



## **AN ANALYSIS OF STUDENT'S PERCEPTION ON CREATIVE WRITING THROUGH THE INSTAGRAM PLATFORM**

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**Abstract:** *This study portrays students' perceptions toward the use of Instagram as a medium for creative writing. Furthermore, this study also aims to explore in-depth interactions that occur on Instagram as a medium for creative writing. The research method applied was a mixed-methods approach, combining quantitative and qualitative research methods. Data was collected through the distribution of questionnaires and interviews. The questionnaire issued 15 closed-ended questions, while the interviews comprised 5 semi-structured interviews. The sample for this research consisted of a mix of sixth-semester and fourth-semester students, including 10 students from the sixth semester and 5 students from the fourth semester, totaling 15 samples from the English Education program for the Academic Year 2024. Based on the data analysis of the questionnaire, it was revealed that students had a very positive perception and good attitude toward using Instagram as a medium for creative writing. Additionally, the interview data showed that the interactions occurring on Instagram had beneficial effects and were perceived positively by the students. Particularly, it was depicted that creative writing on Instagram enhances students' motivation, enthusiasm, and self-confidence in writing creatively. It, additionally, helps them expand their ideas into coherent pieces of writing. By engaging in creative writing on Instagram, students could observe the development of their writing skills over time. Therefore, the results of this study indicated that using Instagram as a medium for creative writing. It is an effective way to enhance writing skills and foster students' motivation and self-confidence.*

**Keywords :** *Creative writing, Instagram, student perceptions, enhancing motivation.*

### **INTRODUCTION**

Writing is one of the English language skills that combines or is interconnected with four other skills: reading, speaking, listening, and writing. Students can use the relationship between these skills to express themselves through ideas, build vocabulary, strengthen memorization, and critical thinking skills through writing activities. Aside from that, writing serves as a means of communication in written form to convey ideas or thoughts and create an imagined world in text. (Aliah et al., 2020).

Writing itself is divided into several genres that refer to certain categories or types of written work based on certain characteristics and elements. The genre of writing has its characteristics that differentiate it from others. In the writing world, the genre is a type of writing work. There are many genres in writing, this arises from the type of writing chosen. As stated by Brown (2000), the types of writing genres commonly utilized are categorized

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(Wati, Dauyah, & Elyza, 2025)

into three groups: academic writing, writing related to professional tasks, and personal writing. This study discusses writing in the context of personal writing, especially creative writing. Creative writing stems from imagination as it encompasses both productive and expressive language abilities (Okpala, 2024). Furthermore, creative writing is characterized as a form of art that generates fictional narratives including short stories, poetry, novels, and other written representations (Nettle, 2009). In creative writing, learners are allowed to select topics that interest them, unrestricted to a single style or writing format (Hussein et al., 2020). Here students can freely release their imagination, interpret their ideas in writing in new and creative ways, and be free to be innovative, in writing without being limited by certain rules. Additionally, engaging in creative writing exercises enables students to convert their thoughts into significant and intentional language, and the process of creative writing requires adaptability, expansion, skill, and fluidity (Karuri, 2012).

On the other hand, there are several difficulties experienced by students in creative writing. One of them is that students often have difficulty finding interesting ideas to include in their creative writing. Apart from that, students have difficulty expressing the ideas in their minds in a coherent structure. Moreover, students have negative thinking patterns regarding their creative writing, such as feeling worried and anxious about other people's negative evaluations of their creative writing. This can make students lack confidence in writing. It can also cause students' lack of motivation and interest in creative writing.

In this age of technological advancement and digital transformation, social media has emerged as a significant element of daily life. Moreover, technological advances have given birth to social media which can be used by teachers and students in social and academic environments (Akhiar et al., 2017). In today's world, there are numerous social media platforms like Facebook, Twitter, and Instagram. They provide functionalities such as uploading images and videos, exchanging information, and messaging. The evolution of social media serves not just for communication but can also be utilized for education or enhancing abilities (Rohmana, 2022).

Among youth, Instagram ranks as one of the most favored social media platforms. As stated by Alghamdi (2022), Instagram is very popular among young people who tend to be very attached to their electronic devices. Besides that, Instagram is the application with the fastest growth and popularity of its creative text, image, and video features (Akhiar et al., 2017). The popularity of Instagram provides teachers with the opportunity to apply Instagram to their writing classes. This could spark interest, improve students' attractiveness and creativity in writing, and help students develop their ideas into creative writing. It has also been proven in previous studies which are described as follows.

The study was carried out with English language education students in Malaysia by Akhiar et al. (2017), focusing on the students' views and attitudes regarding the use of Instagram for writing in English. The findings of the study indicated that students viewed the use of Instagram as a beneficial platform for writing education, suggesting that utilizing Instagram as a virtual tool could enhance students' motivation to write.

In addition to that, a study was carried out with students from the English study program at STKIP Muhammadiyah Pringsewu in Lampung by (Rosyida and Sefika 2019). The objective of this research was to

illustrate how students perceive the use of Instagram social media in their English learning, especially in the area of writing. The results of this research indicated that students had a positive view of using Instagram as a tool for learning. Utilizing Instagram improved the classroom atmosphere, promoting creativity, interaction, and teamwork among students.

This research is designed to explore the views and opinions of students at Abulyatama University regarding the use of Instagram as a platform for creative writing, building upon the background information provided and prior studies. Besides that, this study wants to look at students' perceptions in depth about the interactions that occur on Instagram and its benefits as a creative writing medium in students' daily lives. In addition, it will offer important perspectives on creating more efficient methods for utilizing social media as a means of learning. Consequently, the research aims to investigate the topic titled "An Analysis of Students' Views on Creative Writing via the Instagram Platform."

## **LITERATURE REVIEW**

### **The Nature of Writing**

In learning a foreign language, students are not only required to be competent in reading, listening, and speaking but also capable of writing. Among the primary language abilities, writing is considered the most difficult productive skill (Alsamadani, 2022). Nonetheless, writing enables individuals to convey their thoughts, emotions, and sentiments (Salem & Al Dyyar, 2014). Apart from that, by writing we can share news, facts, memories, history, incidents, and even share feelings, imagination, or stories with other people. Additionally, writing is regarded as a crucial skill that students must develop, as it requires a deeper understanding of grammar and writing conventions compared to other receptive skills (Abdelmohsen et al., 2020).

### **Genres in Writing**

In the world of writing, genre is a type of written work. There are many genres in writing, this arises from the type of writing chosen. According to Brown (2000), the primary genres utilized in writing include academic writing, professional writing, and personal writing.

### **Creative Writing**

Creative writing is crucial in enhancing students' writing abilities for both academic and everyday communication needs (Okpala, 2024). He further mentions that instructing in creative writing can motivate students to compose by tapping into their imagination and various creative techniques that aid in the development of all writing aspects. Creative writing serves as a vital method of communication, enabling students to articulate their ideas, thoughts, and emotions freely through their imagination on paper, without limitations (Hussein et al., 2020). It indicates that learners can develop their new ideas into writing through the experience and imagination that students have so that they can produce creative and interesting writing without any certain rules. In addition, creative writing encompasses various styles of writing produced with an imaginative approach, including fiction, poetry, and creative non-fiction, which seek to convey positive expressions (such as feelings, thoughts, or emotions) (Abdullah et al., 2023). Besides that, creative writing skills can help students transfer their new ideas

into interesting writing and create creative written works.

### **Developing of Creative Writing**

Creative writing is recognized as the process of crafting texts where the author conveys their thoughts, ideas, and emotions regarding both known and unfamiliar topics in a distinctive manner to engage with their intended audience and the surrounding world (Bui & Hsieh, 2024). Furthermore, the results of creative writing can produce several unique and engaging works, which are categorized into four main types of writing (Hyland, 2002).

1. Fiction: Includes novels and short stories that create imaginary worlds and characters.
2. Creative Nonfiction: This genre presents factual information in a narrative style, often including personal experiences or essays and the writer's new ideas.
3. Poetry: A form that emphasizes artistic expression through structured verse, rhythm, and metaphor.
4. Scriptwriting: Involves writing scripts for plays, films, or television shows, with a focus on dialogue and performance elements.

At its core, creative writing is a unique endeavor that requires linking together prior knowledge, ideas, experiences, sounds, visuals, and aspirations (Göçer Demirel et al., 2023). This enables people to express their emotions and ideas about a topic on paper through their creativity (Demir, 2013).

### **Instagram**

Students need tools to help them learn to make learning easier and more effective during the learning process. In the current era of technology, of course, there are many means available such as mobile technology to be used as tools to help the learning process, one of which is social media such as Instagram. Instagram can assist students in enhancing their writing abilities. One of them is exploring ideas, on Instagram students can write and explore their creative ideas in the caption feature. Apart from the caption feature, Instagram also has various other interesting features and can also be used as a learning tool. Teachers can use Instagram's popularity among teenagers as a learning tool to create interesting and creative classes that students like. According to Yusuf and Jazilah (2020), educators can utilize Instagram as a resource to enhance students' creativity in English, and one of the activities that can be implemented through Instagram is instructing English writing.

### **RESEARCH METHOD**

The research method employed in this study is a mixed-methods approach, combining quantitative and qualitative research methods. The population for this research consists of all students in the English study program, totaling 115 active students. The sample for this research is a mix of sixth-semester and fourth-semester students. For the questionnaire data, the study selected 10 students from the sixth semester and 5 students from the fourth semester, resulting in a questionnaire sample of 15 students. For the interview data, 5 students were selected from the 15 questionnaire participants. This study employed closed-ended questionnaires and semi-structured open-ended interviews as data collection instruments. In addition, semi-structured open-ended interviews were conducted to gather more in-depth qualitative insights.

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## **RESEARCH FINDINGS AND DISCUSSION**

This study aimed to examine and comprehend students' views on Instagram as a medium for creative writing. Furthermore, the research sought to explore more thoroughly how students view the engagements happening on Instagram as a platform for creative writing. The research collected data through surveys and interviews with participants. The first question of the study was "How are students' perceptions and attitudes of using Instagram as a learning media for creative writing?"

According to the analysis of the survey regarding students' views and attitudes, it was found that students favored Instagram as a medium for creative writing. This preference was clear from the breakdown of the survey data into three sections as detailed below.

The first part of the questionnaire, questions 1 to 4, pertains to inquiries about students' abilities in creative writing on Instagram. It can be inferred that students regarded Instagram as an extremely useful resource for creative writing, especially for structuring and showcasing their thoughts. Additionally, students demonstrated moderate confidence in their vocabulary in writing, it was indicating areas that need improvement. Moreover, the writing instruction received in class was considered beneficial for creative writing outside of class, although its effectiveness varied among students.

The second section, questions 5 through 8, explored students' interest in creative writing on Instagram. Instagram has become a favored platform for students engaging in creative writing, greatly encouraging and inspiring them. Although most students valued likes, comments, and feedback as motivational triggers, a small portion of them did not place as much importance on these features. This indicates a diversity in the way students interact with their audience on Instagram.

The third section, questions 9 through 12, focused on the creative writing process on Instagram, it can be summarized as follows, utilizing Instagram to post creative writing helps students track their writing progress over time. Additionally, creative writing on Instagram can enhance understanding and can express their thoughts and emotions in writing in an orderly and coherent manner. Although many students benefited from features and content diversity on Instagram, some felt these aspects were less impactful for them, highlighting differences in how students interact on Instagram for creative writing.

The researcher's second question was, "How are students' perceptions of the interactions that occur on Instagram as a medium for creative writing?" It could be seen from the interviews that students' perceptions of the interactions on Instagram were very positive.

The kind of engagement that takes place on Instagram is primarily that students feel encouraged and quite happy when they get positive remarks or feedback from their friends or followers on their Instagram profiles. However, if the comments were negative, it motivated students to create even better creative writing. Moreover, interactions were a particularly engaging category that originated from features (stories, reels, captions) on Instagram (Savitri & Irwansyah, 2021). This involved users sharing their written works or daily moments with followers, who then provided comments to the users.

Second, in terms of appreciation, students were very pleased to receive likes on their posts on Instagram.

They felt appreciated and proud of their written work. Additionally, the number of likes they received significantly affected their motivation to write. If the number of likes was low, it became a challenge and fueled their enthusiasm to create better creative works to increase the number of likes. On the other hand, some students believed that the number of likes was not the primary factor in creating creative works, but receiving a large number of likes also served as a motivational boost.

Thirdly, students were very confident when they displayed their writings on the social media platform Instagram. They argued that showcasing their creative writing publicly actually trained them to boost their self-confidence because social media was public and accessible to anyone. Moreover, the type of writing displayed was their best work. Moreover, creative writing was built based on imaginative thinking, enabling learners to apply their cognitive abilities to produce novel ideas in both a fluent and flexible manner (Chandio, et al., 2013).

Additionally, the interview results indicated that knowledge gained from writing lessons in the classroom greatly helped them in writing outside the classroom and creating content on social media. On the other hand, there was a differing opinion. She believed that, overall, the knowledge gained in class was indeed very helpful, but for her, it only provided half of the assistance needed, not the complete picture. She felt that seeking additional knowledge outside of class was a crucial way to continually enhance and expand her understanding, beyond what was offered in the classroom

## **CONCLUSIONS AND SUGGESTIONS**

### **Conclusion**

Based on the findings discussed in the previous chapter, the following conclusions were drawn:

1. The conclusion from the survey data collected from 15 students as samples in this study indicated that the majority of respondents had answered “Strongly Agree” and “Agree,” while a few had answered “Neutral.” Based on these results, the participants' perceptions and attitudes toward using Instagram as a medium for creative writing were very positive.
2. Based on the interview results, participants predominantly responded with very positive feedback. The interactions that took place on Instagram had a positive impact on students, including fostering motivation and enhancing their self-confidence in creative writing. Additionally, students were able to observe the development of their writing skills over time and continue to improve their abilities based on the knowledge gained from the writing class and the insights they acquired outside of the classroom.

### **Suggestions**

Drawing from the results of this study, several recommendations are proposed.

The research recommended that students continuously develop their creative writing skills on other social media platforms, especially on Instagram because, indirectly, these various aspects were very beneficial to themselves. One of them is showcasing written works on Instagram, which can boost students' confidence in their abilities and foster motivation to continue writing. Additionally, this study also suggests that students should more frequently create creative written works in English rather than in Indonesian

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In the current era of technological development and based on the positive benefits observed in this research, the study anticipated that teachers or lecturers would apply Instagram as a medium in English learning to create engaging lessons. Utilizing Instagram as a creative writing medium boosted students' enthusiasm and motivation to develop their writing skills. Additionally, by using Instagram as a learning medium for writing, teachers provide students with the opportunity to observe their writing development over time.

This study recommends expanding the population and varying the sample. Additionally, it suggests analyzing the questionnaire data for one or two days first to understand and know the results before conducting interviews. This approach would allow for a more in-depth exploration of issues that remained unanswered from the questionnaire data. Additionally, it is recommended that future research interested in the same topic should aim to build upon the results of this study with broader objectives and explore the subject in greater depth.

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