

Analyzing Students' Needs in Developing Tourism Reels as Teaching Media of Writing Descriptive Text

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Abstract

This research aims to develop Instagram Reels as an innovative learning media to enhance students' descriptive text writing skills at SMA N 01 Wiradesa. The research design employed in this study was descriptive qualitative, which focuses on analyzing the phenomenon of teaching writing descriptive texts through the use of Instagram tourism reels. The instruments used in this research include documentation, and questionnaires. Data collection was conducted in several stages. First, the questionnaire was distributed to the participants which consisted of students from SMA N 01 Wiradesa. The responses were measured using a Likert scale, which is commonly used to assess attitudes, perceptions, and opinions in a structured format. Documentation involved analyzing teaching modules, learning materials, and student score lists to support the research objectives. Questionnaires consisted of needs analysis. The needs analysis questionnaire identified students' learning requirements. Data analysis employed qualitative methods using descriptive analysis. The needs analysis revealed that 84% of students frequently use Instagram, highlighting its potential as a learning media. The findings indicate that Instagram Reels is highly needed as an effective and engaging learning media to support students in improving their descriptive text writing skills.

Keyword: Instagram Reels, descriptive text, learning media, writing skills, educational innovation.

Abstrak

Penelitian ini bertujuan untuk mengembangkan Instagram Reels sebagai media pembelajaran inovatif untuk meningkatkan keterampilan menulis teks deskriptif siswa di SMA N 01 Wiradesa. Desain penelitian yang digunakan dalam penelitian ini adalah deskriptif kualitatif, yang berfokus pada analisis fenomena pengajaran menulis teks deskriptif melalui penggunaan Instagram Reels parivisata. Instrumen yang digunakan dalam penelitian ini meliputi dokumentasi, dan kuesioner. Pengumpulan data dilakukan melalui beberapa tahap. Pertama, kuesioner dibagikan kepada partisipan, yang terdiri dari siswa SMA N 01 Wiradesa. Respon diukur menggunakan skala Likert, yang umumnya digunakan untuk menilai sikap, persepsi, dan pendapat dalam format terstruktur. Dokumentasi melibatkan analisis modul pengajaran, materi pembelajaran, dan daftar nilai siswa untuk mendukung tujuan penelitian. Kuesioner terdiri dari analisis kebutuhan. Kuesioner analisis kebutuhan mengidentifikasi persyaratan belajar siswa. Analisis data menggunakan metode kualitatif dengan menggunakan analisis deskriptif. Analisis kebutuhan mengungkapkan bahwa 84% siswa sering menggunakan Instagram, menyoroti potensinya sebagai media pembelajaran. Temuan tersebut menunjukkan bahwa Instagram Reels sangat dibutuhkan sebagai media pembelajaran yang efektif dan menarik untuk mendukung siswa dalam meningkatkan keterampilan menulis teks deskriptif mereka.

Kata kunci: Instagram Reels, teks deskriptif, media pembelajaran, keterampilan menulis, inovasi pendidikan.

Introduction

English, as a global lingua franca, plays a crucial role in international communication, necessitating its inclusion in educational curricula worldwide. In Indonesia, English is a core subject in secondary education, emphasizing the development of four language skills: listening, speaking, reading, and writing. Among these, writing, particularly descriptive text, presents unique challenges for students, including vocabulary development and the ability to effectively convey sensory experiences.

The existing condition of English learning at SMA N 01 Wiradesa, particularly in the aspect of writing, shows that students face significant challenges. The teaching process primarily relies on conventional methods, with limited integration of engaging teaching media. Teachers tend to use traditional tools such as textbooks and printed materials, while digital or multimedia resources are rarely utilized in the classroom. As a result, students often struggle to develop essential writing skills, especially in composing descriptive texts. Common issues include a lack of vocabulary, difficulty in organizing ideas coherently, and insufficient exposure to real-life examples that can inspire creativity. Furthermore, students often find writing tasks monotonous and uninspiring due to the absence of interactive and visually stimulating media. These challenges underscore the need for innovative teaching approaches, such as incorporating Instagram Reels, to create a more dynamic and engaging learning environment that supports students in overcoming their writing difficulties.

This research explores the innovative use of Instagram tourism reels as a teaching media to enhance students' descriptive writing skills. Five key concepts emerge as central to this study: Instagram, teaching media, descriptive text, multimedia integration, and writing skills. These elements form the foundation of the research and its approach to integrating technology into language education.

Social media is defined as a set of online tools and platforms that facilitate interaction, collaboration, and sharing of content among users (Seaman & Tinti-Kane, 2013). Instagram is a social networking application designed for sharing photos and videos, primarily through smartphones. According to Mattern (2016) Instagram is a photo and video sharing. According to Genveje et al. (2020), Instagram allows users to upload media, apply filters, organize content using hashtags, and associate posts with specific locations through geotagging. Additionally, users can browse content by tags or locations, engage with trending posts, like photos, and follow others to build a personalized feed. With features like built-in filters and tools for editing, Instagram also enables users to share their content across multiple platforms, such as Facebook. Its versatility and popularity make it an effective platform for integrating engaging educational content, like tourism reels, into learning activities.

Teaching media is a way to use tools to stimulate students' interest and attention to help them learn (Andriani, 2022). According to Munadi (2019), teaching media serve as intermediary tools to facilitate the understanding of educational material, whether in print or electronic forms. They also support the implementation of learning system components, ensuring a lasting and effective learning process. Teaching media are valuable instructional tools that make learning more engaging and effective. Harmer (2007) explains that a range of objects, pictures, and other materials can be used as instructional media to present and manipulate language while involving students in activities.

Print media, especially popular ones, provide excellent opportunities to enhance learners' reading and writing skills. Similarly, modern electronic media offer valuable resources for teachers to improve language skills, including writing. Teaching media include both traditional tools, such as chalk, blackboards, and textbooks, and modern tools, such as videos, audio recordings,

computers, and projectors. In conclusion, teaching media allow the targeted transmission of information from teachers to students to create a well-structured classroom environment.

Tanzila (2020) defined descriptive text as a type of text that describes a particular person, place, or object. It focuses on reporting the characteristics of a topic without including personal opinions. Boardman and Boardman & Frydenberg (2008) add that descriptive text provides meaningful perspectives that alter perceptions and expand experiences. Meanwhile, The social function of descriptive text is to provide detailed portrayals or depictions of people, places, objects, events, or phenomena, enabling readers to form clear mental images or understandings. It aims to evoke emotions and sensory details, fostering deeper engagement with the subject.

Multimedia integration refers to the use of various forms of media—such as audio, visual, and interactive elements—in educational practices. Liu (2022) highlights that incorporating multimedia into learning enhances engagement and comprehension by providing diverse stimuli. In this research, multimedia integration involves the use of tourism reels as audio-visual materials to support language learning. By presenting real-life contexts and visually appealing content, these reels help students connect with the material and inspire descriptive writing in a meaningful and relatable manner.

Boardman & Frydenberg (2008) describe writing as a continuous process of thinking, organizing, rethinking, and reconstructing. Anisa & Widayanti (2019) highlight that writing is a complex yet essential skill for learners, involving generating and organizing ideas effectively. In conclusion, writing is not merely a mechanical transcription of thoughts but a dynamic process of mental engagement, refinement, and expression. It reflects cognitive intricacies, requiring constant reflection and development to articulate and share ideas with others.

Incorporating modern technology into language education has proven transformative, with social media platforms like Instagram offering innovative opportunities. Instagram Reels, with their rich audiovisual content, provide authentic contexts that stimulate students' creativity and engagement in writing descriptive texts. This research explores the potential of Instagram Reels as a teaching media to address students' needs and enhance their descriptive writing abilities.

Several studies have investigated the use of Instagram as a learning tool in teaching descriptive texts, highlighting both its effectiveness and diverse applications. Hilman (2019) demonstrated the significant improvement in students' descriptive writing skills when Instagram was used as a media in an Islamic senior high school setting. Similarly, Purwandari (2017) found that incorporating photographs from Instagram enhanced students' writing performance, with experimental groups outperforming control groups.

Other studies, such as those by Sirait & Marlina, n.d. (2018), explored Instagram as a platform for peer-review activities, emphasizing its utility in providing corrective feedback. Warda & Wijaya (2019) and Nurdiansyah & R. Abdulrahman (2020) confirmed the positive impact of Instagram on students' descriptive writing abilities, with a focus on its effectiveness as a teaching tool. Additionally, research by Farkhan & Ulya (2021) highlighted the use of social media, specifically YouTube, as a media for teaching writing, demonstrating the potential of audiovisual platforms in education. (Eviyanti & Adawi, 2022) in their research concludes that the developed teaching materials effectively enhance French learning and motivate students, demonstrating the potential of Instagram as a valuable educational tool in language instruction. (Erarslan, 2019) this study supports the integration of Instagram as a valuable educational tool for language learning, highlighting its role in motivating students and improving communicative skills beyond traditional classroom settings.

Unlike prior studies that predominantly examined Instagram's effectiveness or specific features like photographs or peer review, this research uniquely focuses on analyzing the students' need in

developing tourism reels as teaching media of writing descriptive text. This approach aims to provide a comprehensive framework for integrating multimedia resources into English language instruction, particularly in enhancing descriptive text writing. The objectives of the study are to analyze the needs to create Instagram Reels as a teaching tool that enhances students' descriptive writing abilities.

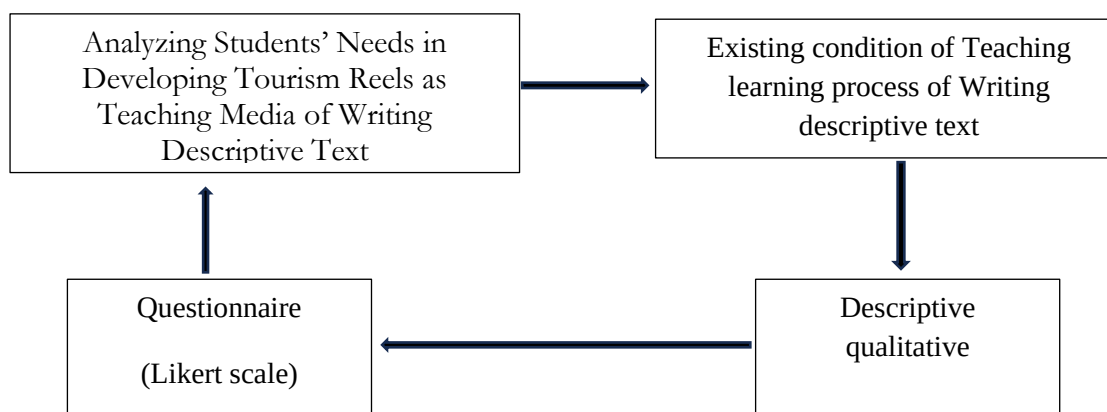


Figure 1. Theoretical Framework

The theoretical framework of this study outlines the process of conducting this research that is need analysis of developing tourism reels as a teaching medium to enhance students' writing skills in descriptive texts. It begins with analyzing the existing conditions of the teaching and learning process, focusing on the challenges faced by both teachers and students. The study identifies issues such as the lack of engaging media, limited student creativity, and difficulties in organizing ideas when writing descriptive texts. To address these issues, a descriptive qualitative approach is employed to observe and document the teaching-learning process, providing a deeper understanding of the students' needs. Following this, a needs analysis is conducted to explore how tourism reels, as a teaching medium, it can address these challenges and engage students more effectively. A Likert-scale questionnaire is also utilized to gather quantitative data from students, focusing on their preferences, perceptions, and levels of engagement. The integration of qualitative and quantitative findings provides a solid foundation for designing and developing tourism reels that are tailored to students' needs, ultimately creating a more interactive and effective learning environment.

Research Methods

The research design employed in this study was descriptive qualitative, which focuses on understanding the phenomenon of teaching writing descriptive texts through the use of Instagram tourism reels. According to Creswell & Creswell (2023), descriptive qualitative research aims to explore and interpret social phenomena in their natural settings without the manipulation of variables.

The primary instrument used in this study was a questionnaire. The questionnaire was designed to analyze students' needs for effective teaching media in writing descriptive texts. It contained a series of structured questions aimed at gathering data about students' learning experiences, challenges, and preferences.

Data collection was conducted in several stages. First, the questionnaire was distributed to the participants, which consisted of students from SMA N 01 Wiradesa. The responses were measured using a Likert scale, which is commonly used to assess attitudes, perceptions, and opinions in a structured format. The Likert scale ranged from 1 (Strongly Disagree) to 5 (Strongly Agree), allowing quantitative interpretation of qualitative data. As suggested by Joshi et al. (2015), the Likert scale provides a reliable and flexible approach for measuring subjective experiences and attitudes.

The data analysis was carried out in three steps. First, the questionnaire responses were tabulated and organized systematically. Second, descriptive statistics were used to summarize the data and identify patterns or trends related to students' needs and preferences. Finally, the findings were interpreted qualitatively to provide a deeper understanding of how Instagram tourism reels could address students' challenges in writing descriptive texts.

Finding

A needs analysis was carried out to determine students' interest in internet-based learning media (e-learning). This was done to find out and clarify problems that occur during the teaching and learning process and to develop learning media. The needs analysis stage is a necessary step to determine the form of e-learning media that suits the needs of class XI high school students in learning English subjects.

From data obtained through questionnaires, there were 84% of students who answered that they often use Instagram. This showed the great potential for social media, especially Instagram to be used as a media for students in learning descriptive text. The needs analysis that has been carried out reveals that students were already facilitated with smartphones and were accustomed to using Instagram to add information. Unfortunately, the high use of social media was still not utilized by teachers in implementing learning. It was hoped that Instagram, which provides a variety of learning images and videos, can be used as an alternative learning media for students.

To gain a deeper understanding of the students' needs and their preferences in using Instagram tourism reels as teaching media for writing descriptive text, a thorough analysis was conducted. This analysis involved the use of a structured questionnaire distributed to the target group, designed based on a Likert scale to measure various indicators, including their familiarity with descriptive text, challenges faced in writing, and perceptions of the proposed media. The following table presents the summarized results of the data analysis, showcasing key findings relevant to the objectives of this study.

Table 1 Result of Need Analysis

No	Name	Item of Answer								Score of Answer	Total Score
		Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8		
1	AH	3	3	4	2	3	4	2	2	23	72
2	AWA	3	4	4	4	3	4	2	4	28	88
3	AA	3	3	3	4	3	3	2	2	23	72
4	AAW	3	4	4	4	4	3	2	3	27	84

5	CSM	3	3	4	1	3	4	3	3	24	75
6	CAS	4	4	4	3	4	4	3	1	27	84
7	DNP	3	3	4	3	3	3	2	2	23	72
8	DKMP	3	4	3	4	3	4	2	3	26	81
9	FFN	3	4	3	3	3	3	2	2	23	72
10	HPR	4	4	4	4	3	4	2	1	26	81
11	IRP	3	3	4	4	3	3	2	3	25	78
12	JAR	3	3	4	3	4	3	2	3	25	78
13	JA	4	3	4	3	3	4	3	3	27	84
14	KAS	4	3	4	2	3	3	3	3	25	78
15	MSJN	3	3	4	4	3	3	2	2	24	75
16	MZEM	3	3	4	4	4	3	3	3	27	84
17	MCM	3	4	4	4	3	3	2	3	26	81
18	MD	3	3	4	4	3	4	1	4	26	81
19	MFA	3	3	3	3	3	3	2	3	23	72
20	MFA	3	4	4	4	3	4	2	3	27	84
21	NN	3	3	3	4	3	4	2	4	26	81
22	NDT	3	4	4	4	3	3	2	2	25	78
23	NR	3	4	4	3	4	3	2	3	26	81
24	NAP	3	3	4	4	3	3	2	3	25	78
25	NS	2	3	4	2	3	3	2	2	21	66
26	NDM	3	4	4	3	3	3	2	2	24	75
27	NH	2	3	3	2	2	3	2	2	19	59
28	RAP	3	2	4	4	3	3	3	4	26	81
29	STP	3	2	4	4	3	3	3	4	26	81
30	SYA	3	3	4	4	2	4	3	2	25	78
31	SDA	2	3	4	4	2	3	2	2	22	69
32	SAA	2	3	3	4	3	4	3	4	26	81
33	ZAM	2	3	4	2	3	3	2	2	21	66
Score of Item		98	108	125	111	101	111	74	89		
percentage		74 %	82 %	95 %	84 %	77 %	84 %	56 %	67 %		

Based on the data from the questionnaire administered to the respondents, each question provides insights into how students perceive the use of Instagram Reels as a medium for learning how to write descriptive texts.

In Question 1 (Q1), which asked whether students were interested in learning to write descriptive texts through Instagram Reels, most respondents showed a positive interest. With a total score of 98 (74%), a majority of students expressed interest in using Instagram Reels for learning purposes, indicating that this medium is considered relevant and appealing.

Question 2 (Q2), which asked whether students feel that social media platforms like Instagram can make learning more engaging, received very positive responses. The total score of 108 (82%) showed that most respondents agree that Instagram can enhance the learning

experience, making it more interactive and engaging. This provides strong justification for considering Instagram as an effective educational medium.

For Question 3 (Q3), which inquired about the effectiveness of Instagram Reels as a medium for delivering educational content, the results were highly favorable, with a total score of 125 (95%). Most students believed that Instagram Reels was an effective medium for presenting educational material, reinforcing the idea that Reels holds significant potential for supporting learning, especially in descriptive writing.

Question 4 (Q4), which was focused on students' comfort in using Instagram Reels for learning, also yielded satisfactory results, with a total score of 111 (84%). Most respondents reported feeling comfortable using Instagram Reels for educational purposes, suggesting that they did not encounter difficulties or barriers when utilizing this technology for learning.

The results of Question 5 (Q5), which asked whether students find it easier to write descriptive texts when given examples through Instagram Reels, were also positive. With a total score of 101 (77%), most students felt that the examples provided through Instagram Reels helped them better understand how to write descriptive texts.

For Question 6 (Q6), which asked about students' interest in learning about tourism topics through Instagram Reels, the results showed strong interest. The total score of 111 (84%) indicates that students are not only interested in the medium itself but also in topics like tourism that are taught through Instagram Reels. This shows that relevant topics aligned with students' interests can enhance the appeal of using Instagram Reels.

Question 7 (Q7), which asked how often students use Instagram to search for information or entertainment, showed some variation in the results, with a total score of 74 (56%). While most students use Instagram regularly, there is a portion of students who do not frequently use Instagram for educational purposes. This suggests that although Instagram holds great potential, not all students fully utilize it for learning yet.

Finally, Question 8 (Q8), which asked whether students would be more interested in taking a descriptive writing course if Instagram Reels were used as a teaching method, showed a positive level of interest with a total score of 89 (67%). While some students were less interested, the majority indicated that they would be more inclined to join a descriptive writing course that uses Instagram Reels.

Overall, the results of this questionnaire suggest that most students were interested, comfortable, and believed that Instagram Reels could be an effective medium for learning how to write descriptive texts. These findings support the idea that Instagram Reels should be further developed as a teaching tool, as it can engage students and enhance their involvement in the learning process. With further development, Instagram Reels has the potential to become an effective and relevant educational tool, especially in today's digital age, where social media is already an integral part of students' daily lives.

Discussion

The needs analysis revealed that students have a strong interest in internet-based learning, with 84% frequently using Instagram. This underscores its potential as an effective learning media. However, social media has not been fully utilized in the classroom, presenting an opportunity to integrate platforms like Instagram, which offers rich visual and video content, to enhance student engagement in learning descriptive texts.

This section provides a comparative analysis between the research conducted in this study and the existing body of work discussed in the introduction. The introduction highlighted the significance of integrating modern technology into language education, particularly in enhancing students' writing skills. Building on this context, the present study investigated the potential of Instagram Reels as a teaching medium to improve students' descriptive writing abilities.

By comparing the findings of the current study with previous researches, we aimed to identify both the similarities and distinctions in the approaches to use social media, particularly Instagram, as a tool for teaching writing. This comparison revealed how Instagram Reels, as an audiovisual medium, aligns with earlier studies that have explored the use of Instagram in educational settings, while also highlighting the unique contributions of this study in addressing the specific needs of students at SMA N 01 Wiradesa. This analysis provided a deeper understanding of the potential advantages and limitations of Instagram Reels as a dynamic teaching tool, and offered insights into how this medium can be further developed to meet the evolving demands of language education.

The similarities between previous research and the current research was that they enhanced students' descriptive writing skills. The introduction identifies challenges in descriptive writing, such as vocabulary development and the ability to express sensory experiences effectively. Similarly, the current study acknowledges these difficulties and seeks to address them by utilizing Instagram Reels as a teaching medium.

In addition, the previous studies and this current research used Instagram as a teaching media. The introduction highlights various studies demonstrating Instagram's effectiveness in improving students' writing skills. Correspondingly, the current research explores the potential of Instagram Reels as an engaging tool to enhance students' descriptive writing abilities. The audiovisual features of Instagram Reels are emphasized in both the existing literature and the present study as a key factor in fostering creativity and engagement.

Moreover, the previous studies and the current research focus on the identification of students' specific needs in the writing process. The introduction mentions that students at SMA N 01 Wiradesa face challenges such as limited vocabulary and difficulties in organizing ideas. Through a needs analysis, this study aims to address these challenges by exploring how Instagram Reels can be tailored to support student engagement and creativity in descriptive writing.

Meanwhile, this current study had differences from previous research., that was the specific media used. A notable distinction between the present study and the research discussed in the introduction lies in the media being developed and evaluated. While prior studies predominantly focused on Instagram as a platform for sharing photographs or engaging in peer review activities, the current research uniquely investigates Instagram Reels—a dynamic, audiovisual tool. This distinct approach sets the present study apart, as it delves into a more interactive and engaging form of content compared to previous studies that examined more static media formats.

In addition, they also had differences on methodological approach: the introduction details that the research in the current study employs a combination of qualitative and quantitative methods, incorporating tools such as observation and a Likert-scale questionnaire. This mixed-methods approach provides a comprehensive understanding of student needs and preferences. In contrast, earlier studies, while acknowledging the role of Instagram in education, did not necessarily adopt such an integrated methodology, particularly in relation to the specific use of needs analysis and structured questionnaires designed to assess tourism-related content in Instagram Reels.

Moreover, the previous study and the current study had differences on context of the study. While the research in the introduction situates Instagram as a teaching tool in various educational contexts, including high schools and peer-review activities, the current study was specifically situated in SMA N 01 Wiradesa and focuses on tourism-related content through Instagram Reels. This tailored approach offers a more focused and unique angle for enhancing descriptive writing skills, differing from the broader application of Instagram in previous studies. The context-specific focus of the current research further enriches the discussion of Instagram Reels' potential in improving students' writing abilities within a defined educational and thematic framework.

Conclusion

This study highlights the potential of Instagram Reels as an innovative and effective teaching medium to enhance students' descriptive writing skills. The needs analysis revealed that 84% of students frequently use Instagram, indicating its relevance as a learning tool.

Based on the results of this research, the following suggestions are proposed: for educators: Teachers are encouraged to integrate Instagram Reels into their teaching practices, particularly for topics that require creativity and visualization, such as descriptive writing. Adequate training and resources should be provided to ensure that teachers can effectively utilize this platform. In addition, for Schools: Educational institutions should consider incorporating social media-based learning tools like Instagram Reels into their curriculum. This requires policy adjustments to promote responsible and effective use of social media in education. Moreover, for Future Research: Further studies could explore the long-term impact of Instagram Reels on student learning outcomes and engagement in various educational contexts. Research on its application to other subjects and diverse student populations would also be valuable. Furthermore, for developers: Developers of educational content should create customizable and topic-specific Instagram Reels to support educators in delivering tailored learning experiences.

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