

Conference paper

INCIDENTAL WRITING LEARNING ON INSTAGRAM IN INFORMAL SETTING

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The purpose of this study was to describe the frequency of incidental writing learning that occurred while using Instagram in an informal setting. The respondents were the secondary vocational school's students in Padang, Grade 11. The researchers employed a cluster random sampling technique to pick 52 students. The descriptive method was used to design this study. A questionnaire was used to obtain the data. The questionnaire was quite reliable, with a coefficient correlation of 0.87. Expert judgment was used to determine content validity. According to the findings of this study, 73% of respondents experienced incidental writing learning when using Instagram in informal contexts. Based on the findings, it was possible to figure out that the frequency of incidental learning writing in Instagram was classified as sometimes scale.

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1. INTRODUCTION

Social media is one of the most well-known technological and information breakthroughs in today's world. Social media is used by most people all over the world for several purposes. One of the developments in technology and information that is very familiar in today's life is social media. Social media is a technological information and communication tool used by everyone worldwide. The features of social media provide users with a variety of activities that are not only for communication and entertainment but also for education [1]. Users can share material, discuss themes or concepts, and collaborate on homework assignments for educational purposes. The learning process is evolving swiftly and in unexpected ways. As a result, using social media as a learning tool is important. The availability of social media supports independent learning and a shift away from traditional teacher-centered learning and toward student-centered learning.

Social media is widely used by people of all ages, particularly Generation Z. Gen Z is the digital generation or digital natives born between 1995 and 2009 [2]. They are also

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known as the Digital generation because they are connected to the digital world and spend their time in a digital environment [3]. Using social media is an essential part of their everyday routine [4]. They are inextricably linked to social media. This causes them to be concerned if they have not kept up with social media. According to Rideout and Robb (2018), social media has overtaken messaging and face-to-face interactions as the most popular form of communication among Generation Z, with 70% of Gen Z reporting using social media multiple times per day as their preferred form of communication, in addition to texting and face-to-face interactions [5]. This fear has grown into a condition known as FOMO, or fear of missing out. According to Przybylski, A. et al, FOMO is a very dominant trait in the form of a strong need to continually be linked with other people via the digital world in order to keep track of all the things that happen [6]. In general, Gen Z uses social media to play games, express themselves through video content, follow trends, and even talk about irrelevant things. Gen Z, on the other hand, can learn English through social media [7]. Social media use can be for both pleasure and education.

In recent years, social media has become widely used in English learning, providing many opportunities for students to practice skills such as writing, speaking, reading, and so on. According to Erzad and Suciati (2018), *social media* such as *YouTube*, *Instagram*, and *Facebook* can enhance students' ability since they are attractive, easy to use, very basic, and practical[8]. In the learning process, the tendency of using social media in a formal context is expected. Students can develop their speaking and listening abilities by watching videos on *YouTube* and *TikTok*. They watched many *YouTube* videos as learning resources and utilized *TikTok* media to practice speaking by imitating. We can infer that using social media in a formal context is critical to adopting learning media networking because it improves the oral and aural skills of EFL learners.

Social media has also become a vast learning resource for informal learning. Bagdonaitė and Zydziunaite (2016) describe informal learning as "self-directed learning" instead of instructional learning. It refers to self-study done outside of the classroom. Students can study independently to improve their vocabulary and writing skills by using social media platforms such as *Instagram* [8]. *Instagram* is a social networking program that allows us to share videos and pictures from our own device. *Instagram* learning, unlike classroom learning, has no time restriction.

According to Zarei (2020), *Instagram* is used by 21st-century learners to improve their learning productivity [9]. According to Zarei (2020), 21st-century learners utilize *Instagram* to boost their learning productivity. Students may acquire learning resources through *Instagram* by participating in numerous activities that broaden their knowledge.

Students can practice four English skills at the same time by using Instagram. Instagram may be used for many different things. If any individuals can publish a new Instagram post for a day, it would be advantageous to their language performance if they did so in English.

Technology is increasingly being used in English language teaching (ELT), and students can use social media functions as informal learning strategies, such as watching movies and other audiovisual resources in informal EFL [10]. Instagram is a well-known social networking platform [11]. It enables users to capture and share moments with their friends in real time via a sequence of images and videos. Instagram can be used to enhance abilities in informal learning. Before sharing their images or videos, students with writing skills can add text to the description part and provide comments in the comments box. It allows users to activate their writing ability by conveying ideas, imagination, thoughts, feelings, and even experiences in written form [10]. It will be more enjoyable for students than writing papers. This tool allows them to express their views and opinions on a variety of topics. Instagram's features can make it valuable teaching material for teachers. Its attractiveness among the Gen Z, as well as its capacity to share images, can help students improve their writing skills in casual settings. According to the description given, using social media has offered learners possibilities to practice writing, speaking, reading, and listening.

The study focuses on *Instagram* as a video and text-based social media platform. The researcher would aim to see how frequently secondary school students did incidental writing learning in *Instagram* in an informal setting.

Two previous research investigated the frequency of utilizing Instagram for informal student learning. According to Erarslan (2019), *Instagram* is the most widely used social media platform among users, and they prefer utilizing it for educational and language learning objectives. Instagram was also proven to have a beneficial effect on student performance language acquisition based on their academic achievement [12]. Bin-Hady dan Al-Tamimi (2021) conducted another survey and discovered that accessing media has the highest degree of utilization [11].

Based on the preceding, the researcher understood the significance of examining the frequency of incidental writing learning while using Instagram in an informal context for 11th grade students at a vocational school in Padang.

2. METHODOLOGY/ MATERIALS

The study fit under descriptive research and was aimed to characterize the existing state of the research issue. This study's sample consisted of eleventh grade students from a vocational school in Padang. There were 52 students who participated. The instrument was a questionnaire. The concept of content validity was used. The questionnaire's reliability was very high at 0.87.

To collect data, the researcher used a Google Forms application to administer the questionnaire in 20 minutes. The questionnaire was distributed to the students. The researcher then calculated each student's raw score. The researcher then classified the students as often, sometimes, and rarely using Azwar's criteria. Finally, the researcher calculated the student percentage for each scale of frequency.

3. RESULTS AND DISCUSSIONS

The research indicated that 8 students (15.4%) identified as often undertaking incidental writing learning on Instagram, 38 students (73.1%) classified as sometimes, and 6 students (11.4%) classed as rarely, as illustrated in Diagram 1.

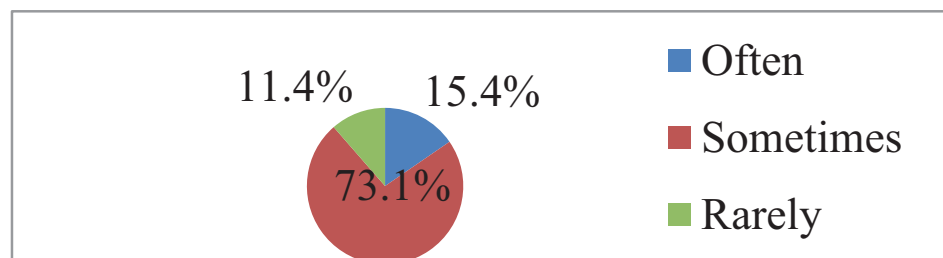


Figure 1: Frequency of incidental writing activity in *Instagram*.

On the other hand, Erarslan (2019) discovered that *Instagram* is the most often used social media platform among participants, and they prefer adopting it for educational and language learning activities. Instagram was also determined to have a good impact on students' language acquisition based on achievement scores [12]. As a result, it is concluded that *Instagram* can be used to supplement formal English learning by exposing students to English while using this platform as part of their daily activities. Additional particular findings, as well as research questions answered, are described below.

3.1. Organizing Idea

After analyzing the students' responses, it was shown that many students are classed as undertaking incidental writing learning when using *Instagram* in terms of organizing ideas in an informal context. It was confirmed by the fact that 12 students (23.07%) did it often, 34 students (63.4%) did it sometimes, and 6 students (11.53%) did it rarely. This statement is supported by the data in Table 1.

TABLE 1: Frequency of Organizing Idea in *Instagram*.

Categories	Classification	Number of Students	Percentage
Often	> 13.54	12	23.07%
Sometimes	9.1 - 13.54	34	63.40%
Rarely	< 9.1	6	11.53%
Total		52	100%

The findings above were aligned with Rinda et al. (2018)'s study, "Students' perspectives on social media-based learning of writing through Instagram." Their findings revealed that 65.72% of students agreed to explore ideas or issues while writing on Instagram, and it can be categorized as often used [13]. As a result, the findings of these two research are comparable.

3.2. Using Appropriate Vocabulary

After analyzing the students' responses, the researcher discovered that many students are engaged in incidental learning activity in terms of using appropriate vocabulary in writing on Instagram. That was confirmed by the fact that 10 students (19.23%) were identified as often using appropriate vocabulary when writing on Instagram, 36 students (69.23%) categorized as sometimes, and 6 students (11.53%) classed as rarely. This statement is supported by the data in Table 2.

TABLE 2: Frequency of using appropriate vocabulary in writing on *Instagram*.

Categories	Classification	Number of Students	Percentage
Often	>13	10	19.23%
Sometimes	8 until 13	36	69.23%
Rarely	<8	6	11.53%
Total		52	100%

Nurlaily (2021) did one study in which she studied students' perceptions of the Vocabulary Cards Bank Project on Instagram for vocabulary acquisition. Her findings revealed that the majority of students believed the activity resulted in positive effects. Based on

the review of the relevant studies above, it is possible to conclude that students often applied appropriate vocabulary in writing on *Instagram* in informal learning context [14]. As a result, the findings of these two-research differed.

3.3. Applying Grammar

After analyzing the student responses, the research found that many students are classed as sometimes using grammar in writing on *Instagram* in an informal learning context. It was verified by the fact that 7 students (13.4%) were classified as often using grammar in writing on *Instagram*, 38 students (73.1%) as sometimes using grammar, and 7 students (13.4%) as rarely using grammar in writing on *Instagram*. This statement is supported by the data in Table 3.

TABLE 3: Frequency of applying grammar in writing on *Instagram*.

Categories	Classification	Number of Students	Percentage
Often	>13.1	7	13.4%
Sometimes	8.7 until 13.1	38	73.1%
Rarely	<8.7	7	13.4%
Total		52	100%

Bestari, Faiza, and Mayekti (2020) discovered that 80% of students enjoy writing on *Instagram*. With such activity they comprehended the grammar structure [15].

3.4. Using Mechanics

Analysis of student responses demonstrated that many students did writing learning by unintentionally as a result of employing mechanics in writing on *Instagram*. It is stated that 12 students (23%) did it often, 27 students (52%) did it sometimes, and 13 students (25%) did it rarely in *Instagram* writing. Table 4 also describes these findings.

TABLE 4: Frequency of using mechanics in writing in *Instagram*.

Categories	Classification	Number of Students	Percentage
Often	>13.54	12	23%
Sometimes	9.1 - 13.54	27	52%
Rarely	<9.1	13	25%
Total		52	100%

This result corresponded with Tomas and Dulin's (2021) research. It discovered a significant relationship between respondents' social media exposure and their writing skills in terms of grammar and mechanics. According to the findings, the respondents

used social media often. Subsequently it was underlined that students needed it for learning, and that their exposure to social media impacts their writing skills in terms of grammar and mechanics [16]. As a result, the findings of the two studies were similar.

4. CONCLUSION

Social media has been demonstrated to have a significant effect on both formal and informal learning activities. It provides users with a variety of platforms with a wide range of educational sources and activities. *Instagram* is commonly used by Generation Z in their daily activities. The purpose of this study was to look into the frequency of incidental writing learning on *Instagram* in an informal learning setting.

The results showed that when students used *Instagram* in an informal setting, they were sometimes immersed in writing learning. According to the findings, 38 students (73.1%) were at sometimes scale of utilizing *Instagram* for incidental writing learning in an informal context. It is proposed that English teachers reconsider the importance of using technology tools and digital resources into their teaching practice, particularly the use of the social media platform, *Instagram*. The findings can also be used to inform curriculum design in order to supplement textbook material with technology-based informal learning practices. Future studies should investigate the impact of *Instagram* on specific English skills and how to optimize the potential coming from using *Instagram* for informal writing learning. Last but not least, students who use *social media* are more likely to use *Instagram* not only for entertainment but also for learning.

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