



Investigating Students' Perception Toward the Use of Instagram in EFL Learning

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Abstract. Educational context should take the benefits of innovative pedagogy and digital devices to go to the deeper content exploration, classroom management, engagement, and motivation of students in EFL teaching learning process. Moreover, it should be used to meet the students' need by reforming the old learning to the newest one. In doing this, social media can be used as a learning tool to apply a digital content learning, mainly in EFL teaching learning process. Since Instagram has become one of the most popular social media in Indonesia, it has been chosen by many English teachers as a learning media in their teaching. This paper is intended to observe students' perception towards the use of Instagram in EFL learning. The subjects are 90 XII grade students of SMAN 1 Jatiagung, South Lampung, Lampung Province. The data were gained using questionnaire. Then, it was analyzed using descriptive qualitative method. The results indicated that most students show a positive perception towards the use of Instagram in their EFL learning. In doing this, students also face some obstacles in their learning process such as internet connection and internet speed. Thus, it is suggested to the teacher to also consider these facts in the future.

Keywords: EFL learning · Instagram · students' perception

1 Introduction

One of the challenges faced by teachers nowadays is about how to integrate digital technologies in their teaching and learning process. Since old learning is not relevant anymore, the newest teaching strategy is needed to be done by teachers, for example by using social media as the learning media. In social life nowadays, the use of social media has become a phenomenon which cannot be separated from. It is used by so many people around the world to share so many things such as information, pictures, videos, and etc. Social media refers to the wide range of internet-based and mobile services that allow users to participate in online exchanges, contribute user-created contents or join online communities [1]. It means that the rapid increase of social media use is obviously related with the growth of internet use in our daily life.

In EFL learning, the use of social media is becoming more popular as it attracts students' attention. Some social media such as Facebook, Instagram, Twitter, and TikTok offer quite a few features that can potentially be used as learning media. Previous

research has shown that using such social media platforms for educational purposes or environments allows users to create, share and comment on specific content [2]. On the other hand, certain social networks Through her system of Social Her Limited [3], users of her site view the connections of other users by creating their own profiles.

Among several popular social media, Instagram has positive effects related to its use in the EFL learning process. As one of the most popular social media with a huge number of users worldwide, Instagram has made EFL a favorite primarily due to its impressive and surprising features that support the learning goal of improving English proficiency. It helps provide an ideal environment for students to learn. Research has shown that Instagram features can benefit English teachers and students and be promoted as an engaging teaching technique for writing skills [4]. Instagram itself is a mobile her application that allows users to take photos and images, apply various manipulation tools to change their appearance and images, and instantly share them with friends on various social her networking sites[5]. From this statement, it can also be said that Instagram is known as a “shoot and share” platform. There, much social life is represented, explored and shared through social networks.

A study using Instagram for informal language learning found that using social media platforms was effective in improving students' vocabulary and communication skills [6]. Apart from that, Instagram is an effective learning tool for improving students' writing skills, mainly by improving their vocabulary and grammatical accuracy [7]. Unlike previous surveys, this survey focuses on student perceptions of using Instagram in her EFL learning. Perception is more important than reality because perception can change a person's behavior [8]. Students may have different perceptions when using Instagram as a teaching tool in schools. Another previous survey found that most students had a good idea of using Instagram in their writing class [9]. Instagram motivates students to write their own writing and share it on their Instagram account. Another survey showed that a student had a positive perception of using her Instagram to improve her writing skills[10]. This previous research shows that using Instagram in EFL learning has an impact on improving some English skills such as writing, speaking, and reading. Students' good perception of using Instagram in EFL learning is also a good motivation for further understanding.

In light of some of the positive results demonstrated by some of the previous studies mentioned above, this study next examined student perceptions of using Instagram in EFL learning around the world. Where this previous study focused on specific English proficiency, this study sought to examine student perceptions of using Instagram in all aspects of English learning. To fill this gap, research research questions include:

Do the students have good perception toward the use of instagram in EFL learning?

2 Methods

In this study, researchers used descriptive qualitative methods. Qualitative research methods are research methods based on post-positive philosophy and are used by researchers to study the state of natural objects as an important tool [11]. Survey data were collected using questionnaires. The data collection process was managed in several steps:

1. Making some questions for questionnaire.

2. Giving the questionnaire to the students.
3. Asking the participant to fill the questionnaire.
4. Collecting the questionnaire from the participant.

Next, the participants of the study were 90 grade XII students of SMAN 1 Jatiagung, South Lampung. After the data had been collected, it then was analyzed in order to answer the research question. The data analysis techniques are:

1. Reading the responses from the participant.
2. Sorting all of the gained data.
3. Organizing, coding, and analyzing the data.
4. Analyzing the data.

The data obtained from the questionnaire were analyzed to get answers to the research questions. Qualitative data obtained from questionnaires are processed into percentage forms using the following calculations:

$P = F/N \times 100\%$ Information.

P = Percentage.

F = Frequency of respondent's answers.

N = total of respondent's

To determine the criteria of the presentation, the following steps need to be taken:

- a. Determine the highest percentage = 100%
- b. Determine the lowest percentage = 0%
- c. Calculate the percentage range = $100\% - 0\% = 100\%$
- d. Determine the interval class = 5.
- e. Calculate interval = $100\% : 5 = 20$.

Based on the above calculation, the criteria are:

3 Findings and Discussion

After collecting the result and analyzing the data, the researcher presented the finding and discussion. The instrument used in this research was a close-ended questionnaire [12]. Before that, in gaining the information about students' condition, the researcher did a demographic part survey. The result is:

Table 1. Assessment Criteria

Number	Interval	Criteria
1.	81% - 100%	Very High
2.	61% - 80%	High
3.	41% - 60%	High Enough
4.	21% - 40%	Low
5.	0% - 20%	Very Low

Table 2. Demographic part survey (N = 90) Categories Frequency (%)

Having internet connected	Yes	90	100
	No	0	0
Having instagram account(s)	Yes	90	100
	No	0	0
Using social media for (participant may choose more	Entertainment	74	82,
	Business	27	30
More than one answer	Study	66	73,3
	Others	26	28,8
Facing internet connconnem	Always	38	42,2
Connection problem	Sometimes	52	57,7

Table 3. Instagram Used in EFL Learning

	Alternative answered	N	F	%
a.	Strongly Agree	90	46	51,1%
b.	Agree		28	31,1%
c.	Doubt		12	13,3%
d.	Disagree		2	2,25%
e.	Strongly Disagree		2	2,25%
	Total	90	90	100%

From the demographic part survey, we can see that all of participant have internet connected computer/mobile phone and also have instagram account. For the use of social media, 82,2% of them use it for entertainment purpose and 73,3% use it for study purpose. Another purpose such as business is also chosen by 30% participant since online business has become one of popular business right now. Next, there are 28,8% participant who do not have any idea about the use of their social media, that's why they chose others. At last, 42,2% participants always face internet connection problem when they use their social media, especially instagram. While 57,7% participants sometimes face it. It happens because the location of the SMAN 1 Jatiagung is in the rural area so the internet connection is not really good.

The questionnaire was administered to 90 students as the participant of the research and the result then was presented in the following table:

Table 2 shows that 51.1% of students fully consented and 31.1% of students consented to using Instagram for EFL learning. This means they see Instagram as a learning medium to support her EFL learning process. Another previous study yielded similar results, with 76.6% of students in full agreement and 23.4% of students agreeing that Instagram helps them accomplish their studies [13]. Another study stated that using Instagram is also

useful as an educational tool [14]. The student's good perception of using Instagram for her EFL learning stems from the evolution of social media usage today. There is no denying that social media use has become part of our daily lives. Based on the evaluation criteria, this result belongs to the high standard. This is because the high water mark represents the interval between 61% and 80%.

Next, there are 13,3% students who are doubt with their answer. It happens because of some reasons, for example they don't really know about the positive effect of social media in educational context, or they may do not have any idea about how to apply it as the supporting sources in their EFL learning. The finding also shows that there are 2,25% students who disagree and 2,25% students who strongly disagree with the use of instagram in their EFL learning. It means that they have bad perception in the use of instagram as the learning media. Based on the assessment criteria, those findings belong to very low criteria since the interval for very low criteria is 0% - 20%. This phenomenon may relate with the fact that some of students face some problems related with internet connection at their place. For some students, the use of traditional teaching learning strategy seems simpler to do than learning with the use of technological devices and certain platforms. But, still, the percentage of the students who have good perception toward the use of instagram in EFL learning are more than those who have bad perception. It proves that most students feel more interested and motivated when they use social media in their learning process. Thus, the answer for the research question is the students have good perception toward the use of instagram in EFL learning.

4 Conclusion

Based on the data analyzed and discussed, we can conclude that most students have a good idea of using Instagram in their EFL learning. From the percentage of survey results, 51.1% students fully agree and 31.1% agree to use Instagram in her EFL study. Your good perception may come from the popular use of Instagram as one of the social media used by so many people, including students. They are interested in using Instagram not only as an entertainment tool, but also as a learning medium. That said, 13.3% of students doubt their answers because they are unfamiliar with the benefits of Instagram in EFL learning. Additionally, 2.25% of students disagreed, and 2.25% students completely disagreed with using Instagram for EFL learning due to internet connectivity issues.

5 Suggestions

This study has a number of limitations in terms of context and the obstacle faced by the participant of the research. In terms of content, this study is limited in the use of instagram media only in EFL learning. So, it is suggested for the further researcher to do further research in a broader context. Next, some obstacles faced by the students related with the internet connection should also become researcher's attention in the further research.

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