

# **Students' Perceived Benefits of Instagram In Communication Skills**

**(Spoken and Written)**

**THESIS**

Submitted by

**ELSA RAHMAYANTI**

**NIM. 180203258**

Student of *Fakultas Tarbiyah dan Keguruan*

Department of English Language Education



**FAKULTAS TARBIYAH DAN KEGURUAN**

**UNIVERSITAS ISLAM NEGERI AR-RANIRY BANDA ACEH**

**2024M / 1446 H**

Submitted to Fakultas Tarbiyah dan Keguruan

Universitas Islam Negeri Ar-Raniry Banda Aceh

In Particial Fulfillment of the Requirements for

The Bachelor Degree of Education in English Language Teaching

By:

**Elsa Rahmayanti**


**NIM. 180203258**

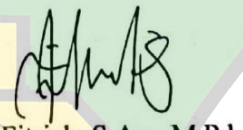
*Students of Fakultas Tarbiyah dan Keguruan  
Department of English Language Education*

Approved by:

Main Supervisor,

Co-Supervisor,

  
Khairiah Syahabuddin,  
MHSc. ESL., M. TESOL., Ph.D.

  
Fitriah, S.Ag., M.Pd.

Date: 16/6/2024

Date: 14/06/2024

It has been defended in *Sidang Munaqasyah*  
in front of the board of the Examination for the working paper  
and has been accepted in partial fulfillment of the requirements  
for the Bachelor Degree of Education in English Language Teaching


On:

Monday, 15 July 2024  
09 Muharram, 1446 H

In Darussalam, Banda Aceh

Board of Examiner,

Chairperson,

  
Khairiah Syahabuddin, MHSc.Esl.,  
M. TESOL., Ph. D

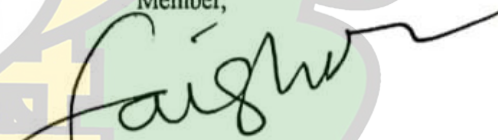
Secretary,

  
Fitriah, S. Ag, M. Pd

Member,

  
Syamsul Bahri, S.Ag., M.A. TESOL

Member,

  
Faishal Zakaria, S.Pd.I., M.A., Ph. D

A R - R A N I R Y

Certified by:

The Dean of Fakultas Tarbiyah dan Keguruan  
Universitas Islam Negeri Ar-Raniry Banda Aceh



Prof. Saifur Malik, S. Ag, M.A., M.Ed., Ph.D  
NIP. 197301021997031003



## SURAT PERNYATAN KEASLIAN

(Declaration of originality)

Saya yang bertanda tangan dibawah ini:

Nama : Elsa Rahmayanti

NIM : 180203258

Tempat/tanggal lahir : Meulaboh, 20 Agustus 2000

Alamat : Desa Suka Karya, Jl. Baru, Lr. Walet

Menyatakan dengan sesungguhnya bahwa skripsi yang berjudul:

**Students' Perceived Benefits of Instagram In Communication Skills**

Adalah benar-benar karya saya, kecuali semua kutipan dan referensi yang disebutkan sumbernya. Apabila terdapat kesalahan dan kekeliruan didalamnya, maka akan sepenuhnya menjadi tanggung jawab saya. Demikianlah surat pernyataan ini saya buat dengan sesungguhnya.

Banda Aceh, 15 June 2024

membuat surat pernyataan



Elsa Rahmayanti

## ACKNOWLEDGEMENT

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

*Alhmdulillahirabbil'alam*, all praise to Allah SWT Who always gives me a blessed life to live in this world, air to breathe, the opportunity to try, inspiration, and strength to write and complete this thesis. Prayers and blessings may always be given to our beloved Prophet Muhammad SAW, who has shown us what to do not and what to do in this world. He is a perfect example of the greatest human being.

Moreover, I would like to express my sincere gratitude to my supervisor: Ms. Khairiah Syahabuddin, M. HSc. ESL, M. TESOL., Ph. D and Ms. Fitriah, S.Ag., M.Pd. who have motivated, guided, and advised me with their valuable thought and suggestions to work on this thesis. Countless appreciation is also addressed to all lecturers who sincerely taught and shared their knowledge during my studies and all the staff of the Faculty of Education English Department and Teacher Training of UIN Ar-Raniry who helped and guided me during my study in the English Education Department of UIN Ar-Raniry.

I am deeply grateful to my beloved father, Marlian, S.I.P., and my lovely mother, Marwini Inti, who always support me in the whole conditions. Their love, support, and prayers lead me to reach my success and dreams. I also dedicate my big thanks to my lovely sister Shinta Wilia Nova Riska and my beloved brothers



Ihsan Maryadi Putra and Arif Rahman who always support me, sharing laughter and love with me. They all are my precious people who make me keep going.

I also want to deliver my special thanks to my close friends who always stand by my sides Devi Sukarni Oktaria, Riris Aryani, Lidia, Rika yulianti, Siti Zuhra Renanda, Tawarniate, Sahrina, Asmalida. And also special thanks to my wonderful friend Desi Amelia. Thank you for your kind heart for accompanying, supporting, helping, teaching, and introducing me to many things from the first semester until now. Appreciations go to all students of the academic year 2018 specifically Unit 8 who have struggled together to finish this undergraduate.

Last but not least, I would like to express my gratitude and appreciation to myself for having persevered through various challenges and obstacles while conducting research and writing this thesis, and I would also like to not forget to thank all the kind respondents and resource persons for their sincerity in participating in this research. May Allah SWT bless us all forever.

I hope that my thesis can make a big contribution to the English Language Education Department so that it can be used for further research. This research is not without flaws. Therefore, constructive criticism and additional information are very useful in improving the quality of this research.

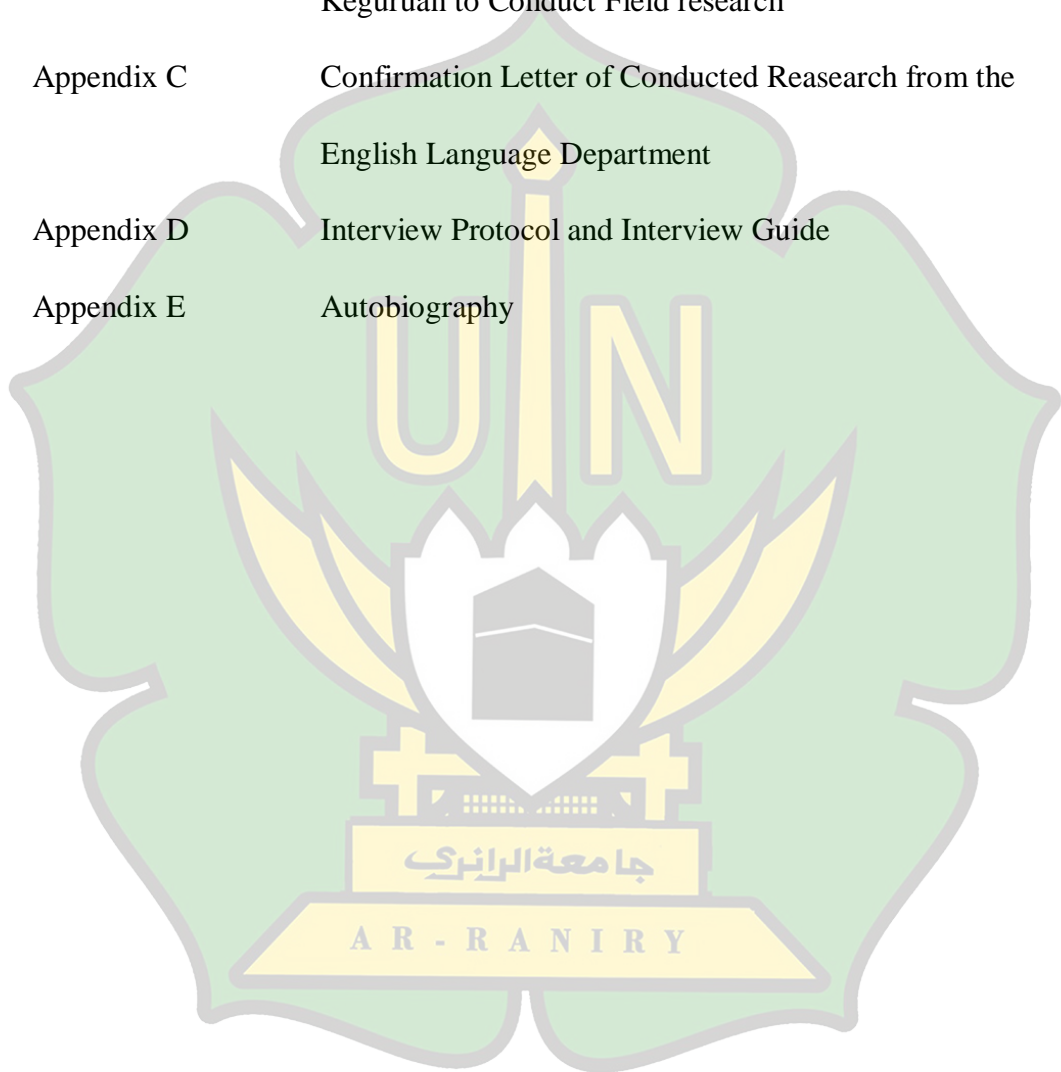
## ABSTRACT

Name : Elsa Rahmayanti  
Reg. No : 180203258  
Faculty : *Fakultas Tarbiyah dan Keguruan*  
Major : Department of English Language Education  
Thesis Title : Students' Perceived Benefits of  
Instagram In Communication Skills  
Main Supervisor : Khairiah Syahabuddin, MHSc. ESL.,  
M. TESOL., Ph. D  
Co-supervisor : Fitriah, S.Ag., M.Pd.  
Keywords : Perception, Instagram, Communication Skills, Spoken and  
Written

This research aimed to explore the perceptions when using the Instagram application to increase their motivation in learning communication skills, especially speaking and writing. This research used a qualitative descriptive design. Interviews were conducted with 10 students of the English Language Education Department at UIN Ar-Raniry. The findings reveal that students perceived that Instagram can provide various benefits in improving speaking and writing skills, such as exposure to educational content focused on public speaking and writing as well as vocabulary enrichment. Convenience, reach and accessibility were also highlighted as advantages of using Instagram. However, some participants expressed doubts about the effectiveness of Instagram in learning. The obstacles that need to identify are short video lengths, pronunciation challenges, unstable internet connections, and app glitches. Overcoming these challenges requires improving internet infrastructure, and device accessibility by those who create these applications. By overcoming these obstacles, students can maximize the potential of Instagram as an additional tool to improve their speaking and writing skills.

## LIST OF APPENDICES

Appendix A	Appointment Letter of Supervisor
Appendix B	Recommendation Letter from Fakultas Tarbiyah dan Keguruan to Conduct Field research
Appendix C	Confirmation Letter of Conducted Reasearch from the English Language Department
Appendix D	Interview Protocol and Interview Guide
Appendix E	Autobiography

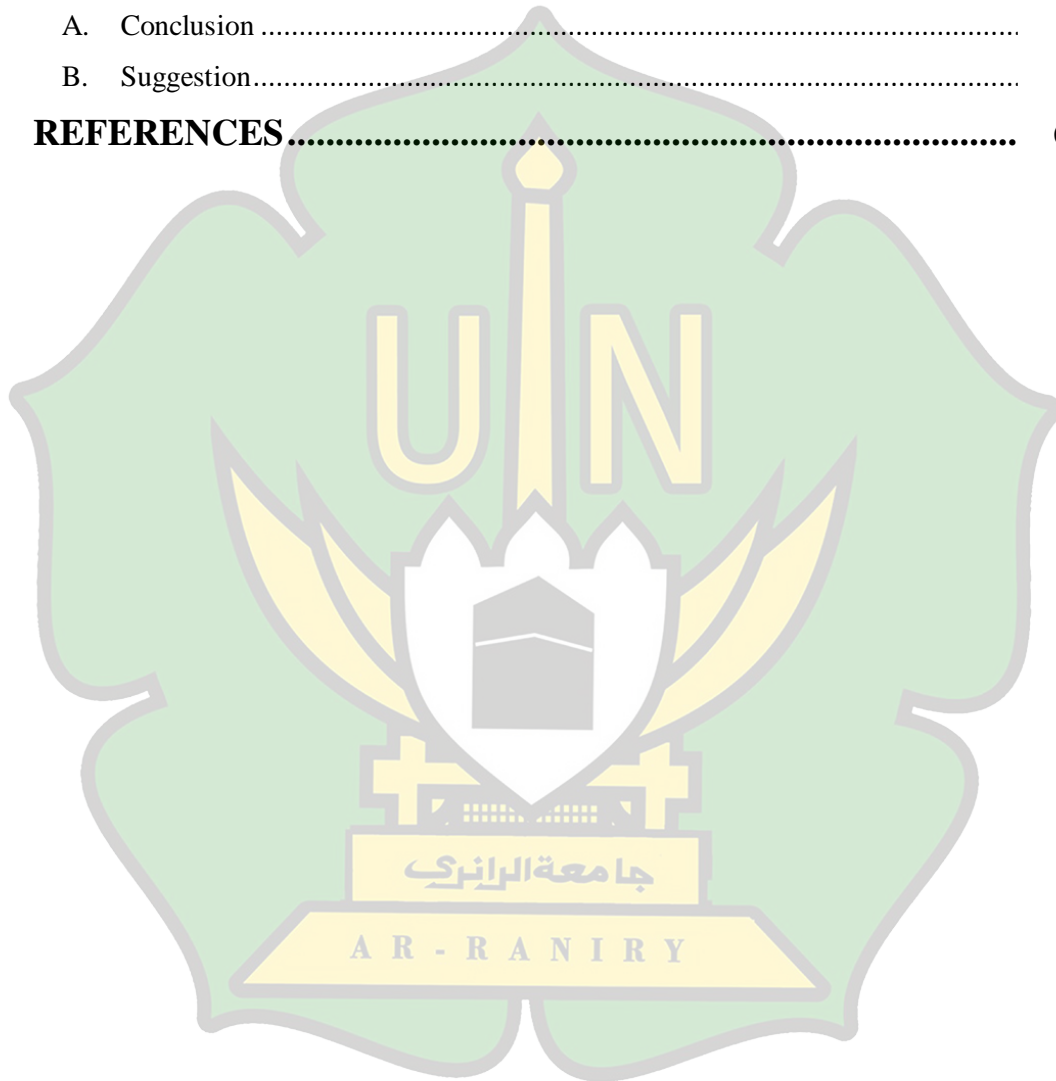




## Table of Contents

<b>ACKNOWLEDGEMENT .....</b>	<b>iv</b>
<b>ABSTRACT.....</b>	<b>vi</b>
<b>LIST OF APPENDICES .....</b>	<b>vii</b>
<b>CHAPTER I INTRODUCTION .....</b>	<b>1</b>
A. Background of Study .....	1
B. Research Questions .....	6
C. Research Aims .....	6
D. Significance of Study.....	7
E. Research Terminologies .....	7
1. Perception.....	8
2. Communication Skills.....	8
3. Instagram.....	9
<b>CHAPTER II LITERATURE REVIEW .....</b>	<b>11</b>
A. Perception .....	11
1. The Nature of Perception .....	11
2. Process of Perception.....	12
3. Factors Affecting Perception.....	13
B. Communication Skills .....	14
1. Definition of Communication Skills .....	14
2. Verbal and Non-Verbal in Communication.....	16
3. Spoken and Written in Communication .....	17
4. Barries in Communication .....	19
C. Instagram .....	22
1. Definition of Instagram.....	22
2. Features in Instagram.....	24
3. Instagram Activities in language learning.....	28
4. Advantage and Disadvantage of Instagram.....	34
D. Previous Studies .....	36
<b>CHAPTER III RESEARCH METHODOLOGY .....</b>	<b>39</b>
A. Research Design .....	39
B. Research Participant .....	40

C. Techniques of Data Collection .....	40
<b>CHAPTER IV FINDING AND DISCUSSION.....</b>	<b>42</b>
A. Findings .....	42
B. Discussion .....	58
<b>CHAPTER V CONCLUSION AND SUGGESTION.....</b>	<b>61</b>
A. Conclusion .....	61
B. Suggestion.....	62
<b>REFERENCES.....</b>	<b>64</b>



# CHAPTER I

## INTRODUCTION

This chapter presents an introduction that consists of the background of the study, research questions of the study, research aims of the study, significance of the study, and research terminologies of the study.

### A. Background of Study

Nowadays, social media has become a major part of our lives as people all over the world spend hours on this media (Eren, 2012). The aim of social media as it relates to computers and mobile devices is to facilitate effective communication, teamwork, and idea sharing. Furthermore, a lot of individuals use media for a variety of objectives, including information seeking, preserving friendships, and expressing numerous identities (Shin, 2018). Nurjaman & Hertanto (2020) research shows that 160 million Indonesians, or 59% of the country's 272.1 million total population, actively use social media. A further outcome is that social media users in Indonesia range in age from 13 to 34 on average. There are many types of social media technologies, including micro-blogging platforms such as Twitter, social networking sites such as Facebook, and media-sharing tools such as YouTube and Instagram (Dabbagh & Kitsantas, 2012). All the media mentioned above are the media that are most widely used at the moment from all angles. Various groups also use this media, both in terms of age starting from young to old, and in terms of location from cities to rural areas.

Instagram was released in 2010 and immediately received global attention from people around the world. Instagram, in particular, launched in October 2010 and gained popularity by growing to over 300 million active users in 2015 (Kelly, 2015). Ting et al., (2015), further says Instagram as an application that supports photo sharing and social networking activities for both individuals and companies. This is also supported by Campbell (2022) who states statistics about how Instagram has gathered more than 1,393 to 2 billion monthly users. The popularity of Instagram is used by people to communicate or interact by sharing various content. From the various content provided by Instagram, people can utilize and develop it positively. There are several features available on Instagram such as private messages, searchable hashtags, image and video posts, and Instagram Stories posts which are only available for 24 hours.

Communication is the process of conveying messages, thoughts, or opinions to a person, several people, or a group so that they can be received or understood. Communication is also described as sharing and giving, meaning that it occurs simultaneously through symbolic interaction (Seiler & Beall, 2005). Therefore, it can be interpreted as understanding and sharing meaning (Bequiri, 2017). In communication, the skills are necessary because they are very important to convey and interpret information quickly and accurately. On the other hand, as explained, communication skills are important tools for individuals to convey or receive messages and information effectively, clearly, and concisely.

Instagram's correlation with communication skills is as a platform for users to easily participate, share, and exchange information and ideas in virtual communities and networks. Communication skills do not only occur face to face but also occur online. This is also supported by Nofrion (2018) who said that communication skills are one of the keys to success in life and survival in the Era of Industrial Revolution 4.0 and the Era of Disruption. As we know, Instagram is one of the applications most widely used by many people, including students. Many of them use Instagram as a learning medium. Some communication skills; speaking and writing. Listening is a passive or receptive skill while writing is an active or productive skill (Harmer, 2001). All skills are important. However, writing skills are one of the language skills that encourage students to be more productive and creative. Sari (2019) and Handayani (2018) have proven that Instagram is an effective tool for improving writing skills and encouraging independent writing learning. Meanwhile, regarding speaking skills, Instagram posts are one of the benefits of Instagram that can be utilized to encourage users to post and share interesting photos or videos. Therefore, Instagram seems to be the ideal social media for its users to show their abilities and confidence. They might use Instagram to post videos as speaking practice. This is one of the advantages of using Instagram that can be applied to speaking.

There are many previous studies related to the use of Instagram in communication skills conducted using quantitative methods, one of the previous studies was done by Rakhmanina and Yuneva (2018). The research is entitled "Application of Instagram Activities to Increase Students' Motivation in Speaking

English". This research uses quantitative experimental research and the aim is to determine

The students' speaking achievement, motivation to speak English, the students' pedagogical strategies, and motivation in their speaking abilities. Another research was conducted by Manullang & Katemba (2023) with the title "Students' Perceptions of the Use of Instagram in Writing Skills". Next, Zara's research(2023) which has similarities with previous researchers entitled "Students' Perceptions of Using Instagram for Learning Academic Speaking Skills". Further research from Murni Mahmud, Burhamzah & Amin (2023), entitled "Utilizing Facebook and Instagram (Facegram) to Create Digital Learning Programs for Integrated English Language Skills". This research aims to improve four English language skills, namely writing, speaking, reading, and listening through the use of Facebook and Instagram posts as educational resources.

Several studies using qualitative design have also been conducted by several experts. Lismmartarini et al., (2021) "Social Media and Learning: Study of the Effectiveness of Instagram in English Language Learning". The results of this research show that students are more motivated when studying, students' writing skills improve, and they feel more alert when doing assignments. Next, other research was conducted by Safitri (2021), "Students' Perceptions of Using Social Media to Learn English", and research by Chaves et al., (2023). The two studies above have similarities and it can be concluded that students have a positive perception of the use of social media to learn English. Another research is from Sari(2023) with the title "Using Instagram Media to Improve the Skills of Writing



Pictorial Text or Caption Text in Class XII KL 3 Students at Kabuh State Vocational School”. The results of this research show an increase in caption text writing skills.

Some research conducted using mixed method design were carried out by Akhiar, Mydin & Kasuma (2017), the title of the research is “Students' Perceptions and Attitudes towards the Use of Instagram in English Writing” which was uploaded to the Malaysian Journal of Learning and Teaching (MJLT). Further research from Arif (2019) with the title "Semiotic Analysis of Self-Presentation in Instagram Stories by English Language and Literature Students 2015". Next Mubarakah (2017) with the title "Using Instagram to Motivate Students to Write Descriptive Text for Class II SMAN 1 Gresik 2016-2017 Academic Year". Next Mandja (2016) with the title "Use of the Instagram Application to Increase Motivation and Learning Outcomes of Class VII A Students of Megelang Pentekosa Middle School". The latest research from Muthoharoh (2019) with the title "Effectiveness of Using Instagram Photo Content on the Descriptive Writing Ability of First-Class Students at SMKN 1 Boyolangu". The five studies above have a general similarity, namely that they aim to find out whether the students' writing results have improved and whether the use of Instagram photo content is effective or not on the students' descriptive writing abilities and high school students as participants.

Based on previous research, there is unavailable research that focuses on students' perceptions of using Instagram in communication skills (written and spoken). This research intends to bridge this gap by investigating “Students'

Perceptions Towards the Use of Instagram In Communication Skills”. As a result, Instagram was chosen as a platform to determine students' perceptions of their writing and speaking abilities.

Instagram has a ton of features and functions, such as the ability to post photos, videos, captions, and commands. These features and functions are very useful in encouraging the students to deepen their speaking and writing knowledge through Instagram. The researcher aspires to discover the opinions of the students at the UIN Ar-Raniry Campus as participants in this research regarding the use of Instagram to improve their communication skills. Furthermore, the researcher in this study intended to know what the students' thought about using Instagram to improve their communication skills, especially in writing and speaking skills.

#### **B. Research Questions**

This present research seeks to answer the following research question “What are the students' perceived benefits of Instagram in communication skills?”

#### **C. Research Aims**

Based on the research question above, this research is intended to discover the aim which is "To understand the students' perceived benefits of using Instagram for communication skills (Speaking and Writing)”.

#### **D. Significance of Study**

This research is established to look forward to the results that can be useful for thereaders.

##### **1. For Students**

Students can find out how to use Instagram as a platform to practice their communication skills and apply other ways to practice their speaking and writing skills.

##### **2. For Teachers**

Teachers can obtain new insights into students' perception of how Instagram can be a place to practice communication as well as new techniques to train the students' speaking and writing skills by utilizing social media, especially Instagram.

##### **3. For Researcher**

The researcher is able to understand the students' perceptions to develop techniques to train students' communication skills in the teaching and learning process. In addition, the researcher can consider the strengths and weaknesses of the technique.

#### **E. Research Terminologies**

This chapter discusses a review of literature related to this research. The theories discussed include perception, Instagram, and Communication skills. Relevant previous research will also be reviewed in this chapter.

## 1. Perception

The perception is someone's experience in a phenomenon. Rakhmat (2007) states that perception is the process of summarizing information and interpreting instructions about an object or event. According to Robbin & Judge (2013), perception is a process by which individuals organize and interpret their sensory impressions in order to give meaning to their environment. Moreover, Mulyana (2017) explains that a person's experience of a particular object is determined by internal elements, such as conduct influenced by external circumstances and the interpretation of environmental motivation. In conclusion, perception is an opinion, feeling expression, and a view of the learner in understanding the learning experience. In other words, Perception is a view that is formed from the process of seeing and experiencing the events that exist in the environment. Humans are created differently, so each individual has different perceptions. The existence of differences between individuals with each other by liking one object and some who do not really depends on how the individual responds to the object with its perception. Bynum (2015) stated about perception is the associated with a change in a sense-organ and this is caused by the object of perception.

## 2. Communication Skills

Communication skills are necessary qualities to achieve goals which include personal and interpersonal qualities as well as social skills. Such skills are referred to as "soft" because they are proportional to sentiment or vision which

enable individuals to "read" others. These skills require involvement or interaction with other people in one way or another (Al- Eiade, Mahmood, & soh, 2016). It is essential for every human action. Moreover, it is true that some individuals are born with the ability to communicate, but others require more effort to make it feasible. In tertiary institutions, students often only develop their academic achievements without considering their 'soft skills'. Communication skills refer to serving behavior submit information which are abilities exhibited by individuals consistently to communicate effectively with classmates, colleagues, and subordinates in both the professional and personal worlds.

### 3. Instagram

Instagram is a kind of social media that focus to facilitate users to post individual images or videos with a description or as known as a 'caption', about 70 million images and videos are posted every day (Instagram Press, 2015). Users can connect to each other by 'following' each other's profiles. Then it enables them to view the content posted on these profiles and respond in the form of comments or likes. A 'like' is used to indicate a favorite. Once a user follows other users, all postings from these users will be presented on the user's 'News Feed'. Instagram members also have the ability to send messages to each other privately by using 'Direct Messages'. These facilities allow users to engage in synchronous and asynchronous communication, both publicly and privately.

Instagram which was created by Kevin Systrom and Mike Krieger first launched in October 2010. According to Listiani(2016), Instagram is a fun quick

way to share someone's life with her or his friends through a series of pictures, to snap a photo with a filter, and to transfer the image into a memory to keep around forever.





## **CHAPTER II**

### **LITERATURE REVIEW**

This chapter contains definitions of terms and synthesizes the previous literature related to perception, Communication Skills, and Instagram.

#### **A. Perception**

##### **1. The Nature of Perception**

Perception is a biological process that occurs in the human brain. A process involving the entry of messages or information through the five senses, namely the sense of sight, hearing, smell, taste, and touch (Slameto, 2010). Perception is obtained by summarizing information from a person and interpreting the information so that the person can respond both positively and negatively to that information. Therefore, perception basically concerns the relationship between a person and his environment through the five senses. After someone senses an object in his/her environment, then it is processed into the meaning of the object.

In addition, perception is also described as an interpretation of an object, event, or information based on the life experience of someone who makes the interpretation. These experiences will be interpreted by his brain into certain impressions that may differ from one another. Therefore, it can also be stated that perception is the result of someone's thinking about a certain situation (Jalaludin, 2003). In short, perception is a way of interpreting information using the human senses. When an object is present, people utilize their senses and brains to observe

it, and then the information is interpreted as meaning and causes people to respond in a good or bad way.

This study attempts to explore the students' perceptions of the use of Instagram for learning English. The students' perceptions are very crucial to be understood in the teaching and learning process because the teachers require to know their students' preferences in terms of their interests, learning styles, interests, and others that can affect learning outcomes.

## 2. Process of Perception

Perception does not occur in a second, but it takes place through a complex process within an individual. According to Thoha (2003), the process of perception relies on several stages. The process of perception is started when a person encounters a stimulus from their surroundings. Then it is captured by sensory tools and sent to the brain. Based on individual motivation and personality, it is interpreted as a stimulus. After that, the information is perceived by an individual in form of feedback on the stimulus.

Perception is organizing, identifying, and interpreting sensory information to represent and understand the presented information or environment. Walgito (2004) states that the perception process is employed through some steps. First, stimulus from the object increases the sensory tools in our body which derives from inside and outside the individual. Afterwards, the stimulus is transferred to the main nervous system located in our brain. The brain then processes the stimulus so that the individual is aware of the object received by sensory tools. He

also emphasized that when a person perceives something, they need attention while observing the object. It happens because a person can get more than a stimulus from their surroundings and not all those stimuli get a response from an individual to be perceived.

Based on the explanation above, it can be concluded that perception is a complex process consisting of giving attention to the object, collecting stimulus through our senses, and interpreting the stimulus into some meaning that leadsto the response that affects our behavior.

### 3. Students' Perception Factors

Student's perception is the process of students obtaining information so they can interpret the value of an object. With the existence of students' perceptions, students can provide views on the events they experience. In the learning process, students' perception greatly influences how the learning process takes place. Students can understand and interpret the learning process based on their respective perceptions. Sibarani (2019), explains that student perception is the students' point of view in interpreting the learning process in class. Thus, students will produce suggestions and opinions as their growth process. The success of learning process is influenced by students' understanding. Students will have a good understanding if they can form a positive student perception. Student-centered learning requires the teacher to become a facilitator during the learning process. According to Layali & Al-Shlowiy (2020), teacher can entrust

responsibility to students so that they interact and exchange information with each other. This will make the level of students' critical thinking.

Thus, all the definitions commonly define perception is the response of the representation or the impression about an object that is obtained by the individual through the five senses, then organized, interpreted, and evaluated, so gained the meaning about object, while the object of perception in this study is students third semester.

## **B. Communication Skills**

### **1. Definition of Communication Skills**

Communication is the exchange of ideas, facts, opinions, or emotions by two or more people. Likewise, it is an important thing in human life. Everybody uses communication as a tool for social interaction with others. The communication process will run well if the sender and receiver understand each other about the message. In communication, there is an exchange of ideas or something meaningful, this happens intentionally or unintentionally. Communication is the process of exchanging information from the communicator to the receiver. This process can be carried out by using symbols that have deep meanings and can be understood by both the communicator and the recipient which will be effective if good interpersonal communication appears between them as a result of good communication building (Rohim, 2009). People are well aware that communication is a lifeblood and realize how important it is in their lives. Technical communication is not just about exchanging information, but it is more

about being able to understand the emotions and intentions behind the information. Communicating well is understanding, and being understood (Bequiri, 2017). A vital life skill that should not be underestimated is the ability to convey information correctly, simply, and as expected. It is able to convey messages clearly or listen in a way that makes others feel heard and understood. Learning this can deepen your relationships with others, build greater trust and respect, and overall social & communication health.

Communication skills can be defined as conveying messages that involve mutual understanding between the contexts in which the communication takes place (Bhamare, 2018). Communication skills are necessary for personal and professional success (Rao, 2019). In society, good communication will lead to peaceful cohabitation. Communication skills are also vital in the development of talents and sensitivity in people's social lives, as well as in the development of constructive interpersonal connections and the eradication of cultural Barriers (Rubtsova, 2019). Communication skills are vital in learning because they allow students to explain their learning results and attain effective learning outcomes (Supena, 2021). Communication skills are also important for students to form positive relationships with their classmates and teachers at school, allowing them to feel at ease, and inspired to study (Alawamleh, 2020). This is in line with social studies Education's goals, which include the development of critical and creative thinking abilities, good communication skills, as well as the capacity to analyze and solve societal problems and make perfect decisions (Sa & Serpa, 2020).



In contrast, communication skills are important tools for individuals to send or receive messages and information effectively clearly and concisely. Effective communication requires learning several important skills (Skills You Need, 2020). Plus, developing communication skills can help all aspects of life from professional life to social gatherings, education, teaching and learning, and everything in between.

## 2. Verbal and Non-Verbal in Communication Skills

There are several forms of communication, including verbal and nonverbal communication. Community members communicate with each other using words to convey messages which is called verbal communication, according to Lustig and Koester in Arouca (Raquel & De Moura, 2013). Verbal communication is communication that uses verbal words, whether spoken, written, or electronic. Effective skills in verbal communication require more than just talking. Verbal communication concerns the way you send messages and the way you interpret them (Doyle, 2020). This is supported by the opinion of Maulana & Gumelar (2013) who say that verbal messages are realized through language/linguistics related to words and meaning, as well as language and thought.

In the context of digital learning, non-verbal communication has new dimensions and challenges. With the increase in online education, users have to adapt their non-verbal communication to virtual platforms. Driskell and Radtke (2013) explore how non-verbal cues can be transmitted in online environments, such as through video and virtual interactions. Nonverbal communication is



communication that includes facial expressions, hand movements, intonation, eye contact, body position, and body posture. All of this communication can be called body language. Non-verbal communication can also include things other than body language such as clothing, gifts, time, distance, and eye contact. It is more about being able to understand the emotions and intent behind the information. Communicating well means understanding and being understood (Bequiri, 2017).

### 3. Spoken and Written in Communication

#### a. Spoken

Spoken communication is the transfer of information from sender to recipient through verbal and visual aids. Examples of spoken communication include presentations, speeches, discussions, etc. Although messages are conveyed through words, often effective verbal communication is carried out with the help of non-verbal communication such as body language and tone modulation. Spoken communication is also sometimes mixed with visual aids to help convey the message. Examples include the use of presentations in seminars or meetings to convey a message. Spoken communication can also be combined with written communication methods to ensure maximum effectiveness is achieved (Reddy, Mohana, 2015).

There are many benefits of spoken communication. This form of communication is a fast and direct method of communication. Whether it is criticism, praise, or information, it is a good idea to convey the message directly to the recipient. This method of communication allows for immediate feedback

and is therefore a viable form of two-way communication. Another major advantage of this method of communication is that it helps convey the message in the desired and required tone for the message. This also saves a lot of time and greatly reduces the energy consumed.

There are many ways to create effective oral communication. Among other things, it is important to ensure words are pronounced correctly and delivered with the right tone. It is important to establish eye contact and regulate body language based on the message. For example, firm orders can be conveyed better if they are communicated with formal and firm body language compared to relaxed and friendly language. Despite the advantages, oral communication also has limitations. Sometimes this form of communication can be easily misinterpreted or misunderstood. Communicating effectively through the spoken form requires a high level of skill and is not something that everyone can master. This is also not a form of communication that can be used as documentary evidence.

b. Written

Written communication is the oldest known form of communication. Written and documented communication from the sender to the recipient is called written communication. Examples include letters, research, reports, memos, papers, etc(Wilkinson, Clarke & Wilkinson, 2016). Written communication can be used for future reference purposes and even a concrete form of documentary evidence. When information is expressed in written form, the information can be easily

spread to many people, making it a method of mass communication. Because information does not change from person to person, the accuracy of the information conveyed is the same across audiences.

To ensure an effective form of written communication, completeness, clarity, and correctness of your writing, it is a must. Since no direct feedback can be received, written communications must be detailed and accurate to ensure that the written message is communicated to keep communication simple and error-free. Written communication also has limitations like lack of feedback, no modulation to convey the message effectively, etc. This can be overcome effectively by combining oral communication with written communication to combine the advantages of both while eliminating obstacles.

Askehave & Swales (2001) says that within a discourse community, the members will use a shared set of mechanisms to communicate with each other. This may include either spoken or written modes of communication or more specific types of interaction such as emails or letters. The forms of internal communication may also be specific to a discourse community in regards to the type of language used. For example, a group of friends may communicate primarily through a Whatsapp group chat and use personal jokes and coined (made-up) abbreviations that wouldn't be understood by outsiders.

#### 4. Barriers in Communication

There are barriers in communication which are of different kinds and possess various kinds of characteristics (Kapur, 2018).

#### a. Environmental and Physical Barriers

Based on environmental and physical barriers, there are classifications of barriers as follows: Time, the development of faster communication channels, that is the obstacles; Space, if conditions require it, for example, this can occur in telephone communications; Place, area, and environment where communication takes place must be clear and not too busy; Medium, the media through which the communication process takes place must be effective. Communication occurs in many forms including verbal, video, audio, formal, informal, and written with the media used for communication purposes must be accurate, precise, and easy to understand.

#### b. Semantic Barriers

When the type of communication means used, whether formal or informal, it is important to use appropriate words, vocabulary, and language; all forms of communication must reflect politeness. The language and vocabulary used in communication must be understandable to the person; if a person only speaks English and a word is used in Spanish then he may or may not understand the word. For example, if a person only speaks English, then there is a possibility that he has learned another language such as Spanish or French (Kapur, 2018). Conversations between two or more people when communicating should use the same language, so that everyone can understand it well.

### c. Cultural Barriers

When two people communicate with each other, there may be differences in cultural background. Communication also occurs between people of different nationalities, religions, castes, beliefs, races, tribes, etc. In other words, it is very important to overcome all possible obstacles in the communication process. It is important to make people aware of their own cultures with whom they communicate (Kapur, 2018). In any form of communication, it is very important to form an understanding and acceptance of other people's cultures.

### d. Psychological Barriers

If someone communicates with another individual or group of individuals in an uninterested or unwilling manner then the communication process will not be effective. In this case, the communicator's attitude is believed to be inappropriate for making the communication process effective. Therefore, it is considered important to overcome psychological barriers. In the communication process, it is important to understand each other's thought patterns and mental capacities; this applies in every case whether it is a professor giving a lecture or a conversation between an employer and an employee (Kapur, 2018).

### e. Perception of Reality

To carry out effective communication, it is very important to obtain a 'perception of reality' which means information about facts, knowledge, figures, actuality, and what is true. When communicating, it is important to be open, flexible, and transparent (Kapur, 2018). When communicating, it is important to



understand different perceptions about a situation, issue, or problem. There are different levels of perception involved when communicating about a particular topic, condition, problem, issue, situation, dilemma, stress, or concept. A lack of understanding of the different levels of perception may become a barrier.

### C. Instagram

#### 1. Definition of Instagram

Essentially, Instagram is a mobile-based application. It is now one of the most popular social networking sites used as a mobile application. It helps to make people interact nationally and globally (Lim & Yazdalifard, 2014). Ting (2014) says the "Use of Instagram is defined as an activity in which users engage on Instagram. Activities include: **Leave a comment** on a friend's post, **like** a friend's post, **upload** a photo, and **upload Video**. **Like** and **Comment** buttons are both available below each post on Instagram. People can click on the like button to show their approval and the "Comment" button to express their textual opinion on a particular post prepared by another user. Instagram also allows users to share videos and photos. When a user edits a photo or video for upload, they can tag their friends in the post by typing their Instagram username in the **Tag People** blank space. Regarding Hu, Manikonda & Khambamphati (2014, p.1) who stated in the Proceedings of the Eighth International AAAI Conference on Weblogs and Social media that users consume photos and videos mostly by viewing the core page which shows the latest photo stream and videos from all friends. They are listed in reverse chronological order. They can also favorite or



comment on the post. The action will appear on the referenced user's updates page so that the user can track like and comments on their posts.

Currently, Instagram is one of the most popular social media channels in society. Children to adults mostly use it in everyday life. Instagram as a teaching medium, serves as a unique way for teachers and students to connect and share information. According to Eraslan (2019), Instagram enables students to create a cooperative, collaborative, and sharing atmosphere, supporting formal class settings in addition to sharing class materials. Supported by several features such as a photo timeline, profile and content interface, as well as navigation tools, students can exchange views and opinions on various topics by commenting on photos and videos using English. In addition, Ali (2014; as quoted in Suryantari & Priyanka, 2018) suggests that Instagram provides visual data that supports activities in English classes. He also highlighted the potential of Instagram as a medium for learning English informally as it offers students the opportunity to communicate with each other outside of school.

Teachers can even utilize Instagram on field trips, share photos of what they need and use it to give lessons during speaking classes (Al-Ali, 2014). In addition, Instagram can be used for education because the use of visual images has the potential to enhance students' interpersonal development. Teachers can put material in the form of photos such as schools, class conditions, or cooperation materials and ask them to give their opinions in speaking which can increase students' intelligence. This allows student and teacher creativity to see how each

student responds. Therefore, by using Instagram, teachers and students can be more creative in the teaching and learning process.

## 2. Features in Instagram

Giannoulakis & Tsapatsoulis (2016) claims there are many features in Instagram which users can apply, but here is a general feature that users probably utilize:

### a. Instagram profile interface

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

### b. Profile content.

Viewers may see all profile photos appear together. For a closer look, viewers have the option to tapping on any photo. The photo being chosen is displayed clearly in a larger version, then the viewers or followers can like the photo, leave a comment, or read previously posted comments. In this part, it also displays how many people "liked" the photo, the caption of the photo, and comments appended below the photo's caption.

### c. Navigation tools

There are five icons at the bottom of each page in the instagram's screen: (1) home page or feed. In this part, user can see what are the followers and following

posted at the time, what the caption, how many users liked, and comments in the post. (2) Searching or exploring page by clicking explore page, user could find another user's account by write down the user's name on the top of searching tool, and user can find what the most popular post is that people liked and view. (3) Camera symbol (posting page), from the features here, the user do not only upload photos/videos, but also can capture/record moment inside the application then editing the photo/videos by applying different manipulation tools in 16 filters, in order to transform the appearance of an image, which is a place for users to polish photos that are taken through the device's camera. Here, user will find 10 advanced tool editors to rearrange lighting, contrast, and saturation as easily as moving your fingers. In the latest update, Instagram no longer requires a box-faced photo, but it supports portrait and landscape options. Provides flexibility to users when they want to share photos with a larger lens capture angle. While posting photos or videos, users can tag photos which include adding location, tagging friend as key words tags to photo. The users also can add captions, hastags (#) fence symbol to describe the pictures and videos, and tag or mention other users by using (@) at symbol, this is very effective to create a link from posts to the referenced user's account before posting the photos and videos. (4) Notification symbol, from the symbol here, the user will get a notification if there are user's like, comment, tagging, another user in what user have post and in another follower post. (5) Profile page in instagram, when if other users want to follow, they need the consent of that user to become their follower, provided that they have a private account activated. A user can set privacy preferences to whom

his/her post only can be looked by his/her followers. When the other users want to follow, they require approval from the user to be his/her follower. Not only see the latest photos and videos from all their friends, listed in reverse chronological order, but also user can favorite or comment on the other users' posts.

#### a. Integration to social networks

As already mentioned, Instagram also allows users to share photos or videos to other social networks such as Facebook, Twitter, tumblr and flicker. If this tool is activated, every time a photo is shared, Instagram will automatically share it with the connected social network.

#### b. Instagram Appearance





← **linguadanica** ✓



**725**  
posts

**32.3K**  
followers

**485**  
following

**Sigga Hansen | Lingua Danica**

👤 Danish teacher

👥 900+ students in my courses

📖 GET MY FREE GUIDE: 50 Most Common Adjectives in Danish

🌐 [www.linguadanica.com/free-guide](http://www.linguadanica.com/free-guide)

👤 Followed by tips4ielts

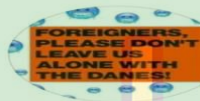
**Follow**

**Message**



**Suggested for you**

**See all**



**cphforeignerme...**  
Copenhagen Foreigner Memes

**Follow**



**copenhagenacityl...**  
Copenhagen Secrets

**Follow**

## Essential Features In a Social Media App Like Instagram

### Content Type



**Reels**

Short form of video that users create for entertainment purpose.



**Post**

Post videos or photos that will appear on the user's follower's feed.



**Stories**

Share every day moments with their followers.



**Live**

Connect with their followers via Instagram live.

### Account



**Signup/Login**

Create your Instagram account by entering the existing email address or phone number.



**Profile Update**

Create a unique username for the Instagram profile.



**Account Type**

Personal Account

Business Account

### Privacy



**Account**



**Public**

User's post or stories remain visible to everyone.



**Private**

Only the followers can see what user is posting on his feed.



**Blocked Account**  
Other person will not be able to see your profile.



**Restricted Account**  
Restricted user cannot see your activity status.

### Security



**Login Activity**

A list of the location or device from where the user is logging his/her account.



**2- Factor Authentication**

Protects the user's account and password to avoid the risk of data loss.



Some of the images above are the appearance and also the features of the Instagram application. The first and second images are images of an account's dashboard. The third and fourth images are the feature images available in the application.

### 3. Instagram Activities in language learning

#### a. Speaking Activities

Fluency in spoken English remains a challenge for pupils. They are unmotivated and uninterested in the classroom, which makes them passive. In addition, they find it difficult to define things that are unfamiliar to them. Teachers can use Instagram to provide activities that help students become more motivated to speak English more fluently (Azlan, Zakaria, & Yunus, 2019). The teacher can modify these activities for use in the classroom.



### 1) Capture field trip memories

The majority of students enjoy taking pictures and uploading them on Instagram. Teachers can use this method to create a project. Teachers could ask the students to share pictures from their vacations on social media. It might be about their weekends, their vacation pictures from the conclusion of the semester, etc. It is required of the the students to utilize hastags that haven't been used by anybody else. They are then instructed to select five images from their personal collection to create a two-minute presentation showcasing their favorite holiday moments.

Based on the demands of the curriculum, teachers can extend these exercises. Teachers can use this exercise, for instance, to teach the students how to speaking recount texts. One possible assignment for the students would be to write a recount text using the images they have uploaded to Instagram. Hastag provides a broad indication of the topics they want to cover in their presentation. It will be useful to guide them in presenting and developing the recall text systematically by providing a sequence of pictures.

### 2) Review a famous person in history

Teachers can also utilize Instagram to assign students to look through historical images of popular people and make a bulletin board. Ask them some questions about their bulletin boards in the classroom after that. For instance, if students are discussing a historical figure in class, ask them to identify the person in the picture and provide one or two the necessary information about them.

The activity can also be used to teach the students how to describe a specific person. Students can choose to upload and share their favorite celebrity. They must provide a succinct overview of the individual. It might have to do with features of the body and character. The other the students are then free to share their thoughts and opinions regarding the famous people.

### 3) Role Play

English makes a big contribution in various fields to communicate ideas and thoughts through oral and written forms. English itself is used by non-English students for certain needs such as communication needs, to access information and technology, academic needs, economic needs, and business needs. To support this, Shamsipour & Allami (2012) state that effective teachers must try to improve second language classes and encourage learning to do this which is not only effective for foreign language classes. The teacher may give the class the task of creating a short role play. Saying hello and goodbye, asking for directions, striking up a discussion, asking for assistance, and other interpersonal communication skills are the key subjects covered. Students can truly immerse themselves in the role through performance simulations and recorded role-playing by using the 15-second video option.

### 4) Pronunciation Plus

Teachers can post videos for additional pronunciation practice to help students with their pronunciation. Students are more inclined to watch videos that have a distinctive "hashtag" attached to them. In addition, the students must

practice pronouncing words correctly by modeling what they observe in the video. Teachers might also invite students to make their own movies that focus on practicing pronunciation. They have uploaded the footage to their Instagram pages. The students have the ability to assess their own performances once the film has been posted. They are able to evaluate and improve their own pronunciation.

They can accomplish a lot of correction by itself with the aid of this exercise. In the end, the teachers should encourage students to assess and discuss each of their friends' videos. Students will enjoy themselves with this exercise. They are able to view how they appear in the videos and make any necessary corrections right away.

#### b. Reading activities

##### Share Reading Recommendation

There are several activities that students and educators can engage in while reading books together. Teachers can ask students to take pictures of their best textbooks, and describe them with a short summary of from one to five sentences. They'll be amazed to have "their" pictures selected and distributed, and it will inspire them to approach each topic creatively. The other students are invited to react to and share their thoughts on the posts made by others. This exercise sparks a lengthy conversation about book reviews. Teachers can create a visual library of every book that has been read in the classroom using this exercise.

Teachers might also encourage students to create book previews on the other hand. Ferlazzo (2014) recommended this activity. It entails creating an attracting book preview video that occurs 15 seconds. The book's title and author, an illustration depicting the plot of the book, one line that students would summarize, a favorite passage from their own books, and the number of "stars" they would assign to the book make up the video's content. By selecting particular story that they should enjoy, students are encouraged to have fun with this practice. Creating book previews can also be connected to educational resources used in the classroom. For instance, when teaching students to read narrative texts, the instructor can give them a straightforward narrative storybook to read.

They can use their most favorite stories for kids as the basis for a book teaser. Once the pupils have had enough time to read the book, they are expected to make a 15-second video and upload it to Instagram. The title and author of the book, a picture that illustrates what the book is about, a student favorite quotation from each book, and the number of stars that the students give the book in the preview all appear in the content of the trailer. Teachers can move on to a classroom discussion regarding the substance of the students' book trailers once all of the student efforts have been submitted.

### c. Writing Activity

#### 1) Caption It!

Finding the right idea to write on is one of the challenges that students face. Students can utilize Instagram as a source of inspiration and writing

suggestions. Instructors might share an intriguing picture on social media and invite students to reply with a detailed description. Students can benefit from the picture by getting ideas for their writing. Students will have to compose their captions utilizing prepositional phrases, clauses, other parts of speech, and terms from their present vocabulary, which will make it difficult. At last, teachers have the ability to award a prize to the best captions.

## 2) Photo Inspiration

The teacher's account allows them to upload interesting photos. Teachers support their students by asking pertinent questions when they publish the picture. It is the students' responsibility to discuss and share their thoughts on this image. You might utilize the questions the students had regarding the picture as a starting point for a creative writing assignment. Students are welcome to share ideas based on what they perceive from the pictures. Through this exercise, the teacher can learn how students formulate ideas in response to the provided picture.

The teacher may also ask students to share a series of pictures on the other side. Using language structure, they have learned in class, students are to construct stories based on the picture. Students will have the opportunity to practice their writing skills through this assignment. Students get the opportunity to practice their spelling, grammar, and sentence structure, and they will probably write more carefully if they are aware that their work will be seen by everyone (Mette: 2009).



#### d. Listening Activity

##### Listening the natives

A video of English speakers can be posted by the teachers. A song, a dialogue, a scene from a movie, or an English quote can all be included in the video. The video is shown and students are directed to view it. They then have to respond to a question on the video's content from the teachers.

It's obvious from the previous tasks that Instagram can be a helpful teaching tool for languages. In certain aspects, it offers a lot of benefits. First of all, it can aid in improving communication abilities and give timid students a "side" way." Although many students find it difficult to talk in front of their peers, they could feel more at ease "speaking" on Instagram. Second, because Instagram is based on text, it's a great way to hone your writing abilities. Third, students can collaborate and get comments from their peers on Instagram. Fourth, Instagram helps students develop their social abilities. Using this tool, teachers can get their students involved in classroom activities that require them to understand the emotions and moods of their peers through the use of interpersonal skills. Lastly, this online application invites teachers and students to a unified space where they can participate in a variety of entertaining activities.

#### 4. Advantage and Disadvantage of Instagram

Utilizing social media Instagram as a learning medium for the students is a double-edged sword, which students can use intelligently to have a positive



impact or just take advantage of toll roads as social media. Instagram here has advantages and disadvantages that users will feel.

Instagram seems to be a perfect tool to support learning English for the following reasons; it offers a plethora of contextualized visual data that can provide aid in language classrooms; using Instagram outside of the class can assist in creating a socially connected community of learners, as the tool itself gives room for students to communicate and socialize with each other beyond classroom constraints; Instagram is a commonly used social media outlet that young learners are now almost fully immersed in and accustomed to; including it in their learning process can be seen as a form of applying topics learned in class in real life environment.

Finally, the ease of access to Instagram and availability on most handled devices make it more inviting to consider this platform for use in language classrooms. Rusman (2013) states that the use of the Internet or Instagram as online media learning has several advantages which are; it is possible for the distribution of education to all corners of the country and unlimited tapping capacity because it does not require classrooms, available access around the globe, the learning process is not limited by time as well as ordinary face to face, the students can choose topics or teaching materials that are in accordance with their individual desires and needs, the duration of study also depends on each ability, the accuracy and current learning material, learning can be done interactively, so that it attracts students; and allows interested parties (parents of students and

teachers) to be able to participate in the success of the learning process by checking tasks done by students online.

However, the use of the internet or Instagram as online media learning has several disadvantages, such as spending a lot of Internet data, lack of real social life aspects, depending on the independence of learning motivation, information between humans is directly irreplaceable, and not all places are facilitated by the Internet network

#### D. Previous Studies

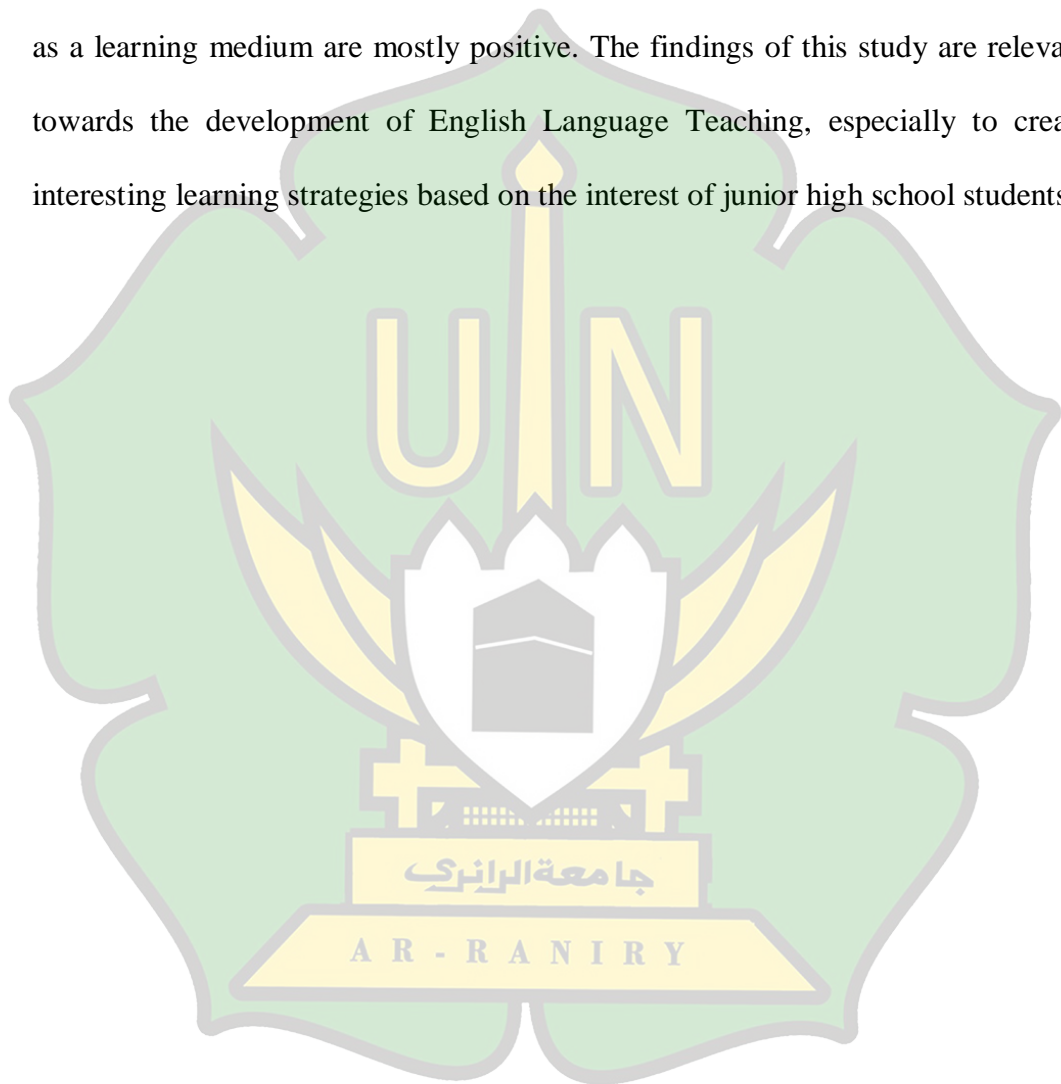
Several previous studies have been conducted by other researchers with similar topics related to this research and the participants came from college students. The first previous research was conducted by Sari with the title "Social Media as an Autonomous Learning Tool to Improve Writing Skills in the Digital Era". The second research was conducted by Al-Arif and Agustina with the title "The Use of Social Media for English Language Learning: An Exploratory Study of EFL University Students". The third research was conducted by Agustin and Ayu "The Impact of Using Instagram For Increasing Vocabulary and Listening Skills". Next by Ramdhany "Students' Interest in Learning Vocabulary through Instagram". Next from Monica and Anna "The Impact of Social Media on Vocabulary Learning". The last research conducted by Azkiya with the title "Students' Perceptions of the Impact of Instagram Account English Learning on Students' Vocabulary". Next conducted by Mahmud, Burhamzah and Amin "Utilizing Facebook and Instagram to Create a Digital Learning Program for

Integrated English Skills”. The studies above discuss how students are interested in learning English skills through social media/Instagram. This research has the same goal, namely to improve and see the impact of learning through social media or Instagram.

There are several studies used high school students as participants. The first research was carried out by Laksono, Damayanti and Santoso with the title “Students’ Perception Towards the Application of Social Media Instagram as an Instrycctional Media”. Next research done by Mahendra “The Role of Instagram Social Media in FormationPersonality of Adolescents Aged 12-17”. Hafsah research with the title “The Influence of Social Media on Students’ learning Motivation”.A research performed by Ambarsari “Useof Instagram as Learning Media Indonesian Language and Literature in the 4.0 Era”. Furthermore, a research by Lindani and Ria “Potential for Using Instagram Social Media as a Learning Media in High School”. Safitri’s research “Students’ Perception of the Use Social media for Learning English. The research results show that language learners can be said to be relatively successful if they can make their learning a responsibility, take the initiative, challenge themselves in learning, find suitable activities, their interest in learning, have high learning motivation, and self-study.Several strategies were found to be used by students such as; memorization, effective, social, cognitive, compensation, and metacognitive strategies.

Research involving junior high school students has also been conducted by several researchers. First conducted by Nurjannah “Using Instagram as a Media to Improve Students' Writing Achievement in Descriptive Text”. Next done by

Renaldi “Using Instagram to Increase Students' Ability and Interest in Writing Descriptive Paragraphs”. The last is conducted by Saleh and Muhayyang “Instagram as a Media to Foster EFL Students' English Writing Skill”. The results of the four studies above present that the students' perceptions of using Instagram as a learning medium are mostly positive. The findings of this study are relevant towards the development of English Language Teaching, especially to create interesting learning strategies based on the interest of junior high school students.



## **CHAPTER III**

### **RESEARCH METHODOLOGY**

This chapter reviews the research methodology, research design, participants, data collection techniques, and data analysis techniques of the study.

#### **A. Research Design**

The research method used in this study is a qualitative descriptive research method which aims to find out the description of real events. According to Arikunto (2002: 79), qualitative research is research that is intended to collect information about the status of an existing symptom, namely the condition of the symptoms according to what they were at the time the research was conducted. Therefore, the purpose of qualitative research is to make systematic explanations, factual, and accurate regarding the facts and characteristics of a particular population or area.

In addition, the case studies seek to understand individual or group actors' perceptions of events (Cohen, Morrison & Mohen, 2007). Therefore, this study has a qualitative objective which is to discover the students' perceptions about the use of Instagram in learning English, including the types of applications they use, their behavior in using Instagram to learn English, as well as the uses and challenges they experience when using social media. The research data was conducted in semi-structured interviews. After that, the results of interviews with participants are displayed descriptively.

## **B. Research Participant**

In conducting research, the process of selecting individuals to participate in research is very important. Participants are people who can provide the necessary information (Moleong, 2007). In inviting the participants, the researcher utilized a purposive sampling technique. In purposive sampling, the researcher deliberately selected these respondents subjectively and how they can influence the research as a way of checking validity (Harding & Wood, 2005).

The researcher selected 10 students which are combination of 2021, 2022, and 2023 student generations majoring in PBI as participants in this study. It is based on two considerations which are the students have gadgets and are users of Instagram, so they have a lot of experience in using that application for learning. Creswell (2012) explains that the typical sample size for qualitative research is five to ten individuals, but if data saturation has not been reached, the sample size can be extended until participant information is repeated.

## **C. Techniques of Data Collection**

The data collection techniques describe the methods used by the researcher to collect data related to the research focus. In this study, the researcher used interview techniques to collect data.

In this research, the researcher chose semi-structured interviews to collect the students' responses. Semi-structured interviews are one way to collect data for which the researcher had prepared an interview guide beforehand to conduct



interviews but did not strictly adhere to either term's exact wording of questions or the sequence of questions (Clarke & Braun, 2003).

In this study, researcher collected data by sending messages via WA. Before sending 20 questions, the researcher first asked the purpose of the study and then the researcher asked the participants' willingness to be interviewed. After they agreed, the researcher sent questions and they were free to answer via text or voice note.

Data analysis is an effort made by working with data, organizing data, sorting it into manageable units, synthesizing it, looking for and finding patterns, finding what is important and what is learned, and state what is told to others (Bogdan, Biklen & Moleong 2007). Data analysis in this study was carried out in three stages as proposed by Miles, Huberman, & Saldana (2004), the three stages are data compaction, data presentation, and drawing conclusions and verification.

Researcher summarize data by reducing, sorting, and combining the same questions between participants. After that, the data is written or summarized again in the form of field notes to make it easier for researchers, followed by drawing conclusions from all the results that have been obtained.

## **CHAPTER IV**

### **FINDING AND DISCUSSION**

This chapter discusses research findings and discussion based on data collection. The data collection technique used in this research is semi-structured interviews to determine participants' perceptions of the Instagram application for learning English, especially speaking and writing skills.

#### **A. Findings**

This chapter provided a comprehensive overview of the findings and discussions from the research conducted by English Language Department students. The primary objective was to address the research questions by presenting the results obtained. The researcher delved into the outcomes of the interviews that were carried out with English Language Department students. The following sections thoroughly examined and analyzed these interview findings.

##### **1. Instagram as a communication medium**

Most participants use Instagram to communicate. They use the features available in the Instagram application to communicate. One of them even said that communicating via Instagram can make friends abroad. However, some of them said that they do not communicate very often via this application even though they have a group to share information. Based on participants' responses, most of them explained that they communicate on Instagram through DM, video calls, voice calls, and comments/tagging.

Ur, AF, DA said:

“I communicated through direct messages, comments, and video calls”

“Through direct messages, comments, and sometimes voice message”

“Via DM or tangging each other”

RP also said:

“I communicate with my friends or my cousins on Instagram, but it's just normal communication, like asking how they are or if my friend sends a video or photo, we'll discuss it. So, the communication isn't as intense as if we met in person”

Meanwhile NF said:

“I never communicate via Instagram because I only follow artist that I like”

Most participants benefited from using the Instagram application as a communication medium. The dominant communication that participants use is communication via DM/direct message. Nevertheless, one of them doesn't communicate through anything because she only follows the artists she adores.

## **2. Instagram as a medium for learning speaking and writing skills**

From the participants' given answers, they perceived that Instagram had a high influence on speaking and writing skills. It can be a medium for searching and sharing information because of its wide coverage, ease of use, and highly

interactive nature. However, a small number of participants did not choose Instagram as a learn speaking and writing because they only utilized it as an entertainment medium, but if there is a video about learning that they think is useful, they will save it.

### 1.1 Writing

Their answers varied widely. The participants' answers below will show their perceptions of what they did and how they learned to write using Instagram.

DA said:

“I saw posts from accounts that I follow, mostly about paragraph, tips and tricks, and I try to write like them. They also recommend application that can help with writing related issues”

FN also said”

“learning writing skills through Instagram involves engaging with informative and educational content that shared on the platform. Users can follow accounts dedicated to writing tips, grammar rules, vocabulary building, and creative writing prompts. By regularly consuming and interacting with these posts, users can improve their understanding of writing techniques, styles, and conversations. Additionally, participating in writing challenges, workshops, and discussion within the Instagram community can provide valuable feedback and opportunities for practice and growth”

UR and AF, AR had the similar explained:

“I learned writing by engaging with written content, analyzing captions, and writing posts”

“I learn writing skills through Instagram by reading captions, engaging in discussions, and writing my own post”

“Writing skills on Instagram can be improved by creating captions, comments, and posts, focusing in clarity and expression”

NF said:

“I’m confused about answering, because I have never done it”

Most participants learn through reading other users’ captions in English or write one by themselves for their own captions, also by reading native users’ uploaded posts, stories, comments consisting tips and tricks in writing which later will be copied by the participants which acts as the viewers, and following accounts that engage with written content.

## **1.2 Speaking**

Mostly the participants agreed that Instagram facilitated them in learning to speak. Based on their responses, they learned to speak by watching videos and live streaming, listening to stories, following several accounts that shared about learning English, participating directly in direct conversations, and repeating words/sentences using a native accent. From all the participants' answers, it can be concluded that learning to speak via Instagram received a positive response.

RP explained:

“So, on Instagram there are creators who discuss various fields including speaking. They will give you several ways to speak English, apart from that, also how to use accents or slang words. This was very helpful in learning speaking and increased my knowledge, such as about English culture”

DA said:

“When they say a word in English, I try and recognize it, including their accent. It helps me to memorize the word and its meaning”

From the two participants' answers above, even though we learn via Instagram we can still know the native accent well.

MS also said:

“Of course, by listening to music then learning the pronunciation and also taking part in online seminars broadcast on Instagram”

FN added:

“learning speaking skills through Instagram involves utilizing the platforms’ audio and video features to engage with spoken contents. Users can follow accounts that offer public speaking tips, pronunciation exercises, language learning resources and storytelling techniques. By listening to podcast, watching live streaming, and viewing video tutorials, user can improve their speaking fluency, articulation, intonation, and confidence. Additionally, participating in Instagram Live session, voice chats, and virtual speaking clubs



can provide opportunities for real-time practice and feedback from peers and experts”

UR, AF, AR have the same opinion, namely they say speaking skills can be honed through live videos, stories, voice notes, and video calls”

Meanwhile NF said:

“I’m also confused about the answer to this question because I’ve never done it”

Overall, this interview shows that the majority of participants see Instagram as a beneficial and interesting medium for learning speaking and writing.

### **3. The perceptions of using Instagram in learning speaking and writing**

Some students agree and feel that Instagram supports their English learning which was accounted approximately 95%. They claimed that this application is very positive if used as a learning medium. The rest said that they would not learn more from Instagram if they did not follow foreign artists.

#### **1.1 Speaking**

The researcher found information about the students' perceptions of Instagram in the speaking learning process. Almost all participants had the same view regarding learning to speak via Instagram. Some participants perceived that Instagram could provide them with exposure to real-life conversations and diverse

accents. Moreover, Instagram recommended similar posts about what they had seen, even some communicated directly with native speakers.

DA said:

“It’s modern ways to learn something today, I appreciate it a lot”

CT explained:

“learning Speaking skills through Instagram offers a dynamic and interactive experience, with features like live streaming, video tutorial, and virtual speaking clubs providing valuable opportunities for practice, feedback, and engagement”

RP added:

“My perception about learning speaking via Instagram is that it is a casual way, if at school we learn more formally, whereas through Instagram we are freer, we can learn anywhere like playing while learning. Apart from that, learning speaking via Instagram is not just about talking, but there are steps to learning. we can know the culture, various accents, and slang words. In my opinion, his insight is broader and more flexible, not as rigid as studying at school”

UR, AF, AR have the same opinion”

“It provides exposure to real-world conversation and accents”

“My perception of learning speaking skills through Instagram is positive as it provides real-life interactions and immediate feedback”

“learning speaking skills on Instagram provides exposure to real-life conversations and diverse accents, improving my fluency and comprehension”

Meanwhile NF and MT said:

“In my opinion, this is not inefficient for learning english”

“maybe it's a little less efficient because the posting time isn't that long, so sometimes our focus is disturbed”

Most participants gave a very positive perception of this application, but only a small portion of them thought that Instagram did not provide benefits. The participant said that Instagram was not efficient enough to be a medium for learning to speak. From all participants' points of view, it can be concluded that Instagram has had quite a positive impact on learning to speak.

## **1.2 Writing**

Almost all participants had the same perception regarding learning to write via Instagram. Some of them provide quite a positive point of view. They said that learning to write via Instagram had had a good impact. The participants said that the Instagram has offered practical writing practice with a real audience, fosters creativity, and expression through various media such as captions and comments.

FN explained:

“Learning writing skills through Instagram can be enriching due to its diverse array of content, including writing tips, prompt, and example shared through posts, IGTV videos, Stories, and Reels. Users can engage with a vibrant

writing community, access resources, and gain inspiration, making Instagram a valuable platform for honing writing abilities”

AR also said:

“learning writing skills on Instagram fosters creativity and expression through various medium such as captions and comments”

DA added:

“It’s marvelous and really help me enrich my writing skills”

MS said:

“Maybe it's a little less efficient because the duration given to Instagram posts is only a little, in contrast to other platforms where the educational duration is longer”

Similar to the previous participants’ response about learning speaking skill, the opinion of participants in learning writing through the Instagram also received a very positive response because they all enjoy learning writing by using caption to express themselves freely in Instagram with maintaining ethics and manners to respect other users. Moreover, it is easy to use because Instagram will recommend similar posts about what has been seen, learning is relaxed, freer, accesible from anywhere with the term is playing while learning. Of all the positive perceptions felt by the participants, there was one respondent who disagreed. She said Instagram was less effective because the duration given to

Instagram posts was only a short time, in contrast to other platforms where the educational duration was longer.

#### **4. Instagram improve speaking and writing skills**

The responses below are participants' responses regarding how Instagram can improve their speaking skills. Their answers were quite varied, but there were also participant answers that were less supportive. Most of them said that Instagram played a big role in improving their abilities.

##### **1.1 Speaking**

FN assumed:

“Overall, Instagram provides a platform for continuous practice, exposure to diverse content, and interaction with a community of speakers, all of which contribute to improving speaking skills”

AL also added:

“Instagram offers many things, so that learning is not boring and more relaxed, of course it can help me in learning without coercion”

Meanwhile UR, AF, AR, DA, MT have the similar opinion: By listening to the news, communicating directly, listening to music and diverse voices, following the native, posting, and trying to converse by call or vc with abroad friends. These are all ways for them to improve their English in the field of speaking.



In concluded Instagram can improve their speaking skills by encouraging more direct interactions and providing a language learning community, listening to diverse voices, and practicing pronunciation, listening to news that uses the language, learning to read lyrics in audio music, searching for English posts more often, and trying to have conversations through call or vc feature with friends abroad, and the latter is more flexible. However, there are also those who say that learning to speak may be a bit less effective because they rarely communicate about speaking matters, but it does not rule out the possibility of getting a lot of speaking knowledge from Instagram.

### **Writing**

Another benefit of Instagram for learning writing based on the participants' point of view is that Instagram can improve their writing skills. Instagram can improve writing skills by offering writing prompts, feedback from peers, and exposure to diverse writing styles. Instagram can improve writing skills by encouraging regular writing practice, receiving feedback, observing language use in context, getting help, and motivation to write on many topics so that it helps find things to write about, reading and seeing posts from the same famous authors who are followed on Instagram, often reading captions written in English, and also photos/posters posted in English.

UR and AF said:

“Similarly, it can enhance writing skills by offering writing prompts, feedbacks from peers, and exposure to diverse writing styles”

AR and DA also assumed that: Instagram can improve writing skills by encouraging regular writing practice, receiving feedback, and observing language use in context and also write many topics”

MT and CT also have the same opinion: Read and see native posts that we follow, then try to interact with them via Direct Message”

Another opinion by NF: overall, Instagram serves as a multifaceted platform for writers to learn, grow, and connect with others in the writing community, ultimately improving their writing skills over time.

A slightly negative opinion came from two participants, namely RP and NF: I don't really see that Instagram can hone my writing skills because basically for me writing is quite difficult.

### **5. Advantages and Disadvantages using Instagram**

This category explains the advantages and disadvantages of Instagram based on the participants’ point of views. Most of the students benefit from using Instagram in learning writing and speaking. The answers are varied. More students believe that Instagram provides them with benefits, but a few of them argue by giving negative responses about this application.

AF and AR stated:

“The advantages include its accessibility, multimedia features, and global reach, however, disadvantages may include distractions and the need for critical evaluation of content”

DA assumed:

“As long as you find it’s interesting to know more about IG, you can use it for something nice and useful. The Advantages of using IG in learning is you can find many things you have not know before, you discover many accents, dialect, words, aesthetic use of word, writing improvement, and so on”

FN added:

“Instagram usage for learning writing and speaking skills offers advantages such as as accessibility, diverse content formats, interactive features, and community engagement. However, potential disadvantages include distraction, credibility issues with content, time management challenges, and limitations in depth of learning experiences. It’s important for learners to balance the benefits of Instagram with these potential throwbacks and simplemets their learning with other resources as needed”

AL stated:

“The advantages can increase learning motivation and are easier to understand. The disadvantages are that it consumes too much internet data”

The benefits they feel are that Instagram can give them experience in interacting, accessibility, multimedia features, wide global reach, discovering many new vocabulary, diverse contents, discovering plethora of accents, dialects, words, aesthetic use of words, improving writing, gain much knowledge, sharing stories, and also responding to each other. Meanwhile, the disadvantages of Instagram include distractions and the need to evaluate content critically, privacy

issues, quota usage on Instagram is bigger than other social medias, sometimes one wastes a big portion of one's time when scrolling through useless videos, the internet network sometimes has errors with unavailable answers. Getting answers straight away which is different from learning face to face and one more thing is that people cannot access Instagram without the internet. Despite the many advantages and disadvantages, Instagram still provides many more positive things than negative ones.

#### **6. The solution to the challenges of using Instagram in learning speaking and writing skills.**

The solutions the participants may provide including implementing writing challenges, feedback mechanisms, language exchange groups, creating writing-focused communities or using writing prompts and exercises, setting specific learning goals, interacting with language-focused accounts, seeking input from friends or teachers, practicing more and looking for topics that are relevant or are attractive for the writing completion, develop more features that make it easier to learn to write via Instagram. Moreover, Instagram should have features that can correct us when writing something (such as grammar) so that it can help people in writing.

#### **1.1 Writing**

AF and AR said:

“Solutions to challenges in learning to write on Instagram could involve creating writing-focused communities or utilizing writing prompts and exercises”

“Solution to writing challenges on Instagram can involve setting specific learning goals, interacting with language-focused accounts, and seeking feedback from peers or teachers”

FN also explained:

“A potential solution to the challenge of using Instagram in learning to write is to curate a focused and purposeful feed by following accounts that offer high-quality writing tips, prompts, and examples. Additionally, learners can actively engage with writing communities, participate in challenges, and seek out feedback to maximize the learning potential of the platform. Striking a balance between consuming content and actively practicing writing skills is key to overcoming challenges and effectively utilizing Instagram as a learning tool for writing”

AL also said:

“Instagram should offer special features in learning to write for students and for those who want to learn”

These are solutions from some very positive participants that are useful for improving writing skills via Instagram. They hope that the solutions they provide can be realized on the Instagram application.

## **1.2 Speaking**

These are some of the participants' perceptions regarding solutions to the challenges of using Instagram as a speaking learning medium. The solutions are to



introduce speaking challenges, pronunciation guides, and interactive language learning features, to organize language exchange events, to provide speaking practice groups, or to incorporate voice-based learning features into the platform, more video calls with foreigners, to participate in live discussions, should be wiser in managing Instagram, and to make the best use of it, to use WiFi to save more internet data, to invite friends to study together via Instagram seems to help sharpen, and to correct if there are grammatical or pronunciation errors, to look for accounts that often upload about vocabulary, daily expressions, and pronunciation.

UR said:

“Introducing speaking challenges, pronunciation guides, and interactive learning features”

AL Added:

“In my opinion, use wifi to save more interned data”

AF and AR has the same opinion: Solutions for speaking challenges might include organizing language exchange events, providing speaking practice groups, or voice-based learning features within the platform

RP also explained:

“Inviting friends studying together to study together on Instagram helps to hone and correct if there are mistakes in grammar or pronunciation”

FN continued:

“Solutions to the challenges of using Instagram in speaking include actively engaging with spoken content such as live streaming and video tutorials, participating in virtual speaking clubs, and seeking feedback from peers and experts. Additionally, users can curate their feed to follow accounts that offer public speaking tips and language learning resources, enabling them to access high-quality content and opportunities practice. By learning Instagrams’ interactive features and community engagement, users can overcome challenges and effectively improve their speaking skills on the platform”

These solutions are very good if implemented, everything they say share positive. If implemented, the solutions that participants have previously stated will make learning to speak via Instagram better and more effective.

## **B. Discussion**

This section discusses research findings that have been carried out at the Department of English Language Education, Faculty of Teacher Training and Education, Ar-Raniry State Islamic University. This research aims to determine the students' perceptions of using Instagram to learn English, especially speaking and writing skills. Interviews are used as a data collection technique. Based on the results of the interview, the researcher has outlined the important points in this section to answer the research questions.

Analysis of the interviews showed positive responses from the students. On the average, the students have used the Instagram application for about six to seven years, and a small portion uses less then 3 years, while the longest is more

than 10 years. Apart from being an entertainment medium, Instagram also has many functions for them, they use features such as DM, captions, videos, and voice calls to communicate with each other. They enjoy using this application and feel that this application supports them in their learning.

Based on the interview results, it can be seen that the majority of the students responded positively to the use of Instagram for learning English, especially for speaking and writing skills. Most students have felt the benefits of Instagram which has increased the creativity and the freedom as well as improved speaking and writing skills. The way they improve their writing skills is by writing stories in captions, analyzing texts from accounts they follow, and reading stories shared by native speakers. In speaking skills, on average they learn from videos shared by English-related accounts that they previously followed.

They choose Instagram as a learning medium because it is easy to access, and up to date, and Instagram can support English language learning through exposure to the native language in posts, texts, and comments from the accounts they follow. Before getting to know Instagram, most of them learned to speak and write monotonously through books, YouTube, and school. Most students agree that Instagram has supported and facilitated them in learning to speak and write. Students' desire to use Instagram is above average because they check it almost every day. Instagram allows students to search for information or share ideas, and often along with sharing information, students can also provide opinions or consider the opinions of others via Instagram. Apart from that, they use Instagram not only to study but also to communicate, send text messages to each other, share

moments, or even upload pictures, and write captions. Most students can find entertainment and learning through this application.

These results were also strengthened by the results of in-depth interviews. It was found that only a few students had negative perceptions of using Instagram to learn speaking and writing. They consider Instagram less effective and less motivating for them to study. Even though Instagram has many benefits and the participants agreed to use it for learning, the participants thought that Instagram had several advantages and disadvantages. The biggest weakness of Instagram experienced by the students is that Instagram must be accessed using a data package, privacy restrictions, and signal interference. However, Instagram's advantages help the students significantly. The advantage they feel is that Instagram is more flexible and has broad global coverage, so the learning they get through Instagram is more up-to-date. The advantages and disadvantages conveyed by the participants above are in line with Rusman's (2013) opinion in Chapter II regarding the advantages and disadvantages of Instagram.

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

This chapter contains conclusions and research suggestions. In this section, the data analysis and discussion of the results will be reiterated and summarized. Several suggestions are presented regarding the proposed research and recommended future work related to possible research carried out by other researchers.

#### **A. Conclusion**

Based on the research that has been conducted and the analysis of the data in previous chapter, the researcher puts forward conclusion as follows:

1. Based on the findings from the interview, the research shows that the perception of the majority of students in this study gave positive that Instagram has many advantages because Instagram allows them to connect with their friends easily and share ideas. Most of them feel that they have learned enough through this site. Moreover, there are many functions and features that students can obtain and utilize when using this application. Most students agree that Instagram facilitates them in learning speaking and writing skills. Apart from that, in terms of accessing Instagram, most students stated that they check Instagram every day, sometimes some of them cannot access this application because they don't have a data package so they can't access it. Even though social media has many benefits and most students use it, Instagram has several disadvantages such as limited



data packages and access permissions, as well as advantages for them in the form of making new friends, learning to speak through the accounts they follow, as well as writing and analyzing texts that can improve his abilities.

2. In connection with the data that has been analyzed, the researcher concludes that the use of Instagram as an additional support for English language learning, especially writing and study skills, has a positive impact on students. In addition, students feel more fun, free to express themselves, and up-to-date because Instagram has a wide scope for learning English speaking and writing skills. Therefore, students' positive perceptions indicate the potential of using Instagram as an additional support in English language learning to improve students' abilities in speaking and writing skill research shows that the majority of the students in this study have a positive view that Instagram has many advantages because Instagram allows them to connect with their friends easily and share ideas, and most of them feel that they have learned enough through this site. Moreover, there are many functions and features that students can obtain and utilize when using this application. Additionally, they can use Instagram to learn English to improve their speaking and writing skills. Most students agree that Instagram facilitates them in learning speaking and writing skills.

## **B. Suggestion**

The researcher would like to provide some suggestions for future English language instructors and researchers. Instagram can help students to learn to speak

and write. In addition, students have a positive attitude towards this application. The researcher hopes that this research can help future researchers to research similar cases regarding student perceptions, especially regarding the use of Instagram to learn to speak and write, or this research can be a reference or source for future researchers to conduct their researches.

Based on the conclusions above, the researcher hopes that this research can be continued by other researchers to study this research in more depth. Furthermore, the researcher suggests investigating student-teacher relationships in the application of Instagram in language learning and additionally investigating the possibility of using Instagram to improve listening and reading skills.



## REFERENCES

- Akhiar, A., Mydin, A. A., & Kasuma, S. A. A. (2017). Students' perceptions and attitudes towards the use of Instagram in English language writing. *Malaysian Journal of Learning and Instruction*, 47-72.
- Al Arif, T. Z. Z. (2019). The use of social media for English language learning: An exploratory study of EFL university students. *Metathesis: Journal of English Language, Literature, and Teaching*, 3(2), 224-233.
- Al-Ali, S. (2014). Embracing the selfie craze: Exploring the possible use of Instagram as a language mLearning tool. *Issues and Trends in Educational Technology*, 2(2).
- Alawamleh, M., Al-Twait, L. M., & Al-Saht, G. R. (2020). The effect of online learning on communication between instructors and students during covid-19 pandemic. *Asian Education and Development Studies*, 11(2), 380-400. Retrieved from <https://doi.org/10.1108/AEDS-06-2020-0131>
- Al-Eiadeh, A. R., Mahmoed, A., & Sobh, S. (2016). Improving English language speaking skills of Ajloun National University students. *International Journal of English and Education*, 5(3), 181-195.
- Arif, S. U. (2018). A semiotic analysis of self-presentation in Instagram stories by 2015 English and literature students. *Unpublished Thesis. UIN Alauddin Makassar. Retrieved from <http://repositori.uinalauddin.ac.id/13480/1/SRI%20ULFIANA%20ARIF>*.
- Arikunto, S. (2002). *Research methodology a proposal approach*. Jakarta: PT. Rineka Cipta.
- Arouca, R. A. (2013). *A qualitative study of returning study abroad students: The critical role of reentry support programs* (Doctoral dissertation, University of Montana).
- Askehave, I., & Swales, J. M. (2001). Genre identification and communicative purpose: A problem and a possible solution. *Applied linguistics*, 22(2), 195-212.
- Azlan, N. A. B., Zakaria, S. B., & Yunus, M. M. (2019). Integrative task-based learning: Developing speaking skill and increase motivation via Instagram. *International Journal of Academic Research in Business and Social Sciences*, 9(1), 620-636.
- Bequiri, G. (2017). The importance of communication skills in bussines. Retrieved from <https://virtualspeech.com/blog/importance-of-communication-skills>

- Bhamare, C. R. (2018). Effects of social media on communication skills. *Knowledge Review*. <https://theknowledgereview.com/effects-social-media-communication-skills/>.
- Bynum, T. W. (2015). *A new look at Aristotle's theory of perception*. In *Aristotle's De Anima in Focus* (pp. 90-109). London, England: Routledge.
- Campbell, A. (2022). Instagram stories@ NOSMLibrary. *The Journal of the Canadian Health Libraries Association= Journal de l'Association des Bibliothèques de la Santé du Canada*, 43(2), 85-86.
- Carpenter, J. P., Morrison, S. A., Craft, M., & Lee, M. (2020). How and why are educators using Instagram? *Teaching and teacher education*. Retrieved from <https://doi.org/10.1016/j.tate.2020.103149>
- Chaves-Yuste, B., & de-la Peña, C. (2023). Podcasts' effects on the EFL classroom: A socially relevant intervention. *Smart Learning Environments*, 10(1), 20.
- Clarke, V., & Braun, V. (2013). Teaching thematic analysis: Overcoming challenges and developing strategies for effective learning. *The Psychologist*, 26(2), 120-123.
- Cohen, L. M. (2007). *Research methods in education*. London, England: Routledge Falmer.
- Cohen, L., Manion, L., & Morrison, K. (2007). *Research methods in education*. UK: Routledge.
- Creswell, J. W. (2012). *Education research: Planning, conducting, and evaluating quantitative and qualitative research*. Boston, MA: Pearson.
- Dabbagh, N., & Kitsantas, A. (2012). Personal learning environment, social media and self-regulated learning: A natural formula for connecting formal and informal learning. *Internet and Higher Education*, 15(1), 3-8.
- Doyle, E. E., Harrison, S. E., Hill, S. R., Williams, M., Paton, D., & Bostrom, A. (2022). Eliciting mental models of science and risk for disaster communication: A scoping review of methodologies. *International Journal of Disaster Risk Reduction*, 77.
- Driskell, J. E., & Salas, E. (2013). *Personality and work teams*. In *Handbook of personality at work* (pp. 744-771). London, England: Routledge.
- Erarslan, A. (2019). Instagram as an education platform for EFL learners. *Turkish Online Journal of Educational Technology-TOJET*, 18(3), 54-69.



- Eren, Ö. (2012). Students' attitudes towards using social networking in foreign language classes: A Facebook example. *International Journal of Business and Social Science*, 3(20), 288-294
- Ferlazzo, L. (2014, October 4). Using photos with English language learners. (Blog spot). Retrieved March from <https://www.edutopia.org/blog/ell-engagment-using-photos>
- Giannoulakis, S. (2021). *Instagram hashtags as a source of semantic information for Automatic Image Annotation* (Doctoral dissertation, Department of Communication and Internet Studies, Faculty of Communication and Media Studies, Cyprus University of Technology).
- Giannoulakis, S., & Tsapatsoulis, N. (2016). Evaluating the descriptive power of Instagram hashtags. *Journal of Innovation in Digital Ecosystems*, 3(2), 114-129.
- Handayani, A. D., Cahyono, B. Y., & Widiati, U. (2018). The use of Instagram in the teaching of EFL writing: Effect on writing ability and students' perceptions. *Studies in English Language Teaching*, 6(2), 112-126.
- Harding, A. K., & Wood, L. N. (2005). *Evaluation of blended learning: Analysis of quantitative data*. Sydney: University of Sydney
- Jalaludin, R. (2003). *Psikologi komunikasi*. Bandung: PT. Remaja Rosdakarya.
- Kapur, R. (2018). *Barriers to effective communication*. India: Delhi University.
- Kelly, R. (2015). *An exploration of Instagram to develop ESL learners' writing proficiency* (Master's Thesis). Ulster University, Great Britain.
- Khusyairiyah, K. (2018). *Non-verbal communication used by Thai students in IAIN Palangka Raya* (Doctoral dissertation, IAIN Palangka Raya, Kalimantan Tengah).
- Lim, S. H., & Yazdanifard, R. (2014). How Instagram can be used as a tool in social networking marketing. Center of Southern Newpshire University, Kuala Lumpur, Malaysia. [https://www.researchgate.net/publication/265377226\\_How\\_Instagram\\_can\\_be\\_used\\_as\\_a\\_tool\\_in\\_social\\_networking\\_marketing](https://www.researchgate.net/publication/265377226_How_Instagram_can_be_used_as_a_tool_in_social_networking_marketing)
- Listiani. (2016). The effectiveness of Instagram writing compared to teacher centered writing to teach recount text to students with high and low motivation. *Journal of English Teaching*, 5(1), 1-8.
- Mahmud, M., Burhamzah, M., Amin. F. H. (2023). Utilizing Facebook and Instagram (facegram) to create a digital learning program for integrated English skills. *English Language Education Educate Program*.



*Universitas Negeri Makassar*, 10(2), 404-417.  
<https://doi.org/10.26858/eltww.v10i2.53645>

Mandja, M. (2016). *The use of the Instagram application in an effort to increase motivation and student learning outcomes (Thesis)*. Sanata Dharma University, Yogyakarta, Indonesia.

Manullang, H. E., & Katemba, C. V. (2023). Students' perception towards Instagram usage in writing skills. *English Journal*, 17(1), 43-53.

Maulana, H., & Gumelar, G. (2013). *Psikologi komunikasi dan persuasi*. Jakarta: Akademia Permata.

Miles, M. B., Huberman, A. M., & Saldana, J. (2014). *Qualitative data analysis: A methods sourcebook (3<sup>th</sup> ed)*. New York, NY: SAGE.

Mohana, R. M., & Reddy, A. R. M. (2015). Hybrid learning model and acoustic approach to spoken language identification using machine learning. *International Review on Computers & Software*, 10(5), 502-512.

Moleong, L. J. (2007). *Metodologi penelitian kualitatif*. Bandung: PT Remaja Rosdakarya.

Mubarokah, A. (2017). Using Instagram to motivate students' writing descriptive text at second grade in SMAN 1 Gresik Academic Year 2016-2017. Undergraduate thesis, UIN Sunan Ampel Surabaya.

Mulyana, D. (2007). *Ilmu komunikasi suatu pengantar*. Bandung: PT. Remaja Rosdakarya.

Muthoharo, A. (2019). The effectiveness of using Instagram's photo content towards students' descriptive writing ability at the first grade of SMKN 1 Boyolangu (Thesis). State Islamic Institute of Tulungagung, Jawa Timur, Indonesia.

Nofrion. (2018). Pentingnya keterampilan komunikasi di era revolusi industri 4.0. Retrieved from <https://osf.io/preprints/inarxiv/krw28/>

Nurjaman, A., & Hertanto, H. (2022). Social media and election under covid-19 pandemic in Malang regency Indonesia. *International Journal of Communication and Society*, 4(1), 1-11.

Pratiwi, P. Z. B. (2023). Students' perception in the use of Instagram for academic speaking skill learning. *Research on English Language Teaching in Indonesia*, 1(3), 61-70.

Rakhmanina, L., & Yuneva, Y. (2018). The application of Instagram activity to improve students' motivation in English speaking. *Edu-Ling: Journal of English Education and Linguistics*, 2(1), 49-59.


- Rakhmat, J. (2007). *Psikologi komunikasi*. Bandung: Remaja Rosdakarya.
- Rao, S. P. (2019). The importance of speaking skills in English classrooms. *Alford Council of International English & Literature Journal*, 12(3), 6-18.
- Raquel, A., De Moura, L. A. (2013). *A qualitative study of returning study abroad students: The critical role of reentry support programs*. Montana: The University of Montana.
- Robbins, S.P. & Judge, T.A. (2013) *Organisational behavior (15<sup>th</sup> ed)*. Boston, MA: Pearson.
- Rohim, H. S. (2009). *Teori komunikasi*. Jakarta: PT. Rineka Cipta.
- Rubtsova, A. (2019). Socio-linguistic innovations in education: Productive implementation of intercultural communication. *Materials Science and Engineerin*, 497(1), 1-6. DOI 10.1088/1757-899X/497/1/012059
- Sá, M. J., & Serpa, S. (2020). The COVID-19 pandemic as an opportunity to foster the sustainable development of teaching in higher education. *Sustainability*, 12(20), 2-6.
- Safitri, M., Yuliyani, A., Hamid, F., & Suriaman, A. (2022). The use of social media for learning English: Students' perspective. *Indonesian EFL Journal*, 8(2), 269-276.
- Sari, M. (2023). Utilizing Instagram to develop students' writing skills. *Journal of English Education and Literature*, 4(2), 98-107.
- Seiler, W. J., & Beall, M. L. (2005). *Communication: Making connections (6<sup>th</sup> ed)*. Boston, MA: Allyn & Bacon.
- Shamsipour, A., & Allami, H. (2012). Teacher talk and learner involvement in EFL classroom: The case of Iranian setting. *Theory & Practice in Language Studies (TPLS)*, 2(11), 2262-2268.
- Sibarani, C. (2019). Students' perceptions of teachers' use of Bahasa Indonesia in the English classroom: A case study at SMA Fransiskus 2 Jakarta. *Journal of English Teaching*, 5(3), 217-229.
- Slameto. (2010). *Belajar dan faktor-faktor yang mempengaruhinya*. Jakarta Timur: PT. Rineka Cipta.
- Supena, I. D. (2021). The influence of 4C (constructive, critical, creativity, collaborative) learning model on students' learning outcomes. *International Journal of Instruction*, 14(3), 873–892.
- Thoha, M. (2003). *Perilaku organisasi konsep dasar dan aplikasinya*. Depok: Raja Grafindo.

- Ting, C. T. (2014). *A study of motives, usage, self-presentation and number of followers on Instagram*. Hongkong: City Univercity. Retrieved from <http://hdl.handle.net/2031/7521>
- Wilkinson, M. D., Dumontier, M., Aalbersberg, I. J., Appleton, G., Axton, M., Baak, A., & Mons, B. (2016). The fair guiding principles for scientific data management and stewardship. *Scientific Data*, 3(1), 1-9.
- Yunus, M., & Hadi, S. &. (2012). Integrating social networking tools into ESL writing classroom: Strenghts and weaknesses. *English Language Teaching*, 5(8), 42-48.



# APPENDIX A

## APPOINTMENT LETTER OF SUPERVISOR




**SURAT KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY BANDA ACEH**  
 Nomor : B - 10851/Un.08/FTK/KP.07.6/09/2023

**TENTANG**  
**PENYEMPURNAAN SURAT KEPUTUSAN DEKAN NOMOR Un.08/DT/TL.00/5970/2015 TENTANG**  
**PENGANGKATAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-**  
**RANIRY BANDA ACEH**

**DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY BANDA ACEH**

Menimbang	: a. bahwa untuk kelancaran bimbingan skripsi dan ujian munaqasyah mahasiswa pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh, maka dipandang perlu meninjau kembali dan menyempurnakan keputusan Dekan Nomor: B-5151/Un.08/FTK/KP.07.6/3/2023 tentang pengangkatan pembimbing skripsi mahasiswa Fakultas Tarbiyah dan Keguruan Ar-Raniry Banda Aceh. b. bahwa saudara yang tersebut namanya dalam surat keputusan ini dipandang cakap dan memenuhi syarat untuk diangkat sebagai pembimbing skripsi.
Mengingat	: 1. Undang Undang Nomor 20 tahun 2003, Tentang Sistem Pendidikan Nasional; 2. Undang Undang Nomor 14 Tahun 2005, Tentang Guru dan Dosen; 3. Undang Undang Nomor 12 Tahun 2012, Tentang Pendidikan Tinggi; 4. Peraturan Presiden RI Nomor 64 Tahun 2013, tentang Perubahan Institut Agama Islam Negeri Ar-Raniry Banda Aceh menjadi Universitas Islam Negeri Ar-Raniry Banda Aceh; 5. Peraturan Menteri Keuangan RI, Nomor: 190/PMK.05/2012, tentang Tata Cara Pembayaran dalam rangka Pelaksanaan APBN; 6. Peraturan Menteri Agama RI Nomor 12 Tahun 2014, tentang Organisasi & Tata Kerja UIN Ar-Raniry Banda Aceh; 7. Keputusan Menteri Agama Nomor 492 Tahun 2003, tentang Pendelegasian Wewenang Pengangkatan, Pemindahan, dan Pemberhentian PNS di Lingkungan Depag RI 8. Peraturan Menteri Agama RI Nomor 21 Tahun 2015, tentang Statuta UIN Ar-Raniry Banda Aceh; 9. Keputusan Rektor UIN Ar-Raniry Nomor 02 tahun 2016, tentang Pendelegasian Wewenang kepada Dekan dan Direktur Pascasarjana di Lingkungan UIN Ar-Raniry Banda Aceh; 10. Keputusan Rektor UIN Ar-Raniry Nomor 28 tahun 2019, tentang Satuan Biaya Khusus Tahun Anggaran 2020 di Lingkungan UIN Ar-Raniry Banda Aceh; 11. Peraturan Kementerian Keuangan (PMK) Republik Indonesia Nomor: 72/PMK.02/2020, tentang Perubahan atas Peraturan Menteri Keuangan Nomor: 78/PMK.02/2020 tentang Standar Biaya Masukan Tahun Anggaran 2020.
Memperhatikan	: Keputusan Seminar Proposal Skripsi Program Studi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh Tanggal 07 Maret 2023
Menetapkan	<b>MEMUTUSKAN</b>
PERTAMA	: Mencabut Surat Keputusan Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh Nomor: Nomor: B-5151/Un.08/FTK/KP.07.6/3/2023 tanggal 30 Maret 2023
KEDUA	Menunjuk Saudara: 1. Khairiyah Syahabuddin, M.HSc, M.TESOL., Ph.D. Sebagai Pembimbing Pertama 2. Fitriah, S.Ag., M.Pd. Sebagai Pembimbing Kedua Untuk membimbing Skripsi : Nama : Elsa Rahmayanti NIM : 180203258 Program Studi : Pendidikan Bahasa Inggris Judul Skripsi : Students' Perception Towards the Use of Instagram In Communication Skills
KETIGA	: Pembiayaan honorarium pembimbing pertama dan kedua tersebut diatas dibebankan pada DIPA UIN Ar-Raniry Banda Aceh tahun 2023 dengan Nomor: 025.04.2.423925/2022 tanggal 17 November 2021;
KEEMPAT	: Surat keputusan ini berlaku sampai akhir semester Ganjil Tahun 2023
KELIMA	: Surat Keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan segala sesuatu akan diubah dan diperbaiki kembali sebagaimana mestinya apabila kemudian hari ternyata terdapat kekeliruan dalam penetapan ini.

Ditetapkan di: Banda Aceh  
 Pada Tanggal: 27 September 2023

Dekan  
  
 Safwatul Uluk

**Tembusan**  
 1. Rektor UIN Ar-Raniry (sebagai laporan);  
 2. Ketua Prodi PBI Fak. Tarbiyah dan Keguruan;  
 3. Pembimbing yang bersangkutan untuk dimaklumi dan dilaksanakan;  
 4. Mahasiswa yang bersangkutan;  
 5. Arsip



**APPENDIX B**  
**RECOMMENDATION LETTER FROM FAKULTAS**  
**TARBIYAH DAN KEGURUAN TO CONDUCT THE**  
**RESEARCH**



**KEMENTERIAN AGAMA**  
**UNIVERSITAS ISLAM NEGERI AR-RANIRY**  
**FAKULTAS TARBIYAH DAN KEGURUAN**  
Jl. Syeikh Abdur Rauf Kopelma Darussalam Banda Aceh  
Telepon : 0651- 7557321, Email : uin@ar-raniry.ac.id

Nomor : B-3573/Un.08/FTK.1/TL.00/5/2024  
Lamp : -  
Hal : **Penelitian Ilmiah Mahasiswa**

Kepada Yth,  
Ketua Program Studi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh  
Assalamu'alaikum Wr.Wb.  
Pimpinan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry dengan ini menerangkan bahwa:

Nama/NIM : **Elsa rahmayanti / 180203258**  
Semester/Jurusan : XII / Pendidikan Bahasa Inggris  
Alamat sekarang : Panteriek, Lueng Bata

Saudara yang tersebut namanya diatas benar mahasiswa Fakultas Tarbiyah dan Keguruan bermaksud melakukan penelitian ilmiah di lembaga yang Bapak/Ibu pimpin dalam rangka penulisan Skripsi dengan judul ***Students' Perception Towards the Use of Instagram In Communication Skills***

Demikian surat ini kami sampaikan atas perhatian dan kerjasama yang baik, kami mengucapkan terimakasih.

Banda Aceh, 07 Mei 2024  
an. Dekan  
Wakil Dekan Bidang Akademik dan  
Kelembagaan,



Berlaku sampai : 07 Juni 2024

Prof. Habiburrahim, S.Ag., M.Com., Ph.D.



**APPENDIX C**  
**CONFIRMATION LETTER FROM DEPARTMENT**  
**OF ENGLISH LANGUAGE EDUCATION**



**KEMENTERIAN AGAMA REPUBLIK INDONESIA**  
**UNIVERSITAS ISLAM NEGERI AR-RANIRY**  
**FAKULTAS TARBIYAH DAN KEGURUAN**  
**PRODI PENDIDIKAN BAHASA INGGRIS**

Jln Syeikh Abdur Rauf Kopelma Darussalam Banda Aceh  
Email : [pbi.flk@ar-raniry.ac.id](mailto:pbi.flk@ar-raniry.ac.id). Website : <https://ar-raniry.ac.id>

**SURAT KETERANGAN**

Nomor: B-262/Un.08/PBI/Kp.01.2/5/2024

Ketua Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan Universitas Islam Negeri Ar-Raniry Darussalam Banda Aceh menerangkan bahwa yang nama tersebut di bawah ini:

Nama : Elsa Rahmayanti  
NIM : 180203258  
Fak/Prodi : Tarbiyah dan Keguruan/ Pendidikan Bahasa Inggris  
Alamat : Panteriek, Lueng Bata

Benar telah melakukan penelitian dan mengumpulkan data pada mahasiswa Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh dalam rangka penyusunan Skripsi yang berjudul:

*"Students' Perception Towards the Use of Instagram In Communication Skills"*

Demikianlah surat ini kami buat agar dapat dipergunakan seperlunya.

Banda Aceh, 30 Mei 2024

↑  
Ketua Prodi Pendidikan Bahasa Inggris,

Syarifah Dahliana

## APPENDIX D

### INTERVIEW PROTOCOL

**Project:** *Students' Perceived Benefits of Instagram In Communication Skills*

**Time of interview:**

**Date:**

**Place:**

**Interviewer:** Elsa Rahmayanti

**Interviewee:**

*Assalamu 'alaikum Warahmatullahi Wabarakatuh*

Hello dearest participants, I am Elsa Rahmayanti as student majoring in English Education Department class of 2018. I'm doing research for my thesis. The title is *Students' Perceived Benefits of Instagram in Communication Skills*. I need your help as a participant to collect data to complete my research. I have 20 questions.

This research aims to determine students' perceptions regarding the use of the Instagram application in learning English, especially in Spoken and Written skills. I really need you as a participant in this research. You were selected as respondents in this research because you have fulfilled the following criteria:

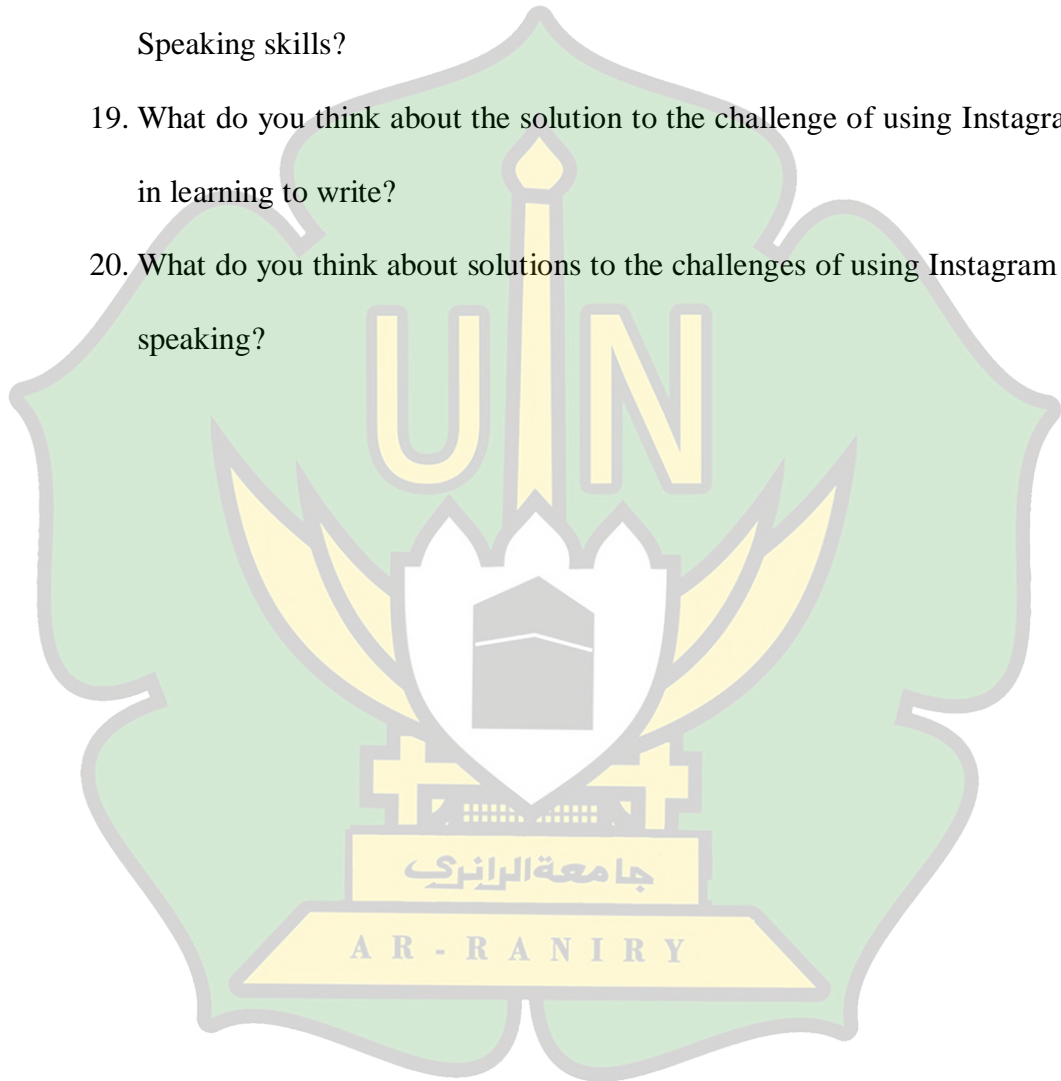
- Active English Language Education student
- Those who own and use the Instagram application

## INTERVIEW GUIDE

### Questions:

1. Do you have Instagram? How long have you been using Instagram?
2. Do you communicate with other people via Instagram?
3. How do you communicate with them?
4. Have you ever experienced problems or experienced limitations in using Instagram?
5. How much do you think Instagram supports you in learning English, especially speaking and writing skills?
6. Why did you choose Instagram as a learning medium and what motivates you?
7. Before you knew that Instagram media could be used as a learning medium, how did you learn writing and speaking skills?
8. How do you learn writing skills through Instagram?
9. How do you learn speaking skills through Instagram?
10. Do you enjoy learning speaking skills through Instagram?
11. Do you enjoy learning writing skills through Instagram?
12. Do you use certain features on Instagram to learn speaking skills? What features are those?
13. Do you use certain features on Instagram to learn writing skills? What features are those?
14. What is your perception about learning speaking skills through Instagram?
15. What is your perception about learning writing skills through Instagram?

16. How can Instagram improve your speaking skills?
17. How can Instagram improve your writing skills?
18. What is your perception of Instagram usage? Do you find any advantages and disadvantages while using Instagram in learning Writing and Speaking skills?
19. What do you think about the solution to the challenge of using Instagram in learning to write?
20. What do you think about solutions to the challenges of using Instagram in speaking?



## AUTOBIOGRAPHY

Name : Elsa Rahmayanti

Place/Datee of Birth : Meulaboh/ 20 Agustus 2000

Nationality/Ethnic : Indonesia

Religion : Islam

Sex : Female

Marital Status : Single

Occupation : Student

Address : Panteriek, Lueng Bata

Email : 1802023258@student.ar-raniry.ac.id

Education Bacground

1. Elementary School : SD Negeri 23 Simeulue Timur
2. Junior High School : SMP Negeri 2 Simeulue Timur
3. Senior high School : SMA Negeri 1 Simeulue Timur
4. University : UIN Ar-Raniry Banda Aceh

Parents' Name

Father's Name : Marlian

Mother's Name : Marwini Inti

Address : Sinabang, Simeulue Timur