

## Instagram as a Media to Foster EFL Students' English Writing Skill

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### Abstract

*The rapid development of technology encourages educators to create interesting learning methods that are attractive to students. Using Instagram as the learning medium in teaching, this research aimed to find out students' writing skills improvement and their perception after being taught using Instagram. This research used mixed method design to analyze the students' writing improvement and perception on the use of Instagram. To collect data, the researcher carried out pretest and posttest of one class pre-experiment with 25 students and semi-structured interview of ten participants who got the significant posttest writing improvement. Statistical findings revealed the students' result of posttest was higher than pretest, the data shows that the Significance (2-tailed) value is smaller than 0.05. It means statistically there is significant difference between students' pretest and posttest result. This was supported by the semi-structured interview on which the result shows the students' perceptions of the use of Instagram as a learning medium were mostly positive. The findings of this research are relevant to the development of English Language Teaching, particularly to create interesting learning strategies that are attractive to students.*

**Keyword:** writing skill, Instagram, learning medium, students' perception.

### INTRODUCTION

In education, getting students used to express ideas, opinions, and thoughts through written form is very important. Through writing, students can provide information, tell their complete understanding of something, and develop their initiative strength. Because writing is not a short process, it requires various stages and a complicated thinking process; it is only natural for students to be taught writing skills as early as possible.

Although writing becomes a fundamental skill for students' academic life and should be mastered to effectively communicate new ideas and thoughts, most students are not able to use this skill effectively. They feel writing is difficult for several reasons. The problem that is often encountered by students in a writing session is how to build an idea to write. Beginning the writing maybe becomes one of the most difficult parts because the writer has no idea what to write on their paper (Fhonna, 2014).

Beside the problem of building idea, other problem usually faced by students is structure. English writing has a different pattern than those Indonesian writing structures, students need to organize their idea in those new patterns that they do not familiar with (Fithriani, 2017). These become more difficult when students should combine all components to compose good writing, starting from grammar, coherence until cohesion. This is in line with Burns & Siegel, (2018) and Banu et al., (2018) who said another most frequently faced by learners is error word choice, grammar, prepositions, and determiners. Making errors in grammar and the wrong

composition allow students worried and anxious when their writing gets a poor score (Salikin, 2019).

Teaching writing in the digital era has its own challenges. Teachers have to follow the technology progression to support their teaching process. One of the impacts of technological development is the emergence of various kinds of social media that are currently popular with both young and adult learners. Instagram is one of the most popular social media among students in which they use it to share about their activities such as uploading pictures or videos and make caption on it. Stec, (2020) said that Instagram is an application that allows users to take picture, put some filter on it, and then share it to Instagram network instantly.

Some studies have shown that students get high positive perception toward using Instagram in improving their writing skill. Akhlar et al., (2017) investigated how students perceive Instagram as a learning media and most of them give positive feedback. She also added that Instagram provides some advantages in the learning process; it builds students' self-confidence and promotes a socially-connected community of learners.

Instagram gives more challenges to students to improve their writing ability. Rinda et al., (2018) concluded there are two main points related to students' perception of the Instagram implementation in teaching writing in ELF classroom. First, the new strategy using Instagram in teaching writing gives students opportunity to correct grammar, decrease error spelling, find new vocabularies, and get more relevant idea to organize script. Second, comments of correction force students to check and more careful on their writing to avoid the negative comments. Instagram gives the opportunity to users in interacting and socializing with other users and provides them with a chance to communicate with native speakers of English (Gonulal, 2019). He added, students who have experience using Instagram in the learning process give a positive attitude.

Even though the use of Instagram does not immediately show the students' development but works slowly, however Instagram can be still considered as one useful tool in teaching writing. Shazali et al., (2019) in her research found that Instagram helps students develop writing ability and increase their motivation, even expand students' vocabulary range. She added students can use various words to express their feeling and motivate them to write well.

Based on those research findings mentioned, the researcher interested to conduct a research with tittle Using Instagram to Improve Students' English Writing Skill. In addition, to avoid the misconception of interpreting problems, the researcher limited the problem of her research. This research only focused on the use of Instagram to improve students' writing skill, this research scope was limited on students' writing ability to compose simple written text, noticing social functions, text structure, and linguistic element, correctly and appropriately with the context. Two kinds of text would be taught according to the curriculum for the tenth grade students of senior high school in the second semester, recount and narrative text but the researcher focused on composing narrative text.

The participants of this research were the Tenth Grade Students of SMA Negeri 3 Parepare in second semester. The sample was class X IPA1 which consisted of 25 students and selected by cluster random sampling. Meanwhile, for the interview session, the researcher used the convenience or opportunistic sampling which means that the sample is selected because they are convenient, easy to access, and inexpensive (Tracy, 2020). Ten participants selected purposefully as the sample. The participants were the students who got a significant posttest improvement.

### **Writing in English Language Learning**

Writing is an activity that has been carried out by humans for thousands of years ago. Early in its history, writing was done using images and this activity has developed rapidly with the

development of technology. Nowadays, most people communicate using written language rather than spoken language. Even though millions of people are still illiterate, humanity relies upon writing therefore it is not exaggerated to call writing the single most critical technology ever invented (Coulmas, 2003).

Writing is included in literacy dimension which means that the ability to use language especially in reading and writing area. According to Nursisto, (1999), writing is the highest level of communication that requires mastering material and the writing theory. As stated by Mertens, (2010) that writing is a complicated and demands cognitive activity, the writers need to understand all of the components of writing strategies that required for organizing the writing process to be successful. Therefore, this process needs the writer to arrange the contents of the writing into a good arrangement so that it is easily understood by the reader.

Writing has several steps in the process. According to Donald Graves in Johnson, (2008) there are five steps of writing process that will help students to develop their writing ability and make students easier to build paragraph. These five steps are: prewriting, drafting, revising, editing, and publishing.

### **Instagram**

Billions of people use Instagram from around the world for a lot of different reasons. Literally, Instagram stands for instant camera and telegram. These words are then mixed and combined to create a new term, namely Instagram. Handayani et al., (2018) mentioned that Instagram is an application originally designs for mobile phone use that allows the user to share pictures and videos (60-second videos). Besides sharing pictures and videos, the users also are able to add captions, tagging and following users, adding location, adding comments and hashtags, checking feeds, and sending direct messages. Instagram provides several features to satisfy its users, and some of these features can be used to support distance learning. Listiani, (2016) said Instagram and its supporting features not only support people communication need but also it can be used in teaching and learning activity. Some features of Instagram that can support teaching and learning are:

#### *a. Photo and video sharing*

Users enable to take pictures or videos through the Instagram device itself and then share them with others or they can use the existing pictures or video in their gallery. That uploaded pictures or videos can be added with a caption to give information about what is actually going on, the caption can be title, sentence, or paragraph. The process of captioning pictures and videos is a very relevant activity in the language learning process. Through the pictures and videos sharing feature, educators in this case are teachers can post pictures and videos related to the learning materials.

#### *b. Comment board*

Like social media in general, Instagram provides a comment board to make communication easier for its users. Users can comment on the comment board regarding the photos or videos posted. This way makes Instagram possible to provide service for English language learning by facilitating students on how to chat and write using appropriate language. This feature can also be used as a means of communication between teachers and students to ask questions related to the material being studied.

#### *c. Social interaction*

Instagram is similar to other social networks that are based on having friends or be called followers. Users can interact directly with other people by liking or commenting on their uploaded pictures or videos. It is a very friendly activity to build a connection with others. Besides that, Instagram also allows users to make a community whose have the same hobby,

interest, or passion such as traveling, cooking, sport, beauty, fashion, so they can gather and share pictures, information, and knowledge.

## METHOD

This research used mix method approach as the combination of a quantitative method and a qualitative method in a single study. The quantitative design used pre-experimental design with one group pretest and posttest. Before giving treatment to the learning process, the researcher gave a pretest in the first meeting. After giving treatment, the researcher gave a posttest to observe and measure students' improvement after being taught using Instagram. The qualitative design was used to gain deeper information of students' perception of the English writing activity using Instagram. The outline questions were created and then conducted the semi-structured interview. Quantitative descriptive statistical analysis was used to analyze quantitative data obtained from students' writing scores. The data was analyzed by SPSS series to calculate the mean and deviation standard on each item. Meanwhile, qualitative data analysis used the interactive analysis model develop by Miles & Huberman, (1994).

## FINDINGS AND DISCUSSION

### Findings

Statistically, the score of students' writing component are drawn in the following table.

**Table 1. The Statistic Score of Students' Writing Components**

		Descriptive Statistic				
N			Minimum	Maximum	Mean	Std. Deviation
Content	Pretest	25	16	23	18.12	2.186
	Posttest	25	22	27	24.20	2.255
Organization	Pretest	25	10	17	12.64	2.343
	Posttest	25	16	19	17.40	1.118
Vocabulary	Pretest	25	10	17	13.12	1.965
	Posttest	25	16	18	17.00	.816
Language Use	Pretest	25	11	18	14.20	2.483
	Posttest	25	18	23	19.76	1.535
Mechanics	Pretest	25	2	4	2.72	.678
	Posttest	25	4	5	4.08	.277
Valid N (listwise)		25				

The data above informs that among content, organization, vocabulary, language use, and mechanics of students' posttest mean score are higher than pretest mean score. This indicates that there is an improvement between students' pretest and posttest result of writing component. Paired Samples Test then carried out to test the first hypothesis, "Instagram as the media of learning English improves students' writing skill of the Tenth Grade Students of SMA Negeri 3 Parepare." The result is illustrated in the following table.

**Table 2. Testing Hypothesis**

Paired Samples Test		
Paired Differences	t	df

	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference			Sig. (2-tailed)	
				Lower	Upper			
Pair 1 Pretest - Posttest	-21.640	8.015	1.603	-24.948	-18.332	-13.500	24	.000

According to Santoso, (2014), if the value of Sig. (2-tailed) < 0.05 means that there is significant difference between students' pretest and posttest result, while if the value of Sig. (2-tailed) > 0.05 means that there is no significant difference between students' pretest and posttest result. The data shows clearly that the Sig. (2-tailed) value is < 0.05. It means statistically there is significant difference between students' pretest and posttest result. It indicates that Instagram as the medium of learning English improves students' writing skill. Therefore, the first hypothesis is accepted.

### Students' perception

After explained the impact of the use of Instagram on students' writing skill through statistical analysis, then the semi-structured interview was conducted. It was necessary to expand the findings by pinpointing and evaluating accurately how the learning medium which in this case is Instagram influenced students' writing skills in order to present greater insight into the results. Ten participants did one-to-one interview to gain information about their perceptions on the use of Instagram in writing class. The participants were the students who got a significant posttest improvement.

There were seven main questions asked in the interview. Their responses were then analyzed thematically and resulted in four main themes. Those themes then were divided into several codes. The table below presents themes that arose from the interview.



**Table 3. Themes Emerging from Interview**

No	Main theme	Codes
1	Students experience using Instagram	1.1. Getting useful information
		1.2. Practicing English
2	Students' perception of using Instagram as a learning medium	2.1. An interesting and unique learning medium
		2.2. Sharing material lesson in a more interesting way
		2.3. Discussion board and online feedback and comments
		2.4. Taking advantage of technological developments
3	Students' perceptions of the influence of Instagram in improving writing skills	3.1. Building an idea and improving creativity
		3.2. Improving grammatical range and developing paragraph
		3.3. Increase vocabulary, word order,
		3.4. Improving self-confidence
4	Challenges face by students using Instagram	4.1. Bad network
		4.2. Running out of quota

### Students' Experience Using Instagram

The first theme concerns the students' experience using Instagram. The interview participants said before using Instagram as learning medium, they used Instagram for getting useful information.

*"Biasanya saya pakai sebagai media hiburan, atau sekedar mencari informasi-informasi tentang beasiswa atau mencari informasi-informasi dunia yang baru"* (St 003)

(Usually, I use it as a medium of entertainment, or just looking for information about scholarships or looking for world news)

*"Kupake untuk mencari video inspirasi seperti video memasak, video cara membuat suatu kerajinan, biasanya juga untuk membaca kata-kata motivasi dalam bahasa Indonesia ataupun bahasa Inggris."* (St 004)

(I use it to find inspirational videos like cooking videos, how to make crafts videos, and also em... to read motivational words in either Indonesian or English)

According to some participants, several accounts on Instagram provide interesting and useful information they need. Instagram allows its users to join the community they like through the „follow' feature. Through this community, they can get the information, such as simply knowing the latest news or conditions from an event. For them who love to cook, they could follow the cooking community and find information about cooking.

Motivational words, crafting, scholarships, until learning English are some examples of the information that they can find on Instagram. The participants added that Instagram gives them opportunity to practice their English.

*“Bahasa Indonesia ji Bu di settingnya Instagramku. Tapi terkadang juga saya berkomunikasi dengan Bahasa Inggris sama teman-teman yang dari luar, tapi sedikit-sedikit.” (St 006)*

(I use the Indonesian language setting on my Instagram, Mam. But sometimes I also communicate in English with my friends from outside, but little by little.)

Because Instagram is a social media application, of course, it allows its users to communicate with one another. Some participant utilized it to communicate with their family and friends using English. Particularly, those who are members of a community whose members come from various countries have no choice except to use English to communicate.

### **Students’ Perception of Using Instagram as Learning Medium**

The second theme concerns the students’ perception using Instagram as a learning medium. Many students admitted that learning using Instagram is a new thing to them.

*“Ini pengalaman pertamaku belajar menggunakan Instagram karena baru ini pertama kali ada guru yang mengajar menggunakan Instagram. Jadi tertarik sekali ka. Saya bisa membagi waktu untuk bersosial media dan belajar. Saya juga merasa konsep pembelajaran saya cukup menarik dan unik, serta berbeda dengan teman-teman saya di sekolah lain. Sehingga membuat saya merasakan suasana belajar yang baru.” (St 004)*

(This is my first experience learning using Instagram because this is the first time a teacher teaches using Instagram. So I am very interested. I can divide my time between using social media and studying. I also feel that the learning concept is quite interesting and unique, and different from my friends in other schools. So that makes me feel a new learning atmosphere)

Students find learning using Instagram has a unique concept and it is different from the learning methods they have been using so far. They can combine social activity with studying at the same time, therefore why Instagram is suitable for being a learning medium.

The participants said that sharing material lesson in a more interesting way helped them to understand the lesson easier.

*“Yang pertama, konsepnya menarik dan unik, yang kedua penyajian materi menggunakan video dan foto membuat kita tidak bosan karena sudah diedit sekreatif mungkin.” (St 004)*

(First, the concept is interesting and unique; secondly, the presentation of the material using videos and photos makes us not bored.)

*“Bagus kalau ada ilustrasi-ilustrasinya juga jadi lebih mudah ki langsung pahami materinya.” (St 006)*

(It would be good if there were illustrations [pictures], so it would be easier to immediately understand the material.)

Most participants agreed the material presentation using videos and photos makes the teaching and learning process is not bored. Numerous learning materials when presented in books, encouraging them to be lazy to read. With Instagram, all the learning materials are summarized in pictures or videos making it easier for them to understand the material without having to read a lot.

Instagram provides discussion board therefore both teacher and students can discuss the material being studied. Teacher also can give online feedback and comments regarding assignments that students have collected via Instagram.

*“Ada juga kolom komentar yang bisa dijadikan tempat diskusi atau bertanya kalo ada yang tidak dimengerti.” (St 007)*

(There is also a comment board that can be used as a place for discussion or to ask if we don't understand the material lesson.)

Online feedback feature on Instagram allowed students to discuss both with their peers and teachers. They admitted that they have no worry if find trouble when learn the material because they can discuss with their peer and ask their teacher through comment board or direct message. Some of them select Direct Message as favorite feature for teacher correcting assignment because they feel free to answer can understand better.

Participants are highly interested and agreed in learning something new such as the use of technology in the learning process.

*“Karena dari pembelajaran online ini kita dapat mengetahui [memanfaatkan] teknologi dan banyak sekali teknologi yang dapat [membantu] bermanfaat bagi kita dan tidak hanya untuk hal-hal negatif dan semua hal pasti ada sisi negatif dan positifnya.” (St 003)*

(Because from this online learning we can know [utilize] technology and [actually] there is a lot of technology that can be benefit to us and not only to [impact] negative things and all things must have negative and positive sides.)

Participants argue that now we have entered an age where technology is developing rapidly. They also believe that technological developments must be utilized as well as possible, including in the learning process. They need an interesting learning medium to learn writing skills than rather the traditional language teaching methodology. They believe if people utilize technology well and wisely it will give good impact particularly in education.

### **Students' Perceptions of The Influence of Instagram in Fostering Writing Skills**

The third theme concerns students' perceptions of the influence of Instagram in improving writing skills. Learning with Instagram make the participants is more creative and they can gain new ideas quickly.

*“Kita bisa melihat hasil kerja orang lain sehingga bisa membantu memberikan ide dan kita juga termotivasi untuk lebih banyak belajar dan mengetahui apa yang kurang dari hasil belajar kita.” (St 002)*

(I can see my friend's work so that it can help provide ideas and I am also motivated to learn more and find out what is missing from my learning outcomes.)



*“Saya jadi lebih mudah menyusun kalimat, lebih mudah menemukan ide-ide untuk mengarang, ‘kan di Instagram bisaki cari-cari inspirasi juga. Lebih percaya diri juga.” (St 006)*

(It [Instagram] makes me easier to compose sentences; it’s also easier to find ideas for composing because I can look for inspiration too [through Instagram]. It makes me more confident too.)

*“Instagram membantu saya lebih kreatif karena saya harus mengarang cerita yang menyenangkan dan harus disertai dengan foto yang menarik.” (St 007)*

(Instagram helps me to be more creative because I have to write a fun story and must be accompanied by interesting images.)

Students can find a plenty information through Instagram, they can combine a lot of idea to create something new. The participants admitted they usually gain new ideas after reading their friend submitted assignment firstly. By accessing a lot of information, such as viewing photos, videos, or reading captions related to assignments given by the teacher, helps stimulate creativity in students. Student creativity is indispensable in learning activities so that they can create new things and can develop information obtained from the teacher in the teaching and learning process or information obtained from the surrounding environment (Asrori & Wicaksono, n.d.)

The participants added that they can improve grammatical range and develop paragraph, increase vocabulary and word order. Basically, Instagram prepared students to be more careful in using appropriate words and correct grammar.

*“Em... Saya lebih mudah mengembangkan paragraph dan menulis dengan grammar yang baik karena banyak contoh yang bisa saya lihat, saya bandingkan juga hasil kerjaku dengan temanku jadi supaya tulisanku jadi lebih baik.” (St 002)*

(Em ... I find it easier to develop paragraphs and write with good grammar because there are many examples that I can see, I also compare my work with my friends so that my writing will be better.)

*“Dari proyek yang Kakak buat ini, saya dapat belajar tentang hal untuk lebih kreatif dan lebih memperhatikan penggunaan kata dalam pembuatan cerita narrative, saya juga jadi lebih teliti memeriksa kesalahan grammar sebelum posting tugasku.” (St 003)*

(From this project that you made, I can be more creative and pay more attention to the use of words in making narrative stories. I also check grammar mistakes more thoroughly before posting my assignments.)

The participants said that they have to repeatedly check their writing before finally being sent to Instagram. They pay more attention to the use of words in making narrative stories, especially the narrative text use past tenses as language feature. This makes students be more carefully to use past form (regular and irregular). The participants believed that activity on Instagram could improve their self- confidence to use English every time particularly while using Instagram. They feel it will be impressive and great if they use English in their caption.

*“Dengan menggunakan sosial media kita juga lebih berani untuk mem-publish hasil tulisan kita sehingga banyak diketahui oleh orang-orang. Terus terang saya merasa bangga kalau menggunakan Bahasa Inggris di setiap postingan saya.” (St 002)*

(By using social media, we are also more courageous in publishing the results of our writing so that it is widely known by people. Frankly speaking, I feel proud when I use English in my posts.)

*“Saya lebih percaya diri Kak pada hasil karya saya, karena dulu saya pemalu kalau mau memposting karya di Instagram.” (St 004)*

(In addition, learning through Instagram makes me more confident at work. Because I used to be shy when I wanted to post works on Instagram.)

Some participant argued that Instagram try them to be more confident about their competence. They said the feedback they get from teacher and peers give a moral support and boosted their confidence. Having a positive self-confidence can be developed through the students themselves and self- confidence can grow well if they get recognition from the surrounding like teacher and peers (Marjanti, 2015).

### **Challenges Faced by Students Using Instagram**

The fourth theme concerns the challenges faced by students using Instagram as a learning medium. Contrary with the previous themes which reported the excellence of Instagram, this theme expose why Instagram is not an ideal learning medium. They reported Instagram has some weakness which can make learning less conducive or distracting.

*“Tapi ada kendalanya Kak makanya kurang yakin ka, soalnya Instagram merupakan aplikasi yang penggunaan data jaringannya sangat banyak dan tidak semua siswa punya kuota sehingga bisa jadi kendala.” (St 004)*

(But there is an obstacle, so I'm not sure [Instagram would be an ideal learning tool], because Instagram is an application that uses a lot of network data and not all students have a quota, so it can be a problem.)

*“Bisa sekali Bu [Instagram sebagai media belajar], cuma itu saja mungkin kendalanya kalau ndak ada kuota internetnya.” (St 006)*

“Yes, Mam, it can be [Instagram as a learning medium], maybe the problem is if there is no internet quota.”

*“Em... menurut saya bisa digunakan sebagai media belajar namun sepertinya kurang memadai karena jaringan internet [kuota] untuk mengakses Instagram itu lumayan banyak.” (St 008)*

“Em... in my opinion it can be used as a learning medium but it seems inadequate because the internet network [quota] to access Instagram is quite a lot.”

Even though Instagram is an application that is very popular among students, it still has some challenges to use. In fact Instagram is an application that allows the user to share pictures and videos (Handayani et al., 2018). Pictures and videos consume a large internet quota so that it will affect students who have a limited internet quota. In addition, Instagram is an application that requires the internet to operate, so it always requires a stable internet connection.

### Discussion

The first finding for this research is the improvement of students' writing skills. This finding is supported by the students' pretest and posttest results which show a significant difference. Pretest was conducted before giving treatment to the students in the first meeting to identify students' initial writing ability. In this session, the students were asked to make a narrative text about a fable or legend; the text should be consisted of orientation, conflict, and resolution while re-orientation was optional, and at least consisted of eight sentences.

The achievement result in pretest revealed most of the students got score under the passing grade. They got low score because they were poor in aspects of writing such as content, organization, vocabulary, grammar, and mechanics. Most of them had less information about language features and generic structure of narrative text. They used inappropriate words and did some grammatical errors particularly in using tenses. Grammatical errors are the most common problems faced by students to make wonderful essays (Fengjie, 2016)

The treatment was carried out in four meetings following the pretest. The students followed the teaching and learning process using Instagram. The researcher explained the writing material through Instagram related to narrative text and writing components. The researcher had posted the writing materials in her Instagram account before then guided the students to identify the social function, text structure, and language use of the narrative text.

A posttest was conducted at the fifth meeting after treatment was complete. The result of posttest was analyzed and discussed with the teacher. The result revealed all of the students get score above the passing grade, it means the students' learning was complete. Comparing with the results obtained at the pretest, the posttest results are higher than the pretest. The above findings are related to the studies conducted by Shazali et al. (2019) and Renaldi, (2020) who found that students' posttest was higher than pretest after being taught by Instagram. Another research finding that similar is Soviyah & Etikaningsih, (2018) who found that there was a significant difference in outcome between students who were taught using Instagram and students who were taught without Instagram. The students' writing improvement could be due to the use of new learning strategy through the utilizing the technology therefore increase students' learning motivation (Cameron, 2003).

The second finding of this research is about students' positive perception on the use of Instagram. A semi-structured interview was conducted to get the participant perception. Ten participants conducted interviews one to one by phone, and after analyzing the results of those interviews, four main themes were obtained. The four main themes are then divided into several codes; the aim was to obtain more detailed results.

The first theme concern about students' experience using Instagram, before using Instagram for the research project, most of students has been using Instagram for about two until four years. This is indicates that Instagram is one of the most popular social media among teenagers (Alhabash & Ma, 2017; Bicen & Cavus, 2011). They used Instagram for getting useful information such as scholarship, procedure of making something, and world news. They also can practice their English by communicating with their friends.

The second themes concern about students' perception of using Instagram as a learning medium. Instagram offers students a new experience of learning with fun and enjoyment and gives them chance to express their idea with the relevant context of the content (Basith, 2020). All of the participants notified that this was their first time learning using Instagram and most of them reported that Instagram is an interesting and unique learning medium. Sharing material lesson in a more interesting way made it easier for students to understand the lesson, both teacher and students also can discuss using comment board. Some participants reported that using Instagram in teaching and learning process is the way to take advantage of technological developments and help them improving their creativity. The third themes concern about students' perception of the influence of Instagram in improving writing skills. Beginning the writing becomes one of the most difficult parts faced by students because there is no idea to write (Fhonna, 2014) but Instagram provided many accounts teach about English, it helped students to gain inspiration or build an idea for their writing. Reading a lot and practicing to write in Instagram caption encourage them increase their vocabulary, improving grammatical range and developing paragraph. This result is supported by Akhiar et al. (2017); Rinda et al. (2018); and Almalki, (2019). Besides that, using English in the caption made them proud and it improve their self-confidence (Gonulal, 2019).

The fourth themes concern about challenges face by students using Instagram. This theme result was quite different among the result that had discussed before. Among of the excellences of Instagram, it has a weakness that we cannot deny. Bad network and running out of quota was the most problem faced by students while using Instagram as a learning medium. In fact Instagram is an application that consumes a large internet quota so that it will affect students who have a limited internet quota. Besides that, the students could not post their assignment to Instagram if the network was bad (Ambarsari, 2020).

As an application that is dense with pictures and video content, Instagram technically needs a large internet quota and requires stable network access to be used properly. For this reason, it would be better if the students use Wi-Fi connection to solve the problems of high data consumption and connectivity. Besides that, Instagram has launched a new feature, namely a data saver mode for Android-based devices. Through this mode, users can browse and share pictures and videos on Instagram without spending a large internet quota. By activating data saver mode, Instagram will not automatically display pre-loaded videos or high-resolution pictures. So, users can control the use of the internet quota.

Apart from the challenges in using Instagram, this medium in fact contributes to the improvement of students' writing skills. Most of students also give positive perception related the use of Instagram as a learning medium. Therefore it can be said that the second hypothesis is accepted.

## CONCLUSION

Based on the finding both from test and interview, some points can be concluded related to this research. First, there is significant difference between students' pretest and posttest result. It reveals that Instagram as the medium of learning English improves students' writing skill of narrative text related to the content, organization, vocabulary, language use, and mechanics. The use of Instagram in teaching English particularly in

writing is highly recommended because Instagram provides several advantages to improve students writing skill.

Second, the students have positive perception of the English writing activity using Instagram. This is supported by participants' feedback of interviews who mostly have pleased experience during the learning process using Instagram. The concept of learning using Instagram is not limited by time and space. The students can learn and interact with friends and teachers anytime and anywhere as long as they have an internet connection.

In respect to the conclusion for the students' writing skill improvement and their positive perception after being taught using Instagram, the researcher gives some suggestions. First, teachers should make the English writing class more effective and efficient to attract students' attention, so that it is essential to make an innovation in the teaching process by taking advantage of technological developments. Using Instagram in teaching particularly in writing is an alternative way of following the technology progression to support the teaching process. It is hope that this research will enrich teachers' way for teaching writing by utilizing technology.

Second, the use of Instagram as a learning medium is aimed to get students' attention and motivation in English learning particularly in writing activity. As we know that writing is an important skill to master, therefore their writing skills must be honed as quickly as possible. Some of the advantages of Instagram have been described previously. This is expected to encourage teachers to use Instagram as a medium in learning to attract students' attention and improve their motivation. Third, the concept of learning using Instagram is not limited by time and space. Students can learn and interact with friends and teachers anytime and anywhere as long as they have an internet connection. Thus, this is quite suitable to support online learning which has recently become popular. Hence, the use of Instagram in teaching English particularly in writing is highly recommended.

Fourth, Instagram is ideal to become a learning medium and can be used to improve various kinds of skills, while this study only focuses on improving students' writing skills. Therefore, it is hope for the next researcher to investigate the use of Instagram to improve other language skills, such as reading, listening, or speaking. Other optional is, there are several of social media that can be integrated and utilized in the teaching and learning process, so it is hope for the next researcher to investigate that kinds of social media. Thus there will be plenty of alternative medium to enrich the teachers' way of teaching writing by utilizing technology.

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