Facebook And Instagram In Teaching Paragraph Writing: Students' Perception

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Abstract. The purpose of this study was to explore the students' perspectives regarding the use of Facebook and Instagram in writing paragraphs. This research is qualitative and used interview as the method in collecting data. The subject of the research is the English Literature students of the Faculty of Language and Literature, Universitas Negeri Makassar. Two classes were taken as the subject and they were taught paragraph writing during the semester. Representatives from the two classes were chosen as informants of the research to be interviewed. The results showed that English students of English Literature, Universitas Negeri Makassar gave positive perceptions about using Facebook and Instagram as a means of learning English, especially in writing paragraphs. Some advantages and strategies for using Facebook and Instagram in learning English are presented in this study. The findings from this research become important input for the students themselves in the university context and also as useful information among university practitioners so that they can utilize social media such as Facebook and Instagram at universities not only as communication tools but also as learning and teaching tools.

PENDAHULUAN

The need for teaching English is still the spotlight of many researchers and is also a topic of discussion, especially in its efforts to develop the quality of teaching English. As it is known that research conducted in the development of English language teaching has been reviewed from various aspects, both regarding the implementation of methods, teaching materials, evaluation of English teaching, and the development of English language learning media. However, the results have not been promising. Facts in the field show that students or students learning English still find difficulties in using English. In other words, their skills in using English are still relatively minimal and of course there is still a need for improvement so that they are more maximal in their achievement. Alter and Adkin (2006, p. 37) in their study found difficulties in writing caused by a lack of skills while Samian and Dastjerdi (2012, p.61) found that there were difficulties faced by students in listening in the context of English. There are still many other skills that prove difficult for students, for example in grammar (Vasquez, 2008; Maros, Hua, & Salehuddin, 2007), in writing (Darus & Ching, 2009), and in reading (Floris & Divina, 2009).

The main objective of learning English as a foreign language which is termed TEFL (Teaching English as a Foreign Language) is to be able to communicate using the

target language optimally. Mastering a new language in this case English is not an easy job. For this reason, one important aspect that needs to be considered is the aspect of teaching English in the classroom. One of them is the teaching material used. According to the researchers, communicative material will make it easier for students to absorb subject matter. By looking at the facts above, the researchers consider the need for a new breakthrough in an effort to improve mastery of English. One of them is by integrating various communication media. As we know today, communication media is not only in the form of print media, but also in the form of online media. We can see online media, one of which is in the form of social media, which allows netizens to communicate using networks such as Facebook, Twitter, Instagram, and others.

One of the important skills in English is writing. In fact, the teaching of writing is important among the other skills in English. Walsh (2010) explains that writing is important because it's used extensively in higher education and in the workplace. If students don't know how to express themselves in writing, they won't be able to communicate well with professors, employers, peers, or just about anyone else. Much of professional communication is done in writing: proposals, memos, reports, applications, preliminary interviews, e-mails, and more are part of the daily life of a college student or successful graduate. Klimova (2014, p. 147) also states that writing has a unique position in language teaching since its acquisition involves a practice and knowledge of other three language skills, such as listening, reading and speaking.

Writing, however, is regarded as a difficult skill. It requires specific technique to master the writing skills, Kellogg (2001) opines that writing is a cognitive process that tests memory, thinking ability and verbal command to successfully express the ideas. Klimova (2014, p. 147) furthermore states that writing requires mastering of other skills, such as metacognitive skills. In writing, learners need to set an objective for their writing, plan it carefully, think over its layout and logical structure, revise it. Cheung (2016) also confirms that writing competence is really complex since it encompasses not only word choices, sentence variations, punctuation choices, and other linguistic tools for cohesion and coherence, but also ways to structure and develop arguments at the micro and macro levels (Cheung, 2016).

The world of education has recognized the online communication tools as important resources in teaching and learning. This becomes the reasons why so many scholars in education took online communication as the subjects of their study. Locher (2010) argues that online communication tends to develop its own set of communicative norms and practices due to factors such as the amalgamation of public/private audiences and the multimodal capabilities of digital media, and as digitally mediated communication increases and evolves. A study by Stapa and Shaari (2012) shows several features of language use in online communication that are different from face-to-face communication such as the use of spelling innovations and modifications, combinations of homophone letters and numbers, reduction or

omission of vowels, replacement of <s> with <z>, use of one letter to represent a word, use of playful jargon, use of acronyms and abbreviations and use of emoticons. This shows that online communication is important in education and therefore teaching practitioners may employ online communication tools as their teaching tolls.

One form of online communication can be seen in the use of social media such as Facebook, Instagram, Twitter, and so on. There are in fact a number of uses of social media, for example as a tool for "sharing ideas", "bridging communication gaps" and as "a source of information". information and gain arguments (Baruah, 2012, p. 1). In addition, Idris and Ghani (2012) show that posts on social media may give benefits in education. Idris and Ghani said that Facebook encourage active participation, interaction, and knowledge construction. Social media has enabled customers to express their feelings about products or services they have purchased (Rodriguez, Peterson, and Krishnan, 2012). Social media also serves as a platform where users can jointly investigate content, share experiences, and build relationships for different purposes, for example, for social purposes or education (Jiao, Gang, & Yang, 2015).

Other research related to the use of social media in education shows that integrating social media in teaching and learning environments can generate new forms of inquiry, communication, collaboration, identity work, or have positive cognitive, social, and emotional impacts (Gao, Luo. , & Zhang, 2012; Greenhow, Burton & Robelia, 2011; Greenhow & Robelia, 2009; Pimmer, Linxen, & Grohbiel, 2012). DiVall & Kirwin (2012) in his research found that social media in learning provides increased peer support and communication about content. In addition, social media can increase the effectiveness of intercultural language learning (Mills, 2011) and increase positive effects in efforts to express identity and digital literacy, especially for marginalized groups (Manca & Ranieri, 2013). Furthermore, Tess (2013, p. 60) said that social media technology can change the way students communicate, collaborate, and learn. For example, Ghani (2015) in his research on Facebook in teaching found that reading, writing and discussion activities could be carried out via Facebook and it turned out that Facebook helped them in writing research reports.

According to the researcher's opinion, Facebook and Instagram can be used as learning media in certain subjects. The researchers see great and good potential in utilizing posts on these social media networks in developing English teaching. There are a number of English skills that can be developed by utilizing these social media networks. Vocabulary teaching can take advantage of posts on Instagram accounts such as @englishwithnab, @englishcards39, and others. Posting videos in English via Facebook created with creative animations can be an interesting source of learning for English learners.

Therefore, the researcher assumes that through this research, an English learning model can be designed by utilizing the social media network. Thus, social media is not only a vehicle for informal communication but also a source of learning.

For this reason, researchers will dig deeper into the use of Facebook and Instagram media in learning in a number of courses in the English Literature Study program. Through initial observations, there are a number of courses that already use Facebook and Instagram media as learning platforms. For this reason, research will focus on explorative studies regarding the effectiveness of using Facebook and Instagram in learning paragraph writing from the perspective of students who have used these social media.

The purpose of this study is to explore the students' perspectives regarding the use of Facebook and Instagram in learning paragraph writing in the English Literature Study Program. More specifically, this research is directed to explore the benefits of using Facebook and Instagram in teaching paragraph writing in the English Literature Study Program.

This research provides great benefits in the world of education, especially in the teaching of paragraph writing in the English Literature Study Program in Indonesia because it will become an important reference for the development of teaching courses in the Department of English Language and Literature at the university level. The findings from this study also become a reference for studies on the use of online media in teaching paragraph writing, especially in English literature study programs. The implications of the research above illustrate that online communication plays a very significant role in the classroom, during the teaching and learning process. Online communication can help increase student understanding, which ultimately results in better learning and understanding of concepts. This is what makes the basis of the importance of further studies regarding the use of online media Facebook and Instagram from this research.

REVIEW OF RELATED LITERATURE

Social Media in Teaching

Social media can be defined as "a group of Internet-based applications 'interactive platforms' that build on the ideological and technological foundations of Web 2.0 that allow the creation and exchanges of user-generated content." (Kaplan and Haenlein, 2008, in: Ralph and Ralph, 2013, p. 451). In addition, Baruah (2012) says that social media is "the use of web-based and mobile technologies to turn communication into an interactive dialogue" (p. 1). Social media can be seen in the form of magazines, Internet forums, weblogs, social blogs, microblogging, wikis, podcasts, photographs or pictures, videos, ratings and social bookmarking.

Social media has given a lot of influence in human life, especially in the field of education. Since its introduction, social media has been integrated in the classroom and implemented for learning purposes in various ways (Gikas & Grant, 2013; Mao, 2014). In fact, Seaman & Tinti-Kane (2013) reported in their survey that there was an increase in using social media tools in the classroom with the majority identifying blogs

and wikis as their primary social media learning tool. According to Greenhow & Lewin (2016), social media has the potential to bridge formal and informal learning through digital culture. Greenhow & Lewin (2016) said that social media helps students manage group work, generate ideas, communicate with peers and teachers, share information, resources and links, document and communicate progress, share project results such as assessment and evaluation presentations. According to Sobaih, Moustafa, Ghandforoush, & Khan (2016), social media encourages students to communicate, collaborate, participate, and create deep learning through interaction.

Related studies conducted by Mason & Rennie (2007) and Ajjan & Hartshorne (2008) show that the use of social media in teaching can encourage participation and critical thinking from students. Grosseck (2009, p. 479) suggests that social media serves as a tool for preparing and gathering didactic materials, evaluating and analyzing progress made by students, compiling informative and formative presentations, time management, planning schedules and activity calendars, project development in collaboration, digital storytelling, student eportfolios etc. In addition, social media can increase the effectiveness of intercultural language learning (Mills, 2011) and increase positive effects on efforts to express identity and digital literacy, especially for marginalized groups (Manca & Ranieri, 2013). Furthermore, Tess (2013, p. 60) said that social media technology can change the way students communicate, collaborate, and learn. For example, Ghani (2015) in his study of Facebook in teaching found that reading, writing and discussion activities could be carried out through Facebook and in fact Facebook helped them in writing research reports. DiVall & Kirwin (2012) in his study found that social media in learning provides increased peer support and communication about content.

Other research related to the use of social media in education shows that integrating social media in learning and teaching environments can generate new forms of inquiry, communication, collaboration, identity work, or have positive cognitive, social, and emotional impacts (Gao, Luo , & Zhang, 2012; Greenhow, Burton & Robelia, 2011; Greenhow & Robelia, 2009; Pimmer, Linxen, & Grohbiel, 2012).

Facebook

Of all forms of social media, Facebook is the more dominant communication option chosen by netizens. According to Lenhart, Purcell, Smith, & Zickuhr (2010), the social networking site Facebook developed by Mark Zuckerberg (2004) is the most dominant social networking site. Studies conducted by a number of researchers (Hargittai, 2007; Ellison, Steinfield, C., & Lampe, 2007), for example, found that 94% of their students are Facebook users who spend an average of 10-30 minutes on the site and have 150– 200 friends. Noyes (2015) also argues that Facebook is considered the most used social networking site among all because of its continuously increasing active members.

The benefits of Facebook in learning have also been widely expressed by a number of experts. Faizi, El Afia, & Chiheb (2014) said that Facebook is highly recommended for learning foreign languages in distance, mixed, or face-to-face learning. According to Blattner & Fiori (2009), Facebook can be used to improve English students' performance, increase motivation and trigger authentic language interactions. Kasuma (2017) further revealed four characteristics of English activities on Facebook that students needed and liked, namely teacher-led activities, teacher presence, group structure, and discussion topics or content. Other findings show that Facebook can function effectively in learning novels. Through Facebook students can broaden their knowledge of literary novels and students can understand what is around the novel (Mariappan, Abu, & Omar, 2018).

Instagram

Instagram is a social media tool introduced in 2010. Perhaps because of its recent introduction to the field, Instagram has not received much research attention in terms of what it can offer in the teaching/learning process. The web version of Instagram has very limited capabilities and can be used only for limited viewing purposes (Al-Ali, 2014).

According to Spencer (2012), there are various activities that teachers can use to implement Instagram in their classes, for example by utilizing online storytellers, practicing grammar in photo captions, doing photojournalism, making photo requests for themselves, finding metaphors in photos that selected, create photo blogs, find and document context in photos, conduct ethnographic studies, share art, and practice artistic and creative expression through self-portraits. According to Bell (2013), Instagram in language learning can be done by asking students to make field visits and asking students to create photo stories and essays based on curriculum expectations. Meanwhile, according to Hudson (2013), Instagram in the classroom can be utilized by asking students to do role plays, asking students to record steps in science experiments, and even reading recommendations.

A related study conducted by Handayani (2016) shows that Instagram has a beneficial effect on improving students' English skills. Handayani, for example, said that Instagram can be used for all English skills. In speaking, teachers can promote activities to develop and increase their motivation to speak English better by capturing Instagram stories. In reading activities, teachers can invite students to take photos of their favorite books and write short 1-5 sentence reviews in captions. In listening activities, teachers can post videos of English speakers. The video can be a song, a conversation, a film fragment and an English quote. Students are guided directly to watch and listen to videos. After that, they have to answer the teacher's questions regarding the video content. In writing activities, teachers can post interesting photos and ask students to write descriptive captions in comments. These photos can help students in giving ideas about what to write (2016).

Gunantar & Transinata (2019, p. 30) gave positive ideas about Instagram. Accordingly, on Instagram we can express feelings and situations where we are. Many Instagram accounts share quotes that use English about romance, biblical quotes, humor, motivation, and medical, there are also accounts that share various forms of language grammar, English. Instagram is a media to upload and share photos to fellow Instagram users. Instagram users are able to communicate by giving comment on photos.

Teaching Writing

RESEARCH METHODS

This study uses a qualitative design. According to Gay, Mills & Airasian (2012), qualitative methods are concerned with the collection, analysis and interpretation of comprehensive, narrative and visual data to gain insight into a particular phenomenon of interest. This research is also a descriptive method because it describes student perspectives regarding the use of Facebook and Instagram communication media in learning at the English Literature Study Program, FBS Makassar State University.

Qualitative descriptive research is an appropriate design in conducting this research, which aims to describe students' perspectives regarding the use of Facebook and Instagram communication media in learning at the English Literature Study Program, FBS Makassar State University. This design is flexible to answer the research questions previously described. The data is interpreted and displayed descriptively and systematically based on the supporting theory. In this study, a qualitative design was used by researchers to explore the use of Facebook and Instagram communication media in learning at the English Literature Study Program, FBS Makassar State University.

The subjects of this research were students of the English Literature Study Program, Makassar State University. Researchers took one batch, namely the 2021/2022 class which consisted of four classes. Total number of respondents 160 people. To collect data, the researcher used interviews by purposively taking representatives from students who had been taught to write paragraphs using Facebook and Instagram as media.

The data that has been obtained will be analyzed using a descriptive approach and also using discourse analysis techniques. The conversation data obtained will be transcribed and analyzed for further elaboration in the form of conversation extracts. Data collection was analyzed through discourse analysis based on three interactive models proposed by Miles et al (2014, p. 31). After data collection, data analysis is carried out through 3 interactive models, namely data condensation, data display, and conclusion/verification.

FINDINGS

This part provides the results of the interview conducted toward the English Literature students which had been taught by using Facebook and Instagram, specifically in writing paragraphs.

The Use of Facebook dan Instagram in English Language Teaching

The first answer from the respondent is about the respondent's opinion about the use of Facebook and Instagram as a learning tool. Several respondents gave their responses as follows:

> *"In my opinion, if we, as Facebook and Instagram users, follow an account that can teach us to learn English, it means that it is interesting for us to study on Facebook and Instagram. But if this Facebook and Instagram user does not at all follow an account that can be used to learn English, then on Facebook and Instagram he cannot learn. Because there are Facebook and Instagram like Instagram that we can follow to learn English"*

> *"When we access Facebook and Instagram, there not only presents news but also presents a discussion about learning English, information on English lessons"*

> *The use of Facebook and Instagram are helpful in this modern era. Everyone is familiar in using social media. And therefore, social media can be used to increase the creativity in learning, which is interesting for students.*

> *Using social media like Facebook and Instagram is popular now. But I think, it is better to use Instagram than Facebook. Nowadays, Instagram is used by mostly people of young age, while Facebook is mostly people of old age. So I think, it s better to use Instagram which is suitable to students of university which are mostly young age.*

The answers above show that students have positive ideas about using Facebook and Instagram in learning English. According to the respondents above, Facebook and Instagram nowadays and therefore, the posts there can be used in teaching some of the English skills. Posts in Facebook and Instagram are interesting and therefore can encourage students to learn some of the English skills. Because of that., Facebook and Instagram can invite creativity of the teachers and students in English language teaching.

The following perception reveals some of the activities that can be done by the teachers and students in English language teaching which use Facebook and Instagram mposts to teach and learn:

"Yes, because Facebook and Instagram not only to playing only to get more information or stalking to other person. The Facebook and Instagram also using to learning English, especially to learning about Grammar and Tense"

"Facebook and Instagram play an important role in learning English, revealing that participants use Facebook and Instagram to improve vocabulary development, reading and listening skills, which in turn improves their English skills"

"Posts on Facebook and Instagram provide lessons about English, such as posts containing English vocabulary"

The answers above show that the use of Facebook and Instagram is beneficial in learning English because several accounts on Facebook and Instagram provide opportunities for students to learn English such as writing, speaking and listening. In addition, accounts on several types of Facebook and Instagram allow them to learn vocabulary, grammar, and tenses because some of these accounts contain posts in English content. Some of the activities in teaching and learning English by using Facebook and Instagram can be seen in the following responses:

"We can practice our English capability by posting something in English so that people can see it and give correction then we can improve"

"Educational posts are very good for learning, why? Because by uploading educational English posts, this will make it easier for people to learn English, because Facebook and Instagram are global so that many people can take advantage of these post"

"There are many posts in the form of pictures, videos and texts that use English, so they can make readers curious and then look for the meaning of the English language, besides that it can also increase or increase the reader's vocabulary"

In the answers above, students provide several activities that can be done in the class which make use of the Facebook and Instagram as reasons for using Facebook and Instagram to learn English. This shows that posts in Facebook and Instagram are potential for usage as resources and materials in teaching and learning English skills.

The use of Facebook and Instagram in Writing Paragraphs

In terms of teaching and learning to write, the use of Facebook and Instagram is explained in this part. From all of the informants, all of them confirmed that Facebook and Instagram are useful in learning to write paragraphs.

According to my opinion, Facebook and Instagram are useful in teaching paragraph writing.

Yes, Facebook and Instagram helped me in writing paragraphs

Yes. I can say that Facebook and Instagram are helpful to some extent in writing paragraphs.

Based on the results of the interview above, it can be confirmed that for students, learning to write paragraphs can take benefits from the post of Facebook and Instagram. The students said that some posts inn Facebook and Instagram contain some important skills to write. More specifically, the students responded below:

Using Facebook and Instagram helped me in writing paragraph. Before writing, I used to create a topic, and edit my ideas. The Facebook and Instagram helped me in the process of choosing the topic and editing.

Using Facebook and Instagram are interesting therefore, it increases the creativity in writing. Many topics can be taken to write as paragraphs.

Based on the above response, it can be seen that Facebook and Instagram helped the students in writing paragraphs. Some process of writing can be trained by using posts of Facebook and Instagram. For example, creating a topic. Since good writing needs to be resulted from good topic, plenty of posts from Facebook and Instagram provides opportunity for students to reveal the good topics for writing.

One of the activities are by writing the caption either about the feelings which can become the topics of the paragraph to be written later.

In my opinion, the Facebook and Instagram helped in uploading the tasks of paragraph writing. The assignments are practical and simple to be used by using the posts from the Facebook and Instagram

The use of Facebook and Instagram is beneficial in learning to write a paragraph. By uploading the tasks that had been created in a beautiful form, we can see many kinds of topics which invites our ideas to write.

Based on the above response, it can be seen that Facebook and Instagram helped the students in writing paragraphs. Some activities in Facebook and Instagram can lead them to create good topics for writing. Some captions from pictures which are posted interesting may give ideas for writing for the students. In addition, the account of Facebook and Instagram may become the platform for uploading their tasks. Those make their assignments are very simple, effective and efficient for them as students.

I can also see examples of paragraphs that had been created by other students, because they had been assigned to upload their tasks in the Facebook and Instagram

Based on my real life, I follow several Instagram accounts that teach English even if it's just a "tips or tricks in learning English and I can get new knowledge from that"

Based on the interview excerpts above, respondents said that by using Facebook and Instagram, they can easily get material and can discuss about it easily. Easily accessible Facebook and Instagram applications are an alternative to learning English. In fact, some students stated that Instagram had been used by their teachers to upload their assignments and therefore, they are able to see other students' tasks of writing which are good for them to compare in order to produce good writing. Furthermore., following Instagram may give opportunities for them to see some tricks of learning because there are a lot of accounts in Instagram provide some tricks and some potential materials to learn.

DISCUSSION

The findings above show that the use of Facebook and Instagram has the potential to be used in learning English. All students have used Facebook and Instagram in their daily life and even they use all kinds of social media like Facebook, Instagram, Twitter and many others. Students have actually realized that Facebook and Instagram bring many benefits in learning English and found that some posts on Facebook and Instagram have the potential to teach English skills, especially productive writing and reading skills. Therefore, students have suggested several activities from Facebook and Instagram that can be used to learn English

The findings above are related to several studies conducted by Mason & Rennie (2007) and Ajjan & Hartshorne (2008) showing that the use of Facebook and Instagram in teaching can encourage participation and critical thinking from students. Grosseck (2009, p. 479) suggests that social media serves as a tool for preparing and gathering didactic material, evaluating and analyzing progress made by students, compiling informative and formative presentations, time management, planning schedules and activity calendars, project development. in collaborations, digital storytelling, student e-portfolios, etc. Mazman & Usluel (2010) also said that learning sites and social networks in particular have enabled more interaction, collaboration, information, and sharing of resources.

In relation to Facebook, the post on it can become a good learning resource for writing. Using Facebook as a medium for language learning actively encourages a collaborative environment, builds positive attitudes, increases motivation and student participation, and sustains teacher-student relationships (Mazer, Murphy & Simonds, 2007). Suthiwartnarueput and Wasanasomtithi (2012) in their research also show the effect on using Facebook as a medium for discussion of English grammar and writing, they found students have positive attitude on using Facebook as media for learning grammar and writing. Putri & Aminatun (2021, p. 48) also state that he interactive feature of Facebook is believed to provide students great opportunities to practice their writing. In other words, students post their written pieces, receive comments, write and post their own comments, and reply to other Facebook group members.

Therefore, this interactive communication enables students to actively engage in the writing process and improve their writing skill.

Besides Facebook, Instagram can also function as a good platform for writing skills. Integrating Instagram as an instructional medium in creative writing activities motivates students to engage in an active learning. They are given the freedom to choose pictures and composing their ideas in writing their essay (Aloraini, 2018). According to Gunantar and Transinata (2019), caption feature on Instagram can be used to improve students writing skills and motivation, because Instagram is phenomenal social network to communicate with friends and as well as the teachers. It can be used as medium for discussion in writing course. Through the use of Instagram, students will motivate in order to express or sharing their ideas. Amelia & Oktavia (2021, p.303) state that the use of Instagram is not only for sharing photo and video, but also can be a medium for discussion in the writing course. The caption and comment feature makes the discussion activities can be done in online learning-teaching. Nugroho & Rahmawati (2020, p. 9) show that the students perform better writing ability after being taught byusing Instagram.

Findings from this study also confirmed that technology has important roles in English language teaching. Advances in technology have opened various ways for teachers and students to apply online resources in their learning and teaching. According to Ahmed & Naser (2015), the application of Information and Communication Technology (ICT) in language education has become an interesting topic. The use of technology has become significant in the teaching and learning process inside and outside the classroom. Technology opens a window of improvement in language learning. Not only that, technology allows teachers to improve class activities and the language learning process (Ahmadi & Reza, 2018; Hashim, 2018). The advancement of Internet, as a part of ICT development, has changed students and teachers behaviors in an educational context (Cahyono & Mutiaraningrum, 2015). This shows that there is a new, challenging era for the modern teacher. Traditional teaching methods have changed drastically with the extraordinary access to technology.

The application of technology has provided options for more interesting and productive teaching and learning sessions, especially in language learning. According to Shyamlee and Phil (2012), technology has provided a significant driver for social and language change. According to Shyamlee and Phil (2012), the use of technology and multimedia creates a more lively, visual and authentic environment for learning English, stimulates student initiative and saves class time and increases class information. Jayanthi and Kumar (2016) state that the implementation of technology has a positive impact on language learning. It provides availability of materials, improves student attitudes, brings originality to the classroom and is student-centered. The availability of authentic materials such as pictures, animation, audio and

video clips make it easy to present and practice a language (Cakici, 2016). With the integration of technology, students can be motivated and become more engrossed in learning. Technology provides a more engaging classroom environment and attracts students' attention.

CONCLUSION

This research shows that social media application is very popular among lecturers and students. The use of Facebook and Instagram is increasingly popular because they are used as social media with interesting content. The results showed that English students in the university in Makassar gave positive perceptions about using Facebook and Instagram as a means of learning English. Several advantages and strategies for using social media in learning English are presented in this study. The findings from this research will be important input for the students themselves in the university context and also as useful information among university practitioners so that they can utilize social media at universities not only as a communication tool but also as a learning and teaching tool.

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