INSTAGRAM AS MEDIA TO ENHANCE STUDENTS' WRITING SKILL VIEWED FROM STUDENTS' CREATIVITY IN STATE ISLAMIC INSTITUTE OF PONOROGO

Kaukabilla Alya Parangu[1], Sulistyowati[2]
[1]*Institut Agama Islam Negeri Ponorogo;* kaukabilla@gmail.com
[2]*Kementerian Agama Lampung Tengah;* sulisty000wati@gmail.com

A R T I C L E I N F O

A B S T R A C T

Utilizing Instagram as media in teaching English is a new phenomenon in Education. Naturally, Instagram is a social media that usually used for sharing pictures and videos which is mostly used by the youths. However, it is such a good chance to use something the students are excited about for educational purpose. This research aims to identify whether: 1) Instagram can improve the students' writing skill; (2) there is an interaction between teaching media and students' creativity in teaching writing. This research is classified as quasi-experimental study and the subjects of the research were 36 students of Shariah Economics in Economics Faculty in State Islamic Institute of Ponorogo. The data obtained during the research are in qualitative and quantitative forms. The data were acquired by using two instruments; questionnaire and writing test. Questionnaire was used to categorize both students having high or low creativity, and writing test was used to measure their writing skill. The data were, then, analyzed by using Multifactor Analysis of Variance ANOVA and Tukey test. Before conducting the ANOVA, pre-requisite tests such as normality and homogeneity test were conducted. This study finds that: (1) Instagram media is more effective than Powerpoint media to teach writing; (2) There is an interaction between teaching media and students' creativity in teaching writing. The result of this study implies that Instagram media is an effective media in teaching writing to the second semester students.

Keywords; Instagram; Social Media; Writing Skill; Islamic Students

INTRODUCTION

Writing plays a major role in Engish teaching learning. It is a way to pour students' mind such as to communicate the ideas, feelings and opinions of their own in written form and save them eternally. According to (Nunan, 2003) writing is the process of thinking to invent ideas, thinking about how to express into good writing and arranging the ideas

into statement and paragraph clearly. It helps the students to think deeper because writing is not only expressing ideas but also considering the appropriate writing terms. In this case the researcher focuses on analytical exposition text as topic because when the researcher observed the students. Most of the students seemed have no idea about analytical exposition text and still could not differentiate between analytical and exposition texts. Whereas, this text helps students to improve their critical thinking and creativity on how they express their opinions and persuade the readers.

Today is a digital era where information and communication technology can also be utilized as a supplementary tool in teaching learning, not to mention the use of social media where most people are closed to and even can't live without social media. Using social media as a mean for teaching English is such a good way because it is something that the students are excited about.

Experts mention about several activities that can be done in using Instagram for language teaching. According to Spencer (2012) in (Handayani, 2016) there are different activities that lecturer can use to implement Instagram in their classes: utilizing digital storytelling, practicing grammar on photo captions, doing photojournalism, creating photo prompts for themselves, finding metaphors within chosen photos, creating photo blogs, finding and documenting context within photos, doing an ethnographic study, sharing art, and exercising creative and artistic expression through taking their own pictures.

The rule of using Instagram in teaching writing starts with making a new account dedicated for teaching purpose, then the students follow the account and lecturer as an admin filters the followers, so it has to be students as the only followers. By using the account, the admin is able to share useful materials in learning English. The admin can post everything that can guide students to learn language effectively and also share sources and knowledge from it.

Gaining an idea by seeing interesting photo in Instagram is a purpose of this teaching, the lecturer, then, asks the students to write a descriptive caption in the comments. It will be challenging by asking students to write their caption using specific sentence types, different parts of speech, clauses, prepositional phrase, and their

current vocabulary words. Finally, the lecturer can give reward for the best caption wins a prize.

In completing this paper, the researcher takes review from other previous research which examine the related topic. First research was from Purwandarini (2017). The design of the research was an experimental research to find out whether there is any learning accomplishment of students who are taught by writing descriptive text using photograph as media which is significantly different from those who are taught without photograph. The second research was conducted by Handayani et al. (2018).The research is about the effect of the use of Instagram on EFL students' writing ability. The next is from Alfiyatun (2018) who find out whether Instagram Caption is effective to teach writing for the tenth grade students of SMA Muhammadiyah 1 Karanganyar in the 2017/2018 academic year. The last is from Dina Septi Nugrahaeni who investigate the effectiveness of using instagram in MAN Salatiga.

The outcome of the previous researches gave significant results, therefore the researcher was triggered to figure out if instagram is also an effective media to teach writing for students in IAIN Ponorogo which the students there needed more treatment to enhamce their learning. This research aims to identify whether: 1) Instagram can improve the students' writing skill; (2) The students with high creativity have better writing skill than those having low creativity; and (3) There is an interaction between teaching media and students' creativity in teaching writing.

METHOD

The method applied in this research is an experimental method. Furthermore, the variables in this research consisted of three kinds of variable: dependent, independent and attributive variables. The dependent variable was writing skill, the independent was teaching media and the attributive variable was students' creativity. The design of the research was a factorial design 2x2. Factorial design is a design in which the researcher can simultaneously assess the effect of two or more independent variables on the dependent variable (Ary, et al. 2010: 311).

The two classes were divided into two, experimental and control class. The experimental class was taught by using Instagram media, while the control class was

taught by using Powerpoint media. Both classes received a test from attributive variable that is creativity. The creativity was divided into two level; high and low level in table.1;

Table.1 Factorial Design

Students'Creativity(B)	Media (A)	
	Instagram media(A1)	Powerpoint media (A2)
High (B_1) Low (B_2)	A_1B_1 A_1B_2	A_2B_1 A_2B_2

Where:

A_1 : The writing scores of students who were taught by using Instagram media

A_2 : The writing scores of students who were taught by using Powerpoint media

B_1 : The writing scores of students who have high creativity

B_2 : The writing scores of the students who have low creativity

A_1B_1 : The writing scores of the students who have high creativity who were taught by using Instagram media

A_1B_2 : The writing scores of the students who have low creativity who were taught by using Instagram media

A_2B_1 : The writing scores of the students who have high creativity who were taught by using Powerpoint media

A_2B_2 : The writing scores of the students who have low creativity who were taught by using Powerpoint media.

Population

In this research, the researcher took the second semester of Sharia Economics students of State Islamic Institute of Ponorogo as the population. The total number of students was 390 students; which was divided into ten classes.

Sample

A sample is a set of elements taken from a larger population (Christensen, 2000). ccording to (Arikunto, 2002) sample is a half part of the population which is being researched. Based on the theories, the researcher decided to take only 72 students or two classes out of 10 from Sharia Economics as the sample of this research. One class is experimental group and other is control group.

Sampling

In this case, the researcher took samples of the research and determined two preexisting classes used as experimental and control groups. It was carried out by doing lottery. The lottery was carried out towards the five classes of the population. Each group has the same possibility to be the sample of the research. Based on the lottery, there were two classes chosen to be the sample of the subject of the research, those are ES B and ES I. The result of the next lottery revealed that class ES B became the experimental group and class ES I became the control group. The experimental group that chosen was given a treatment by using Instagram. On the other hand, the control group was taught by using Powerpoint media.

Each class was divided into two groups, students who have high creativity and those who have low creativity. One of the two classes was taught by Instagram media and other class was taught by Powerpoint media, so there were four groups: 1) students with high creativity taught by Instagram media, 2) students with high creativity taught by Powerpoint media, 3) students with low creativity taught by Instagram media, and 4) students with low creativity taught by Powerpoint media.

DISCUSSION

There are three parts that will be explained in this chapter. They are (1) Data Description; (2) Data Analysis; and (3) Hypothesis Testing;

Data Description

This research used data gained from students writing scores taken from the experimental class treated by using Instagram media and control class by using Powerpoint media. After the writing scores were gained, they were then sorted in accordance with their creativity.

According to the group analyzed, the data distribution in this research is classified into eight groups as follows: 1) the data of the writing test of the students who are taught by using Instagram media (A_1); (2) the data of the writing test of the students who are taught by Instagram media (A_2); (3) the data of the writing test of the students having low creativity (B_1); (4) the data of the writing of the students having low

creativity ((B_2); the data of the writing test of the students having high creativity who are taught by using Instagram media (A_1B_1); (6) the data of the writing test of the students having low creativity who are taught by using Instagram media (A_1B_2); (7) the data of the writing test of students having high creativity who are taught by using Powerpoint media (A_2B_1) ; (8) the data of the writing test of the students having low creativity who are taught by using Powerpoint media (A_2B_2). These followings are the details descriptions of each data based on the categories above (table.2.)

Table.2. Details descriptions of each data based on the categories above

Scores	The Scores using Instagram			The Scores using Powerpoint media			Creativity	
	A_1	A_1B_1	A_1B_2	A_2	A_2B_1	A_2B_2	B_1	B_2
The Highest Score	90	90	80	88	79	73	90	78
The Lowest Score	57	78	64	55	57	55	64	55
Mean	76.66	84.16	75.33	72.66	69	69.0	79.8	70
Mode	77	82	76.62	73.3	70.72	70.9	80.64	71.38
Median	78.5	82.3	77.4	73.78	69.75	72	80	72.19
Standard Deviation	8.62	3.32	4.39	6.6	4.80	4.92	5.86	5.45

The Data of The Writing Test of The Students Who are Taught by Using Instagram Media (A_1)

The scores were 7, 61, 66, 67, 68, 68, 71, 72, 72, 73, 73, 74, 74, 74, 76, 77, 78, 78, 79, 79, 80, 81, 81, 81, 82, 83, 83, 84, 84, 85, 86, 87, 88, 88, 89, 90. From the data description of students' writing score shows that the highest score is 90, the lowest score is 57, and the range of the scores is 33. The number of class is 6. It is used to determine the numbers of class limit. Then, the class width (interval) is 6, this score is used in class boundaries. The mean is 76.66 which means the average scores of experimental group's students are good. The mode which means the value that appears most often in a set of data is 77. The median is 78.5, the function of median itself is as a boundary to determine which group belongs to the high and low scores.

While, the standard deviation score is 8.62, it is smaller than the mean score which means the data are closely around the mean or more reliable. The standard deviation itself is used to measure how spreads out numbers is, if the standard score is higher than the mean score means that the mean score is the bad representation from all data and vice versa.

The Data of The Writing Test of The Students who are taught by Using Powerpoint Media (A_2).

The scores were 55, 60, 60, 64, 64, 68, 68, 69, 69, 69, 71, 71, 71, 71, 71, 71, 71, 72, 72, 72, 72, 73, 75, 76, 76, 77, 77, 77, 78, 78,78, 79, 79, 79, 80. The data description of students' writing score shows that the highest score is 80, the lowest score is 55, and the range of the scores is 33. The number of class is 6, it is used to determine the numbers of class limit. Then, the class width (interval) is 4, this score is used in class boundaries. The mean 72.66 which means the average scores of experimental group's students were good. The mode which means the value that appears most often in a set of data is 73.78. The median is 73.3, the function of median itself is as a boundary to determine which group belongs to the high and low scores.

While, the standard deviation score is 6.64, it is smaller than the mean score which means the data are closely around the mean or more reliable The standard deviation itself is used to measure how spreads out numbers is, if the standard score is higher than the mean score means that the mean score is the bad representation from all data and vice versa.

The Data of The Writing Test of The Students Having High Creativity (B_1)

The scores were 64, 69, 71, 71, 72, 75, 76, 76, 77, 77, 77, 78, 78, 78, 79, 79, 79, 80, 80, 81, 81, 81, 82, 83, 83, 83, 84, 84, 85, 86, 87, 88, 88, 88, 89, 90. The data description of students' writing score shows that the highest score is 90, the lowest score is 64, and the range of the scores is 26. The number of class is 6, it is used to determine the numbers of class limit. Then, the class width (interval) is 5, this score is used in class boundaries. The mean is 79.8 which means the average scores of experimental group's students are good. The mode which means the value that appears most often in a set of

data is 80.64. The median is 80, the function of median itself is as a boundary to determine which group belongs to the high and low scores.

While, the standard deviation score is 5.86, it is smaller than the mean score which means the data are closely around the mean or more reliable The standard deviation itself is used to measure how spreads out numbers is, if the standard score is higher than the mean score means that the mean score is the bad representation from all data and vice versa.

The Data of The Writing Test Score of The Students Having Low Creativity (B_2)

The scores were 61, 66, 66, 67, 68, 68, 68, 68, 69, 69, 71, 71, 71, 71, 71, 71, 72, 72, 72, 72, 72, 73, 73, 73, 73, 74, 74, 74, 76, 77, 78, 78. The data description of students' writing score shows that the highest score is 78, the lowest score is 61, and the range of the scores is 23. The number of class is 6, it is used to determine the numbers of class limit. Then, the class width (interval) is 4, this score is used in class boundaries. The mean is 70 which means the average scores of experimental group's students are good. The mode which means the value that appears most often in a set of data is 72.19. The median is 71.3, the function of median itself is as a boundary to determine which group belongs to the high and low scores.

While, the standard deviation score is 5.45, it is smaller than the mean score which means the data are closely around the mean or more reliable The standard deviation itself is used to measure how spreads out numbers is, if the standard score is higher than the mean score means that the mean score is the bad representation from all data and vice versa.

The Data of The Writing Test Score of The Students Having High Creativity of Experimental Class (A_1B_1)

The scores were 78, 79, 80, 81, 81, 81, 82, 83, 83, 84, 84, 85, 86, 87, 88, 88, 89, 90**.** The data description of students' writing score shows that the highest score is 90, the lowest score is 78, and the range of the scores is 12. The number of class is 5, it is used to determine the numbers of class limit. Then, the class width (interval) is 3, this score is used in class boundaries. The mean is 84.16 which means the average scores of experimental group's students are good. The mode which means the value that appears

most often in a set of data is 82.3. The median is 82, the function of median itself is as a boundary to determine which group belongs to the high and low scores.

While, the standard deviation score is 3.32, it is smaller than the mean score which means the data are closely around the mean or more reliable The standard deviation itself is used to measure how spreads out numbers is, if the standard score is higher than the mean score means that the mean score is the bad representation from all data and vice versa.

The Data of The Writing Test Score of The Students Having High Creativity of Control Class(A_1B_2)

The sores were 64, 69, 71, 71, 72, 75, 76, 76, 77, 77, 77, 78, 78, 78, 79, 79, 79, 80. The data description of students' writing score shows that the highest score is 80, the lowest score is 64, and the range of the scores is 16. The number of class is 5.14, it is used to determine the numbers of class limit. Then, the class width (interval) is 4, this score is used in class boundaries. The mean is 75.33 which means the average scores of experimental group's students are good. The mode which means the value that appears most often in a set of data is 77.4. The median is 76.62, the function of median itself is as a boundary to determine which group belongs to the high and low scores.

While, the standard deviation score is 4.39, it is smaller than the mean score which means the data are closely around the mean or more reliable The standard deviation itself is used to measure how spreads out numbers is, if the standard score is higher than the mean score means that the mean score is the bad representation from all data and vice versa.

The Data of The Writing Test Score of The Students Having Low Creativity of Experimental Class (A_2B_1)

The scores were 57, 61, 66, 67, 68, 68, 71, 72, 72, 73, 73, 74, 74, 74, 76, 77, 78, 79 data description of students' writing score shows that the highest score is 79, the lowest score is 57, and the range of the scores is 22. The number of class is 5, it is used to determine the numbers of class limit. Then, the class width (interval) is 5, this score is used in class boundaries. The mean is 69 which means the average scores of experimental group's students are good. The mode which means the value that appears

most often in a set of data is 70.72. The median is 69.5, the function of median itself is as a boundary to determine which group belongs to the high and low scores.

While, the standard deviation score is 4.80, it is smaller than the mean score which means the data are closely around the mean or more reliable The standard deviation itself is used to measure how spreads out numbers is, if the standard score is higher than the mean score means that the mean score is the bad representation from all data and vice versa.

The Data of The Writing Test Score of The Students Having Low Creativity of Control Class (A_2B_2)

The scores were 55, 60, 60, 66, 68, 68, 69, 69, 71, 71, 71, 71, 71, 72, 72, 72, 73 73. The data description of students' writing score shows that the highest score is 73, the lowest score is 55, and the range of the scores is 18. The number of class is5, it is used to determine the numbers of class limit. Then, the class width (interval) is 4, this score is used in class boundaries. The mean is 69.00 which means the average scores of experimental group's students are good. The mode which means the value that appears most often in a set of data is 72. The median is 70.9, the function of median itself is as a boundary to determine which group belongs to the high and low scores.

While, the standard deviation score is 4.92, it is smaller than the mean score which means the data are closely around the mean or more reliable The standard deviation itself is used to measure how spreads out numbers is, if the standard score is higher than the mean score means that the mean score is the bad representation from all data and vice versa. From the data above, it can be concluded that using Instagram media makes a significant difference in enhancement of students writing skill rather than using Powerpoint media media.

Pre-requisite Test

After analyzing the data by using descriptive analysis, then it has to be analyzed by using inferential analysis to figure out that the distribution of sample must be normal and homogenous. Inferential analysis has two kinds of test they are normality test and homogeneity test. The result of both tests can be seen as follows:

Normality Test

Normality test is used to determine whether or not the data are in normal distribution. The data are normal if Lo (L obtained) is lower than Lt (Ltable) at the level of significance α = 0.05. The computation of normality test divided into eight groups is enclosed in Appendix 11 and its table result is presented as below (table. 3).

Table. 3. The Result of Normality Test

No	Data	Number of Data	Lo	Lt	Description
1	A_1	36	0.07	0.14	Normal
2	A_2	36	0.10	0.14	Normal
3	B_1	36	0.06	0.14	Normal
4	B_2	36	0.12	0.14	Normal
5	A_1B_1	18	0.17	0.20	Normal
6	A_1B_2	18	0.17	0.20	Normal
7	A_2B_1	18	0.12	0.20	Normal
8	A_2B_2	18	0.12	0.20	Normal

Based on the summary above, it can be concluded that all the data of writing scores in those groups are in normal distribution because Lo of the entire data are lower than Lt(Lo<Lt) at the level of significance α=0.05.

Homogeneity Test

Homogeneity test is used to figure out whether the groups that are being compared are homogenous. The homogenous groups are required to make sure that the difference of the groups is caused by treatments. This test has to be done before conducting ANOVA. The data are homogenous if χ_o^2X obtained) is lower than χ_t^2(Xtable) at the level of significance α = 0.05. The computation of homogeneity test is enclosed in Appendix 11 and its table result is presented below (table. 4).

Table 4. The Result of Homogeneity Test

Sample	Df	1/df	s_i^2	$log\ s_i^2$	$(df)log\ s_i^2$
1	17	0.058824	12.7	1.103804	18.76466
2	17	0.058824	18.2	1.260071	21.42121
3	17	0.058824	33.2	1.521138	25.85935
4	17	0.058824	26	1.414973	24.05455
Σ	68	0.235294			90.09977

S^2	22.56

$LogS^2$	1.35
B	92.0
χ_0^2	4.466
χ_t^2	7.815

Based on the summary above, it can be concluded that all the data of writing scores in those groups are homogenous because the score of χ_0^2(4.466) is lower than χ_t^2(7.815).

Hypothesis Testing

Hypothesis testing is able to be done if the result of normality and homogeneity test are fulfilled with the required assumptions. The data analysis is done by using multifactor analysis of variance 2x2. Ho is rejected if Fo is higher than Ft (Fo>Ft), it means there is a significant difference and an interaction. The analysis is then continued after knowing that Ho is rejected, it is done to figure out the difference between two groups and cells using Tukey test. The mean scores of groups and cells are compared to know which group is better. The 2x2 ANOVA and Tukey Test are described as follows:

1. Multifactor Analysis of Variance (ANOVA) 2X2

    Hypothesis testing using ANOVA is used to know the effect of the independent variables and attributive variable toward the dependent variable. This test is done after the normality and homogeneity of the data are found. In addition, this function of the test is also to check if there is an interaction among those variables. The hypothesis is rejected if Fo is higher than Ft(Fo>Ft). the summary of the data is presented in the table below (table.5).

Table 5. The Summary of the Mean Scores

| Creativity(B) | TEACHING MEDIA | | Total Average |
	Instagram media (A_1)	**Powerpoint media (A_2)**	
High Creativity(B_1)	Mean A_1B_1= 83.33	Mean A_2B_1= 75.33	Mean B_1= 79.58
Low Creativity(B_2)	Mean A_1B_2= 71.11	Mean A_2B_2= 68.44	Mean B_2= 69.77
Total Average	Mean A_1 = 77.47	Mean A_2= 71.88	Mean total= 74.68

Table 6. The Summary of Multifactor Analysis Variance (ANOVA) 2x2

Source of variance	SS	Df	MS	F_o	$F_{t(0.5)}$
Between columns	561.12	1	561.12	31.21	4.01
Between rows	1730.68	1	1730.68	96.25	4.01
Columns by rows	153.12	1	153.12	8.52	4.01
Between groups	2444.93	3	7334.793		
Within groups	1222.71	68	17.98		
Total	**6112.56**	**71**			

From the table above, some interpretations can be drawn:

a. The impact of employing teaching media upon the students' writing skill. The score of Fo between columns (31.21) is higher than Ft at the level of significance α = 0.05 (4.01), Ho is rejected and the difference between columns is significant. In addition, because the mean of A_1 (77.47) is higher that that of A_2 (71.88), it can be concluded that Instagram media is more effective than Powerpoint media to teach writing.

b. The effect of creativity level upon the students writing skill. The score of Fo between columns (96.25) is higher than Ft at the level of significance α = 0.05 (4.01), Ho is rejected and the difference between rows is significant. It means there is a significant difference on creativity level upon students' writing skill. Then, because the mean score of B_1 (79.58) is higher than that of B_2 (69.77), it can be concluded that the students having high creativity have better writing skill than those having low creativity.

c. The interaction of teaching media and the creativity level upon the students' writing skill. The score of Fo columns by rows (interaction) (8.52) is higher than Ft at the level of significance α = 0.05 (4.01), Ho is rejected and there is an interaction effect between teaching media and the students' creativity. Thus, the effect of teaching media on the students' writing skill depends on the level of creativity.

2. Tukey Test

This test is used to identify which means are significantly different from the other, by comparing the mean of every treatment with the other means. It is conducted after knowing the effects and the interaction of independent variable. The following table explains the summary of multiple comparative test using Tukey test.

Table 7. The Summary of Tukey HSD test

No	Data	Sample	Qo	Qt	α	Status
1	A_1 and A_2	72	5.59	2.82	0.05	Significant
2	B_1 and B_2	72	13.86	2.82	0.05	Significant
3	A_1B_1 and A_2B_1	36	8	2.89	0.05	Significant
4	A_2B_1 and A_2B_2	36	2.55	2.89	0.05	Not Significant

From the result of Tukey computation above, it can be concluded that

a. Because qo between columns A_1 - A_2 (5.59) is higher than qt at the level of significance α = 0.05 (2.82), Instagram media differs significantly from Powerpoint media to teach writing. Because the mean of A_1(77.47) is higher that that of A_2 (71.88), it can be concluded that Instagram media is more effective than Powerpoint media to teach writing.

b. Because qo between rows B_1 - B_2 (13.86) is higher than qt at the level of significance α = 0.05 (2.89), it can be sum up that the students who have high creativity and those who have low creativity are significantly different in their writing skill. In addition, the mean score of B_1 (79.58) is higher than that of B_2 (69.77), it can be concluded that the students having high creativity have better writing skill than those having low creativity.

c. Because qo between rows A_1 B_1 - A_2 B_1 (8) is higher than qt at the level of significance α = 0.05 (2.89), the use of Instagram media differs significantly from the use of Powerpoint media in teaching writing to the students who have high creativity. Further, the mean of A_1B_1(83.33) is higher than that of A_2B_1(75.33), it can be concluded that Instagram media is more effective than Powerpoint media to teach writing for students having high creativity.

d. Because qo between rows $A_1 B_1$ -$A_2 B_1$ (2.55) is lower than qt at the level of significance α = 0.05 (2.89), it can be concluded that the use of Instagram media is not significantly different from the use of Powerpoint media in teaching writing to the students who have low creativity.

CONCLUSION

Based on the result of the data analysis, the findings of the research as follows: Instagram media is more effective than Powerpoint media to teach writing for the first semester students of Sharia Economic IAIN Ponorogo. Students taught by using Instagram media have better writing competence than students taught by using Powerpoint media. The students with high creativity have better writing skill than those having low creativity. There is an interaction between teaching media and creativity on students' writing competence in the second semester students of IAIN Ponorogo. Regarding to the research findings above, it can be summed up that Instagram media is effective to teach writing for the first semester students of IAIN Ponorogo .

BIBLIOGRAPHY

Alfiyatun. (2018). the effectiveness of instagram caption to teach writing skill for EFL Learners

Arikunto, S. 2002. Metodologi Penelitian Suatu pendekatan Proposal. Jakarta: PT> Rineka Cipta.

Ary, D., Jacobs, L. C., & Razavieh, A. (2010). *Introduction to Research in Education.* Belmont, CA: Wadsworth/Thomson Learning.

Burke, Johnson & Christensen Larry, 2000. *Educational Research Quantitative and Qualitative approaches*. Boston: Allyn & bacon.

Handayani, Fitri. (2016). "Instagram as a teaching tool? Really?" *Proceedings of the Fourth International Seminar on English Language and Teaching (ISELT-4)* Universitas Mahaputra Muhammad Yamin Solok.

Nugrahaeni, Dina Septi. (2019). "The Effectiveness of using Instagram to Teach Writing at MAN Salatiga in the academic year 2019/2020), IAIN Salatiga.

Nunan, David. 2003: Practical English Language Teaching. Singapore: Mc Graw Hill.

Purwandari, M. (2017). THE USE OF PHOTOGRAPHS ON INSTAGRAM IN TEACHING DESCRIPTIVE TEXT TO IMPROVE STUDENTS' WRIITNG SKILL. ELT forum: Journal of English language Teaching. 6(2). 133-141