INSTAGRAM AS A TEACHING TOOL? REALLY?

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Abstract
The use of social media becomes more popular for the students nowadays. Social media is web-based application that allows users to communicate, collaborate, and share resources with other people. Both being easy to access and easy to use make social media become a very effective tool to communicate and exchange ideas. Students may use social media to keep up with their friends, to stay up-to-date with news and current events, to fill up spare time, to find entertaining content, and to share opinions. Thus, the popularity of the social media among students can be used as a tool in language teaching. One of the popular social media is Instagram. It is a social network that enables its users to take pictures and videos, and share them publicly or privately on the application, as well as through a variety of other social network, such as Facebook and Twitter. Through Instagram the students can post photos or videos that can be commented by their followers. By using Instagram teachers are offered greatopportunity to develop classroom activities creatively. This paper will give an overview of the main advantages of using Instagram for EFL and offer a list of activities for which Instagram can be used.

Keywords*: Social Media, Instagram, Teaching tool*

1. INTRODUCTION

Social media can be defined as web based and mobile technologies which is used extensively for the purpose of communication. It is a set of Web 2.0 e-platforms used to socialize gossip, share information, and hang out (Boyd: 2014). Social media comprises of activities that involve socializing and networking online through words, pictures and videos. Facebook, Twitter, Path, Pinterest, and Instagram are mostly common platforms of social media known by people. These platforms provides users a lot of activities for interaction among people, where everybody can share, exchange, comment, discuss and create information and knowledge in a collaborative way. By using social media, people can create personal pages and connect with friends to share content. For those reasons, social media has been popular to be used by people for recent years.

The popularity of social media is also felt by young people including students. Students might spend their time almost around the clock to use social media via their laptops or mobile devices. They may have their own account to interact with their friends and to have social interaction among people. Therefore, this popularity can be adapted by the teacher to develop certain activities in language learning. Teachers can actively use such tools to keep in touch with students or to organize activities online (Zhang: 2013). One basic reason to use social media is it is familiar to almost students. It also doesn't cost and require minimal training. Social media allows students to access enormous variety of learning materials in most of the cases free of charge. Thus, social media have enough capacity for a good official education matching the social contexts of learning and promoting critical thinking in learners (Mason: 2006).

In addition, there are several reasons to use social media in the classroom. First, its content supports teaching and learning in a lifelong learning scale; it contributes to

fairness and inclusion and increases standards on Higher Education institutions to improve the quality and availability of their course content. Second, Social media gives the possibility to the students to create digital content on their own and publish it online, increasing a vast resource of user-created content from which learners and teachers can jointly benefit, also encouraging more active and proactive approaches to learning. Third, Social media is a network that connects students with one another, and to their teachers, allowing them to share their knowledge and at the same time have access to specific and targeted knowledge in a given field of interest. Finally, Social media makes possible collaboration between learners and teachers on a given task or project or a joint objective, pooling resources and gathering the expertise of a group of people working towards a common objective (Bexheti:2014). Similarly, Crowley (2015) also argues some reasons to use social media in the classroom: (1) Social media provides venues for students to share their stories both within and beyond the classroom, (2) It also grants opportunities for them to hear stories from beyond their school, (3) Social media helps students to recognize the power of personal voice.

From those reasons, it can be stated that social media is an effective tools to be used by the teachers in the classroom. Social media is familiar for the students. They are already using them for purposes that include the social and the educational. It is also authentic which brings learning outside the classroom. By connecting learning with the rest of the worlds makes learning becomes motivational and fun. Students can interact in peer-peer, student-teachers, and among people in the world to achieve goals of language learning. Finally, it provides vast resource of authentic written, audio, video materials with which both receptive and productive skills may be practiced.

As one of platforms social media, instagram is become widely used by the students. It provides users an instantaneous way to capture and share their life moments with friends through a series of (filter manipulated) pictures and videos (Hu:2014). It is common for the students to have an account in their instagram and update every moment on their life such as sharing picture and video. Their followers may like and also comment from the picture/video. Therefore, instagram is a good tool in the teaching language. Teachers can use this tool to develop certain activity creatively. Thus, this paper would like to give an overview about instagram and activities that can be done in teaching and learning language.

2. REVIEW OF RELATED THEORIES
What is Instagram?

Instagram was launched on October 6, 2010. It is one platforms of social media which its user can share photos, and starting from mid-2013 instagram's services expanded to sharing 15-second video. Since that time, the number of people used instagram increased rapidly. From the instagram statisctic showed that it has attracted more than 150 million active users, with an average of 55 million photos uploaded by users per day, and more than 16 billion photos shared so far (Instagram 2013). For now, instagram can take many functions: create accounts, post content (pictures or 15-second videos), apply filters, add captions, tag users, add locations, add hastags, like content, add comments, browse and follow other accounts, check a feed generated by followed accounts, and explore (search for) hastags/users (Ali:2014).

In general, instagram has specific features which are commonly used by user. The features can be described in the following:
1.   Instagram profile interface.

This part displays information about user profiles. It includes biography, circular profile photo, number of posts, and users'follower/following count. The "+ Follow"option permits users to follow other users and stay updated on latter's posted content.

2. Profile content.

It provides viewers to scroll down the profile. Viewers may see all profile photos appear together. For a closer look, viewers have the option to click on any photo. The photo being chosen is displayed clearly.

3. Instagram's photo content.

Clicking on a photo displays a larger version of the photo. Here, viewers can like the photo, leave a comment, or read previously posted comments. In this photo content also displays how many people have "liked" the photo, the photo's caption, and comments appended below the caption.

4. Navigational tools.

There are five icons available at the bottom of each page in the instagram's screen the icons are the home page, explore page, posting page, notification page, and user's profile page. These are the basic navigational tools for instagram.

From the features given above, it gives the users "a unique way" to use instagram as a social media. They can take photos and videos by applying different manipulation tools – 16 filters- in order to transform the appearance of an image. Then, the photos and videos can be shared instantly on multiple platforms (e.g., Twitter and Facebook). While posting photos or videos, users can Tag photos which include adding location, tagging friends and asssinging key words tags to photo. Besides, the users also can add captions, hastags using # symbol to describe the pictures and videos, and tag or mention other users by using the @ symbol (which effectively creates a link from their posts to the referenced user's account) before posting them.

In instagram, a user follows any other users called "friends". On the other hand, the users following a instagram user are called "followers". A user can set its privacy preferences to whom his/her post only can be looked by his/her followers. When the others users want to follow, they require approval from the user to be his/her follower. The users can see the latest photos and videos from all their friends, listed in reverse chronological order. They can also favorite or comment on these posts.

For the students, instagram mostly used to take photos of themselves which is known as selfie. They like to take a picture and filter it in instagram app. From that filter, the picture is more catchy and beautiful. Finally, the picture will be posted in the instagram. From that picture, it can describe everything which does not need to be mentioned in words. Instagram becomes a wonderful place for them to share feelings and situations through pictures. Besides, they like to do interaction with their friend by posting something and commenting photos from their friends.

In fact, instagram is not just about selfies, likes/comments, or repost. Teachers should jump the opportunity to get the most out of this progress. It is a great idea to start using instagram in the classroom. Instagram can become a great educational tool that makes the educational process unique, interesting, and insightful (Kirst : 2016). A lot of activities can be done by using instagram in the classroom. Using this tool, students can exchange opinions and views on different topics. Students can also participate in a group activity where each student asks the others to comment on a photo or video. This makes it possible for them to exchange knowledge with classmates and teachers. Thus, instagram is a photo-sharing website, the taking and editing of pictures as well as the captions and feedback options encourage students to be spatially and linguistically aware (Phillips, 2013).

Instagram seems to be a perfect tool to support learning English for the following reasons. First, it offers a plethora of contextualized visual data that can provide aid in language classroom. Second, using instagram in classroom can assist in creating a socially connected community of learners, as the tool itself gives room for students to communicate and socialize each other beyond classroom constraints. Third, instagram is a commonly used social media outlet that young learners are now almost fully immersed in and accustomed to; including it in their learning process can be seen as a form of applying topics learned in class in real life environment. Finally, ease to access to instagram and availability in most handled devices makes it more inviting to consider this platform for use in language classroom. (Ali : 2014).

3. DISCUSSION
Instagram activities in language learning

Experts mention about several activities that can be done in using instagram for language teaching. According to Spencer (2012), there are different activities that teachers can use to implement instagram in their classes; utilizing digital storytelling, practicing grammar on photo captions, doing photojournalism, creating photo prompts for themselves, finding metaphors within chosen photos, creating photo blogs, finding and documenting context within photos, doing an ethnographic study, sharing art, and exercising creative and artistic expression through taking their own pictures. In line with this, Bell (2013) also mentions activities to use instagram in language learning. The activities involve having students on field trips, having students create photo stories and essays based on curriculum expectations, and having the entire class or school participate on instagram by using one universal "hashtag" to share their work with others.

In addition, Hudson (2013) proposes other activities to use instagram in the classroom. The activities include have the students do role play and imagine how a famous person in history would have used instagram, imagine what a favorite character would post, have the students go on a scavenger hunt, record steps in a science experiment, and even share reading recommendations. Overall, many scholars agree instagram can propose activities in language learning. From the ideas mentioned above, I would like to develop activities by using instagram into four language skills.

Firstly, before using instagram into classroom activities, teachers are encouraged to create a teacher account. It is a separate account to use exclusively for interacting with students. Teachers also need to consider about user name used in the instagram. Teachers should choose the username professional, simple, and familiar to the students. A handle like *@MrBOBCLASSROOM* communicates the educational nature of the page and is easy for students to find. It is also good idea for teachers to make their account private (for students only as followers and to discourage unrelated followers).

From the teacher instagram account, it can also share useful materials in learning English. Teachers can post everything that can guide students to learn language effectively. Teachers can also share sources and knowledge from other instagram. There are many different people post free EFL resources that can help teachers. Good examples include *@activateyourenglish, @fromthepond, and @corkenglishteacher.*

After having a teacher account, teachers are suggested to create private classroom instagram account that is exclusively used for education purpose. This private instagram is easily used to control the students and can be used to connect the students and other grade team members. By registering class account, students can send one direct message to the account, knowing that it is specifically for them.

After creating an account, teachers may go to develop certain activities that can be done through this platform. Here are some lists of activities that can promote students ability in learning English in four major skills.

1. Speaking activities

Speaking English fluently is still one of problems face by the students. Lack of motivation and interest make them passive in the classroom. Beside that they are also hard to describe something which is not really familiar for them. By using instagram, teacher can promote activities to develop and increase their motivation to speak English better. Here are some activities which can be adapted by teacher in the classroom

a. Capture field trip memories

Mostly, students like to take picture and post it in their instagram account. Teachers can develop an activity by applying this way. Teachers may ask students to post their photos about their holiday. It may be about their weekend, their photos memory during final semester holiday, and etc. Students are asked to use hastag that was not previously used by others. Then, they are asked to choose five pictures from their own content to prepare two minutes presentation about her holiday memories.

Teachers can expand this activities based on curriculum expectations. For example, teachers can use this activity to teach students in speaking recount text. Students can be assigned to create a recount text based on their picture posted in the instagram. Hastag will give a general clue about the content of what they want to talk in their presentation. By giving series of picture, it will be helpful in guiding them to present and develop recount text structurally.

This activity had been supported by Ali (2014) who had conducted the research about using instagram in language teaching. From the result of her research, it was found that students did not waste a lot of their preparation time trying to look for pictures and relating them to their actual experiences. She also noted that ease of access to pictures that were already filtered using instagram made students focus on the language used rather on content. When presenting their holiday experience, students felt proud to share pictures they took themselves, and classmates were encouraged to check pictures on instagram to like them.

b. Review a famous person in history

Teacher can also use instagram to have students browse historical photo about famous person and create a bulletin board. Then in classroom, ask them some questions related to their bulleting board. For example, if students talk about a historical figure in class, ask them who the photo is, and describe 1-2 relevant items about that person.

This activity also can be applied to teach students describe someone specifically. Students are given option to share and post their favorite famous person. They are required to give a brief description about the person. It may about physical appearance and personality traits. Then, the other students may give their own view and opinion about the famous person.

c. Role Play

Teachers can assign students to make a mini role play. The topics focus on maintaining interpersonal communication like saying hello/goodbye, asking for directions, starting a conversation, asking for help, and etc. The 15-second video option is a great way to really let students get into character through recorded role-playing and even performance reenactments.

d. Pronunciation Plus

To improve students' pronunciation, teachers can post videos for extra pronunciation practice. Video posted also given a unique "hashtag" that make students interested to see it. Furthermore, students are required to do pronunciation practice by

imitate from what they see in the video. In addition, teachers can ask students to record their own videos related to pronunciation practice. The video is posted on their instagram account. After posting the video, students can evaluate their performance directly. They can assess and correct their own pronunciation. This activity is very useful in helping them to do self correction. Finally, teachers also can encourage students to evaluate and comment each of their friends' video. This activity will be fun for students. They can see their appearance in the video and can correct errors that arise directly.

2. Reading activities
   a. Share reading recommendation
   There are lot of activities which can be done by teachers and students in sharing reading books. Teachers can invite students to snap photos of their favorite books and write a brief 1-5 sentences review in the caption. They will be excited to have 'their' photo picked and shared, and it will encourage them to think outside the box for each subject. The other students are asked to comment and give their opinion from their friend's post. This activity leads to a broad discussion in reviewing a book. From this activity, teachers can have a visual library of all the books that the classroom has read.

   In other side, teachers can also encourage students to make 'book trailers'. This activity was proposed by Ferlazzo (2011). It involves an activity to record 15-second long persuasive book trailers video. The content of video consists of title and author of the book, a drawing of an illustration representing what the book is about, along with one sentence that students would say as a summary, favorite quote from their book, and how many 'stars' the students would give to the book. This activity leads students to have fun by choosing specific book that they like.

   In addition, making book trailers also can be related to learning materials in the classroom. For example in reading narrative text, teacher can assign students to read a simple narrative story book. They may choose their favorite story book to be applied as book trailer. After giving enough time to read the book, the students are assigned to create a 15 second video and post it in instagram. The most content of video including title and author of the book, a drawing of an illustration representing what the book is about, favorite quote from their book, and how much students like the book by giving 'stars' in the trailer. After all of the students' project posted, teachers can continue by doing classroom discussion about content of students' book trailers.

3. Writing activities
   a. Caption it!
   One of the students' problems in writing is the difficulty in discovering the idea. Instagram can be used an inspiration fairy that can serve as prompt for students' writing. Teachers can post an interesting photo and ask students to write a descriptive caption in the comments. The photo can help students in giving ideas about what to write. It will be challenging by asking students to write their caption using specific sentence types, different parts of speech, clauses, prepositional phrase, and their current vocabulary words. Finally, the teachers can give reward for the best caption wins a prize!
   b. Photo inspiration
   Teacher can share interesting photo in her account. While posting the picture, teacher encourages students by giving questions related to the picture. Students are assigned to comment and give their opinion about this picture. Question students about the photo are useful as a prompt for a creative writing task. Students are free to give their ideas from what they see in the photos. From this activity, teacher can know the way students develop ideas based on the picture given.

   In other side, teacher can ask students to share series of picture. Students are assigned to write stories based on the picture by using language structure that had been

covered in class. This activity will make student chance to practice their writing skill. Students are afforded the chance to practice spelling, grammar, and sentence structure, and are likely to be more careful about their writing if they know the whole world can see (Mette:2009).

4. Listening activity
   a. Listening the natives

Teachers can post a video of English speakers. The video can be a song, a conversation, a fragment of the film, and English quotation. Students are guided directly to watch and listen to the video. Afterwards, they have to answer teachers question related to the content of video.

From the activities above, it can be seen that instagram is a useful tool to be used in teaching language. It has many advantages in some ways. First, it can help to increase communication skills and provide a 'back door' for shy learners. While many students struggle with speaking in front of their classmates, they may feel more comfortable 'speaking' on instagram. Second, instagram relies on the written word, making it an excellent means of improving writing skills. Third, instagram encourage collaboration and peer feedback among students. Fourth, Instagram promotes interpersonal skills among students. With this tool, teachers can engage the students in classroom activities that use interpersonal skills to apprehend the feelings and mood of fellow students. Finally, this online tool invites teachers and students to a single platform where they can engage in various fun activities and engagements.

4. CONCLUSION

Having discussed about instagram and activities provided by using instagram, it can be concluded that instagram give beneficial effect in improving students' language skill. It is useful education tool in giving students and teachers an easy way to communicate that goes beyond office hours and classroom. Using instagram allows students to generate ideas with contextually-relevant content and offers them a learning experience that they enjoy. Therefore, teacher can use instagram to develop certain activities in teaching English interestingly. Finally, it can be emphasized that using instagram in foreign language learning can be an effective an innovative tool as it is used by students and teacher for educational aims appropriately.

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