas Gunadarma [The effect of using the Instagram stories feature and Instagram interface design on the satisfaction of using Instagram on students of the Faculty of Communication Sciences, Gunadarma University]. *Mediakom : Jurnal Ilmu Komunikasi*, 2(1), 206-218. <http://dx.doi.org/10.35760/mkm.2018.v2i1.1893>

- Halim, M. S. A. A., & Hashim, H. (2019). Integrating web 2.0 technology in ESL classroom: A review on the benefits and barriers. *Journal of Counseling and Educational Technology*, (2)1, 19-26. doi: <https://doi.org/10.32698/0381>
- Handayani, F. (2015). Instagram as a teaching tool? Really?. *Proceedings of ISELT FBS Universitas Negeri Padang*, 4(1), 320-327.
- Kamal, A. (2019). *Learning English Vocabulary Through Instagram* (Doctoral dissertation, Universitas Negeri Makassar). Retrieved from <http://eprints.unm.ac.id/14387/>
- Kusrini, D., Dewanty, V. L., & Hidayat, N. N. (2020, December). The Development of Comics as a Media to Improve Japanese Writing Skill. In *4th International Conference on Language, Literature, Culture, and Education (ICOLLITE 2020)* (pp. 155-163). Atlantis Press.
- Magalhães, J. H. S., Paiva, L. I., & Lima, S. P. (2021). Instagram as an educational tool for foreign language teachers' education. *Research, Society and Development*, 10(3). doi: <http://dx.doi.org/10.33448/rsd-v10i3.13445>
- Mansor, N. & Abd Rahim, N. (2017). Instagram in ESL Classroom. *Man in India*, 97(20), 107-114. Retrieved from <https://www.scirp.org/>
- Prihatiningsih, W. (2017). Motif penggunaan media sosial instagram di kalangan remaja [Motives for using Instagram social media among teenagers]. *Communication*, 8(1), 51-65. <http://dx.doi.org/10.36080/comm.v8i1.651>
- Rahim, M., Erawan, E., & Alfando, J. (2018). Motif penggunaan *instagram story* (Studi kasus pada siswa siswi jurusan multimedia di SMK Negeri 1 Samarinda) [Motives for using Instagram stories (Case study on students majoring in multimedia at SMK Negeri 1 Samarinda)]. *Jurnal Ilmu Komunikasi Universitas Mulawarman*, 6(3), 1-13. Retrieved from <https://ejournal.ilkom.fisip-unmul.ac.id/>
- Rakhmasari, D. L. & Pratiwi, B. I. (2019). Instagram video: The media to improve English speaking competence. *ELTiC Conference*, 4(1), 30-40. Retrieved from <http://eproceedings.umpwr.ac.id/>
- Richards, J. C., & Cotterall, S. (2016). Exploring creativity in language teaching. In R. H. Jones & J. C. Richards (Ed.), *Creativity in language teaching: Perspectives from research and practice* (pp. 97–113), New York: Routledge.
- Youn, A. (2019). What is the ideal Instagram filter?. *Aesthetic Surgery Journal Open Forum*, 1(2), 1-8. doi: 10.1093/asjof/ojz019