

CHAPTER I

INTRODUCTION

A. Background

In recent years, the use of social media has surged globally. As of July 2011, Facebook passed 750 million users, LinkedIn had over 100 million members, Twitter had over 177 million tweets per day, and YouTube reached three billion views per day (Chen & Bryer, 2012). Despite the popularity social media for personal use, however, a low percentage of students and faculty use them for academic practice (Lenhart, et al., 2010; Tiryakioglu & Erzurum, 2010; Chen & Bryer, 2010). Since students are considered as digital natives and people nowadays live in a technology and media-driven environment, they are expected to be familiar with skills related to information, media, and technology such as accessing and evaluating information, using and managing information, analyzing media, creating media products, and applying technology effectively (Partnership for 21st Century Learning, 2009).

Instagram, in particular, is a popular example of the potent combination of smartphones with cameras and constant access to social media. As Weilenmann, et al., (2013) stated, “Instagram includes dedicated mobile application that allow users to take and manipulate photographs by adding filters and frames, and to share them online where other users can react through comments and ‘likes’” (p.1). Users have the

opportunity to apply their imagination based on their photo have uploaded. However, most of them write the caption in their photo is not educating. With Instagram, users have the opportunity to communicate their experiences through both choice of photo subject and ways they choose to manipulate and present them (Weilenmann, Alexandra et al., 2013) (p.1).

As reviewed by Hill et al, 2005; Lewis, 1999; and Macdonald et al, 2001) cited in Awada and Ghaith, (2014) explained, “The positive role of the Internet in facilitating learners’ acquisition of a language other than their own has been acknowledged for quite some time now” (p.3). The Internet provides value for ESL/EFL teaching and learning given that English is considered as a “global language” as described by Crystal (2003) cited in Awada and Ghaith, (2014) (p.3).

In addition, the researcher saw the phenomenon that some of English department students in Tasikmalaya University, as the participants, seem like their first experiences in using Instagram as a media of writing poetry. Considering such a problem, the researcher wants to know what the students’ perception in writing poetry on Instagram. The students used Instagram as a media to fulfill their assignment in writing poetry.

The previous research is conducted by Humaira Tanjung (2020), focused on determining students' perception about the use of Edmodo Application in terms of the benefits and challenges faced by English education students in creative writing courses. The research result showed

that students stated that Edmodo application was very useful as a media for writing and challenge faced by students in using this application is an internet network that suddenly did not exist when used. It makes the researcher wants to know the students' perception in writing poetry on Instagram. The researcher hopes that it will help the teachers in Indonesia to get the best way in EFL teaching learning process based on students' perception through the data given and recorded by researcher.

B. Formulation of the Problem

Based on the background, the formulation of the problem of this research as follow: What are students' perception of writing a poetry on instagram?

C. Operational Definitions

To avoid misinterpretations of the research it is important to explain the operational definitions, as follows:

1. Instagram : It is a fun and quick way to share one's life with his or her friends through a series of pictures, snap a photo with a mobile phone, then choose a filter to transform the image into a memory to keep around forever.
2. Students' Perception : It is an external factor that focuses on the students' point of view, understanding, trust and reaction to writing poetry on Instagram.
3. Poetry Writing : It is as a form of creative writing that communicates thoughts, perceptions, emotion/affection, and experiences.

C. Aim of the Research

Aim of the research is to answer the above stated research question and specifically is to find out students' perception in writing poetry on *Instagram*.

D. Uses of the Research

a. Theoretical use

Theoretically, this present research shows the theories related to how students' perception in writing poetry on Instagram. It can help student researcher who wants to analyze the same topic about perception.

b. Empirical use

The result of this research will provide empirical use into how students' perception in writing a poetry, what they feels and taught when making a poetry on Instagram.

c. Practical use

Practically, this research will help teacher in using a new media in writing poetry and to help the student creativity in writing poetry used Instagram as media.