

CHAPTER 1

INTRODUCTION

This chapter highlights the points of introduction of this research. It comprises the background, formulation of the problem, operational definitions, aim of the research and uses of the research.

1.1 Background

The use of internet and digital technology has become an inevitable part of life nowadays. This dependence on digital technology has influenced not only the lives of people but also the ways languages are learned and taught (Mazer et al., 2007). Many digital technology and online resources are available to support teaching (Richard, 2015) and can give contributions for teaching such as blog, instant messenger, social media, etc (Koc and Koc, 2016). Moreover, a current tendency that combines digital technology and language learning is Mobile-Assisted Language Learning (MALL).

MALL generally refers to anytime, anywhere language learning activities undertaken through mobile devices without being limited to a physical location or a determined time (Kukulka-Hulme, 2009). Several MALL applications (e.g., Babbel, Busuu, Grammarly, Lingro, etc.) have launched as learning tools for those who need assistance in learning writing digitally. Likewise, common Social Networking Sites (SNS) for instance Facebook, Twitter and Whatsapp have recently used as MALL and applied it as an educational tool to increased students' writing skill (Yunus, et. al, 2012; Allagui, 2014; Boumediene et. al, 2018).

As one of the Social Network Sites, Instagram, which was launched in 2010, has been one of the most popular SNS among young people. Nowadays students tend to access Instagram and consider it as their favourite social media (Chen, 2020), with the highest share of Instagram users in Indonesia, 36.3 percent, were between the ages of 18 to 24 years old (Statista, 2020). Instagram also can be integrated as the teaching media in classroom writing. Several studies concluded that Instagram offered students' inventive activities which can lead to improve students' writing skill (Listiani, 2016; Purwandari, 2017)

As the pre-observation conducted in one of the high school in Tasikmalaya, most of the teachers use another SNS such as Facebook, Telegram and Whatsapp as their online teaching media during this Covid-19 pandemic. Yet, there are still teachers in one of Senior High Schools at Tasikmalaya who use Instagram in their online teaching. They use it to integrate their teaching writing as a teaching medium to teach caption writing at eleventh grade and formal invitation at twelfth grade as the basic competencies needed in the syllabus. Therefore, this study is focusing on investigating teachers' perceptions that used Instagram in their teaching writing.

There is similar study conducted by Akhiar, Mydin, and Kasuma (2017) investigating the students' perceptions and attitudes on using Instagram in their English writing. The results demonstrated students' high positive perceptions and views towards using Instagram in improving their writing skills. Besides, the researcher did not find any articles of qualitative research in which teachers' perceptions about Instagram in teaching writing have been examined. Johnson in Alnujaidi (2017) proposes that perception is an external factor that focuses on

person's point of view, understanding, belief, and reaction to an innovation. As attitudes and perceptions can influence the participants' use of SNS, it is critical to study and understand the teachers' perceptions on SNS effectiveness in their teaching process. Thus, this study attempts to focus on describing Teachers' Perceptions on using Instagram in their teaching writing.

1.2 Formulation of Problem

In this study the researcher addressed the following question, "What are the Teachers' Perceptions on using Instagram in their teaching writing?"

1.3 Operational Definition

To avoid misunderstanding about the terms set out in this study, the researcher provides some definitions related to this study, as follow:

1.3.1 Teachers' Perceptions : The ability of teachers to understand, notice or become aware of something through the sense as a result of perceiving. It is explored by the limitation of selection, organization and interpretation.

1.3.2 Teaching Writing : An instructed teaching which involved Instagram as a medium to teach caption writing and invitation text.

1.3.3 Instagram : A social network site used as a medium that facilitates teaching writing between teacher and students in one of the senior high school at Tasikmalaya.

1.4 Aim of the Study

The research aims to give some useful information about teachers' perceptions of using Instagram in teaching writing.

1.5 Significances of the Study

1.5.1 Theoretical Use

This study will contribute to the concepts of the existing theories on perceptions towards the use of Instagram in teaching writing.

1.5.2 Practical Use

This study will contribute as a guideline for teachers and students in using online platform for teaching writing using Instagram.

1.5.3 Empirical Use

This study will provide empirical insights for the researcher into how teachers' perceptions on using Instagram in their teaching writing.