

DEEP LEARNIG CONCEPT: THE EFFECT OF USING INSTAGRAM ON EFL STUDENTS' WRITING ABILITY

¹RELLY PRIHATIN,²FATMA SUKMAWATI, ³EKA BUDHI SANTOSA, ⁴BUDI TRI CAHYONO, ⁵RATNA JUWITA, ⁶JOVITA RIDHANI

^{1,2,3,4,5,6} UNIVERSITAS SEBELAS MARET

EMAIL: relly.prihatin@staff.uns.ac.id¹, fatmasukmawati@staff.uns.ac.id², ekabudhisantosa@staff.uns.ac.id³, buditricahyono@staff.uns.ac.id⁴, ratna_juwita@staff.uns.ac.id⁵, ridhanijovita@staff.uns.ac.id⁶

Abstract

This research examines the implementation of Instagram as a tool for teaching English as a Foreign Language (EFL) writing. The selection of Instagram was based on several factors: its widespread accessibility, the prevalence of mobile devices, students' familiarity with the platform, and its visual data capabilities. The study involved 34 university students who utilized Instagram to complete both pre-test and post-test argumentative writing assignments. Over the course of eight instructional sessions (including preparation and post-test phases), findings demonstrated that this teaching methodology was effective, as evidenced by improved argumentative essay scores among participants. The distinctive features of Instagram were instrumental in helping students comprehend learning materials and enhance their writing skills.

KeyWord: Instagram, EFL students, writing ability

INTRODUCTION

Beside speaking, listening, and reading, writing is one of the main language skill that need to be acquired by students. On one level, writing is the act of producing graphic symbols on the flat surface of some kind. Writing is made from graphic symbols that are arranged in such a way to produce words and the words have to be put in order to make up sentences (Lakhal, 2021). Later on, the sentences have also to be arranged and united to other sentences so a comprehensible text is formed. (Samir & Ahmed, 2024) adds that writing is an activity which a writer manipulates words in grammatical sentences in order to successfully convey his/her thoughts and ideas on certain topic. Writing is the last step in acquiring language after listening, speaking, and reading. Since it is the last step, writing can be more difficult to master compared to the three other language skills (Lestari & Pujiani, 2024). Writing is not an easy activity as it needs effort and consciousness (Byrne, 1983). It is because writing is not only to decide what to write, but also to learn other things just like content, organization, grammar, and vocabulary. In fact, students often have difficulty in writing. The findings of (Luaran et al., 2025) study show that besides linguistics problems and cognitive problems, mostly EFL students also faced Psychological problems which included laziness, egoism, bad mood, and

difficulties to start writing. (Handayani et al., 2018) adds that low interest in learning writing, ess practice, teaching method, and the role of media are also some problems that students face in writing class.

Referring to the facts that students often face those several problems in writing, teachers are expected to have innovation in the way of teaching writing. Teachers need to have a good strategy, technique, or media to teach writing in which can arouse students' interest to learn writing. Besides, teachers of writing need to follow the development of technology in order to support their teaching. In this modern era, typical of today's students are digital natives, internet generation, and fluent gadget users. They are known as Z generation, especially those who were born from 1995 up to 2015 (Renaldi, 2020). Information and communication technology (ICT) has become an inseparable part in their society. Referring to the fact of typical of today's education, it seems better to integrate ICT in education context. Recently, the interest in and use of ICT have greatly influenced the way students learn. It is because the use of ICT is proven to give many positive effects. The use of Information and Communication Technology (ICT) has been proven to help students access information effectively and efficiently, support student-centered learning, create a creative learning environment, encourage collaborative learning, provide more opportunities to develop critical thinking skills, and enhance the quality of the teaching and learning process (Saputra et al., 2023). Besides that, the integration of ICT in education context is to fulfill the need to follow the development of technology. As a part of ICT, mobile devices have become something that is owned by almost everyone including students and teachers. There are many examples of mobile devices, such as iPads, tablets, cellular phones, smart phones, and personal digital assistants (PDAs). Mobile devices have many advantages. It varies from mobile devices have Excellent web browsing capabilities, high-definition displays, increased internal storage, rapid internet access, intuitive user interfaces, and quick availability of numerous applications through the App Store (for iOS) and Google Play (for Android) contribute to their appeal (Sy & Sinaga, 2023). Therefore, mobile devices seems compatible enough when it is integrated to support teaching and learning process

Social Networking Sites (SNS) have the potential to serve as educational resources by offering images and videos that can be integrated into teaching and learning. Moreover, utilizing online visual content is more efficient, as students can instantly access it via their smartphones. Various studies have been carried out to investigate the educational use of SNS. A study conducted by The discussion explores how social networking can be utilized to enhance education through the creation of pedagogical models. Furthermore, the study highlights the importance of maintaining a balance between fostering individual creativity and encouraging collaborative group activities. It appears that social networking sites (SNS) can play a significant role in advancing and enriching education for both students and educators. Furthermore, (Rinda et al., 2018) it is noted that incorporating social networking services into ESL writing classes can expand students' knowledge, enhance their motivation, and strengthen their confidence in learning English writing. Various social networking platforms are widely recognized and frequently used, such as Facebook, Twitter, Pinterest, Path, and Instagram. Among these, Facebook and Twitter are ubiquitous and have been applied for multiple purposes, including educational activities. However, compared to those platforms, Instagram has emerged as a popular trend among students. They often use it to share images accompanied by textual descriptions. Evidently, students enjoy expressing their ideas through social media platforms. Therefore, given students' preference for modern and popular social networks, the integration of Instagram into writing instruction is proposed. There are several reasons of choosing Instagram as the media to teach writing. First, teachers and students can easily access internet. Nowadays, internet seems can be found anywhere, including at schools, classes, etc. Internet has becoming inseparable part in our lives. Therefore, it is better to make of Internet as effective as possible. Second, students are familiar with Instagram. According to (Hasanah & Ekawati, 2024), the level of engagement of college students on the network appears to be higher. It has been reported that students tend to spend hours accessing it (Saleh & Muhayyang, 2021). By integrating familiar tools that learners are already familiar with can be advantageous compared to integrating unfamiliar tools. Third, Instagram offers visual data: pictures and videos. As mentioned in the previous explanation, those two can become learning sources to teach writing. It is a way more effective to ask students to access pictures and videos online by themselves through their own smartphone. Instagram allows users to post pictures and 60-second videos. The duration of the video is quite sufficient that is not too short and not too long. Therefore, it is fit to be learning sources. Furthermore, each content posted on Instagram is facilitated with captions. By providing information in the caption, the viewer will find it easier to understand the pictures or videos posted. Further, users can tag other users to be included in the contents posted. Instagram also enables its users to interact with other users by forming connection as called 'following'. By following each other profiles, each user can view the content posted on each other's profile. All postings from these users will be presented on the user's 'News Feed'. These users can give responses toward the contents posted in the form of both comments and 'likes'. A 'like' is one of features in Instagram that can place on either pictures or videos posted to indicate the users view them favorably. As stated before, Instagram users are able to send messages to each other privately by using 'Direct message'. A number of these functions enable users to communicate each other both publicly and privately.

As noted in the previous explanation, Instagram offers pictures and videos that can be used as learning sources. In the education context, pictures are often used in the teaching and learning process. There are several advantages of using pictures in the teaching and learning process. A study conducted by (Ramadhanty et al., 2022), found that pictures can improve students' interest, motivation, and attitudes. When teachers and students are following each other on Instagram, each other's posts can be viewed through their own smartphones. When pictures or videos uploaded and shared with the students, then teachers ask them to make observations and/or to provide comments or feedback on the comment box, students will get more encouraged to use their language skills. This idea is supported by (Anggita et al., 2021) that picture can help students develop their creativity in writing. In regard to the video, it can help students enable to explore main ideas, organize ideas, choose right words to create sentences and paragraph, make grammatically correct sentences, and apply mechanics (Pitukwong & Saraiwang, 2024). Instagram has a potential to be a language learning tool in terms of language skill (Manullang & Katemba, 2023). Thus, teacher can use them to teach writing. Previously, the researcher did a preliminary study in one of the classes of English Department, Universitas Negeri Malang through a try out. The try out is aimed at seeing the implementation of Instagram. The researcher conducted the try out in a writing course class of 23 students. Based on the observation and question answer session, all the students owned an Instagram account. Afterwards, the researcher distributed a writing prompt to the students. The task was to write an introductory paragraph and developmental 1 paragraph of cause- and-effect essay based on the video posted in Instagram. The researcher assigned them to write two paragraphs of an essay. The students finished the task within the time allocated. The researcher used a scoring rubric which comprises 5 components: content, organization, language use, vocabulary, and mechanics in assessing the students' writing. Based on their writing result, mostly the students got good scores. Based on the use of Instagram during the trial, it appears that this platform can also be utilized for teaching other types of essays, such as opinion essays. An opinion essay is a formal form of writing that requires the writer to express their viewpoint on a given topic. The opinion must be stated explicitly and supported with different perspectives, along with relevant reasons and examples. According to (Dewi & Rizal, 2023), opinion essay is a kind of argumentative essay which requires students to state their opinion from one side and support their opinion with reasons. Further, a sample of opinion essay can be seen in Appendix 2. Opinion essay is taught to the EFL students in Universitas Sebelas Maret in the fourth semester. It seems a good opportunity to integrate Instagram to teach opinion essay. Out of many strategies, writing process approach is often implemented to teach writing.

Process approach as the writing strategy to the teaching of writing has been generally accepted and applied by English teachers in their classroom. According to (Abdyrachhimova, 2024) process approach emphasizes on the steps involved in creating a piece of writing that allows the fact that no text can be perfect, but rather leads a writer to get closer to perfection by producing, reflecting on, discussing, and reworking successive drafts of a text. (Zalani & Yousofi, 2024) proposes a simpler version of process writing approach comprising pre-writing, drafting, revising, and publishing. To avoid monotonous in applying the stages of the writing process, Instagram can be implemented in several stages of the writing process approach. Pre-writing or invention activities involves several things such as brainstorming, group discussion, assessing ideas, or selecting a point of view. This stage helps students in generating tentative ideas as well as gathering information for writing. There are some activities that can be performed during this stage such as viewing videos, or pictures that deal with the topic and having discussion with peers about the ideas. Ideas for writing can be assembled from several sources such as multimedia sources like printed material, videos, films, as well as from direct interviews, talks, surveys, and questionnaires (Zalani & Yousofi, 2024). Since Instagram offers visual data: pictures and videos, those visual data can be used in the pre-writing stage. This stage can be fulfilled by viewing or observing pictures and/or videos on Instagram to get or collect ideas before making a piece of writing. Certain pictures and videos can also be used in the discussion to select point of view and form opinions.

The final reason for selecting Instagram as a tool for teaching writing relates to its effectiveness and efficiency. Instagram allows teachers to share images or concise summaries of key points, which can support students during the learning process. It also enables students to access supplementary materials and engage in learning activities beyond the classroom. Moreover, instructors can maintain interaction with their students outside class through this platform. The use of Instagram thus promotes a blended learning approach—a method that integrates the strengths of face-to-face instruction with the benefits of online collaborative learning (Alghamdi, 2022). In fact, the implementation of blended learning can benefit students in many ways. It varies from blended learning allows students to access the material taught from anywhere at anytime as long as they have internet connection. Students can access and learn the material both at classroom and home. This flexibility can eventually promote the students to be more autonomous and lead them to have better understanding toward the material. Besides, blended learning through the use of Instagram gives opportunities to both students and teachers to interact with each other by asking questions, sharing information, and posting personal updates. This will be helpful especially for students who are too shy to ask questions directly to teachers at class. Blended learning can persuade students to interact and collaborate more with others to overcome the lack of communication practice and language exposure outside the classroom (Hutasuhut et al., 2024). In the end, those benefits can help students enhance their learning. Few studies have been conducted on the use of Instagram. There are (Ramadhani, 2019) A study conducted by (Nurdiansyah & Abdulrahman, 2020) was initiative aimed to incorporate Instagram as an active mobile learning platform within the language bridge program. In this context, Instagram functioned as a production medium for a holiday project that included two writing tasks. The results from the *Highlight and Comment* activities indicated that students gradually embraced the idea and were motivated to express their creativity while completing the assignments. Therefore, it can be concluded that Instagram contributes to enhancing students' writing skills. Furthermore, (Noordi et al., 2024) Her research examines the effectiveness of using Instagram in junior high school writing classes. The findings indicate that Instagram enhances students' comprehension, benefiting both highly motivated learners and those with lower motivation levels.. What is more, (Sari, 2023) conducted a similar study using Instagram and indicated that Instagram is no doubt an effective tool for students' interactions specifically while discussing task-related contents. Another study was conducted by (Nurisma et al., 2024) who explores how Instagram was used to develop students' descriptive writing proficiency. The study showed that Instagram is as an effective tool for developing students' vocabulary ranger and grammatical accuracy. The results of those previous studies show that Instagram can be the media to teach writing that can eventually improve students' writing skill.

METHOD

This study was mainly envisioned to investigate the effect of using Instagram on the writing ability of EFL students. This present study focused on comparing the average scores of pre-test and post test. As this research only involved one group of subjects, the researcher employed pre-experimental research design. It was especially one-group pre-test post-test design. It is a single-subject design that belongs to the experimental design that is conducted with only one or small number of participants (Lodico, Spaulding, & Voegtler, 2010). The study consisted of independent variable and dependent variable. As stated by Lodico, Spaulding, & Voegtler, independent variable referred to how participants were treated, while dependent variable was the outcome of the study which was typically measured by a test or a measuring instrument that produces quantitative data. In regard to that, the independent variable of this study was the implementation of Instagram. Meanwhile, the dependent variable was the writing ability. The writing ability was assessed to determine whether any difference resulted from the manipulation of the use of Instagram. For that reason, this study was expected to investigate whether the independent variable (the use of Instagram) influences the dependent variable.

The study was conducted in Universitas Sebelas Maret. The research was conducted in two Argumentative Writing classes from the Undergraduate English Program, Faculty of Letters. One class consisted of 15 students, while the other comprised 21 students. Both classes included male and female participants, with 29 females (82%) and 7

males (18%), totaling 34 participants. For the purpose of the study, the two classes were treated as a single group. All participants were fourth-semester students in the 2023/2024 academic year. The Argumentative Writing course carried 4 credits and spanned 16 weeks, encompassing 32 meetings. It served as one of the compulsory writing courses for English Language Teaching (ELT) students in the English Department of Universitas Sebelas Maret. The course was designed to strengthen students' abilities to construct logical reasoning, develop persuasive arguments, and apply critical analysis and judgment in composing topic-related argumentative essays. Before enrolling in this course, students were required to complete two prerequisite subjects—Paragraph Writing and Essay Writing—which were offered in the second and third semesters, respectively. The Paragraph Writing course focused on building students' skills in composing well-structured English paragraphs across various text types, including narrative, descriptive, and expository writing. Meanwhile, the Essay Writing course aimed to enhance their competence in developing English expository essays through several organizational methods such as exemplification, comparison and contrast, cause and effect, classification, and process analysis. The teaching scenario is set based on the Argumentative Writing course outline. In the course outline, it is mentioned that there were thirty-two meetings in total. As for teaching opinion essay, there were eight meetings were provided. Therefore, this study used these eight meetings to give treatment as well as to collect data. As for the activities, the teaching scenario was set as fit as possible to the course outline. The pre-test was administered in the first meeting, the treatment was done in the second until seventh meeting, and the post-test was administered in the eighth meeting. In the treatment which ran for six meetings, the students were taught to write opinion essay by focusing on the parts of essay: introduction, body, and conclusion. The researcher acted as the teacher. In regard to the writing strategy, the researcher followed and adapted the stages of writing process as proposed by Seow (2002) which involved pre-writing, drafting, revising, and publishing. The learning activities in some stages of the writing process approach can be modified by Instagram.

The researcher involved feedback sessions among these stages, namely after drafting and revising. The feedback sessions consisted of online feedback and offline feedback. Several stages of the writing process, such as pre-writing, drafting 1, online feedback and publishing were facilitated by the use of Instagram. The other two stages of writing process, namely drafting 2, revising, and offline feedback was done in a paper. Besides online feedback, offline feedback was also included in the teaching scenario in which students were assigned to give feedback to their peer's whole essay. Printed out of the feedback worksheets adapted from (Putri & Oktaviani, 2021) were given to the students. Since some stages of the writing process were done online and offline both at classroom and at home, the teaching scenario of this study tended to be blended learning. The first meeting was the time for the pre-test administration. In this meeting, the pre-test was administered to measure the writing ability of the students notably before being given the treatment. The whole time allocated for this meeting was spent by the students to do the pre-test.

Afterwards, the students were introduced to the nature of opinion essay by emphasizing the introductory paragraph. The material was taken from the textbook entitled "Introduction to Academic Writing" written by Alice Oshima and Ann Hogue (2007). Besides using the textbook, the researcher also took some related materials from internet, especially for the assignment. The assignment was then uploaded on Instagram. The assignment was to fill uncompleted thesis statement. The students needed to complete the thesis statements based on the given situation. In doing the task, the students worked with their group and one representative of each group typed their group's answer on the comment column on Instagram. After all the groups was done typing and posting their answers, the teacher and the students held a discussion. In the third meeting, the students were introduced to the other parts of the essay, namely body and conclusion. The researcher uploaded two pictures on Instagram. The two pictures represented two topics, namely Television for Children and Learning in Old Age. Afterward, the students started to do pre-writing. The students observed the pictures and chose one as the topic they were going to write in the essay. Afterwards, the students made a rough draft online. The draft consisted of a thesis statement and three reasons that supported their opinion. Afterwards, the students captured their rough draft and posted it on their own Instagram account. The researcher set a partner for each student. Each pair, then, gave comments and feedback toward each other's draft online through Instagram.

In the fourth meeting, the students were introduced to additional part of opinion essay, namely specific details. Afterwards, the students were assigned to do an exercise on the textbook. In the previous meeting, the students received feedback from their peers online through Instagram. The feedback was used as the consideration in making the final draft. The final drafting was done by making the draft into a whole essay. It was done offline or in a paper since it needs a long space. To make sure that the students was on the right track, the researcher uploaded pictures of summary/notes or summary on Instagram. The summary/notes comprised of characteristics of an introductory paragraph, developmental paragraph, concluding paragraph, thesis statement, and language features of opinion essay. The students used the pictures of summary/notes to guide them in making a whole opinion essay. These following activities were done at home. The students continued to make final draft as homework. In order to avoid forgetfulness, the researcher reminded the students again through Instagram to make the final draft as well as view the pictures of summary/notes which were uploaded by the researcher. After making the final draft, the students checked theirs based on the self-editing worksheet as what the researcher sent through email. Here, the students did self feedback. The students revised their draft of their essay by themselves. In the fifth meeting, the students brought their essay along with their own blank peer-feedback worksheet at class. In this meeting, the students did offline feedback by exchanging their essay with their partner's essay as set by the researcher. Each

pair checked each other's essay and gave feedback through the blank peer-feedback worksheet. Each pair, then, discussed the feedback together alternately. After discussing the feedback, each student did revising. These followings activities were done at home. The students continued to revise their own essay as homework. Later on, the students did publishing. After finish revising the essay, the students took pictures of their revised essay. The students, then, posted them on Instagram and tagged the teacher's Instagram account.

In this meeting, the students made the other opinion essay. It started by viewing the pictures uploaded on Instagram by the researcher. The two pictures represented the other topics, namely English for Children and School Uniform. Here, the students did pre-writing. The students observed and discussed the two topics. The researcher asked several questions related to the two topics. She also asked the students' personal view about them. After having a discussion, the students made rough draft. They chose one topic and started to make a thesis statement along with three reasons that supported their opinion. In doing that, the students typed their task on their smartphone. Afterwards, the students posted their task on their own Instagram account. The researcher set a different partner for each student. The students then did online feedback. Each pair made comments and gave feedback toward each other's task. The comments and the feedback were given through the comment box of each other's Instagram account. After reading and considering the feedback received, the students started to make final draft in a paper. The draft was made based on the outline they made. The students also included the supporting details in their paragraphs. The students continued to make the final draft at home. In order to avoid forgetfulness, the researcher reminded the students to do the assignment as well as view the pictures of notes which were uploaded by the researcher on Instagram. After making a draft, the students checked their final draft based on the other self-editing worksheet. Afterwards, the students revised their draft. In the seventh meeting, the students brought their final draft and the print out of blank peer-feedback worksheet at class. In this meeting, the students did offline feedback by exchanging their essay with their partner's essay as set by the researcher. Each pair checked and gave feedback based on the feedback worksheet. Each pair, then, discussed the feedback together alternately. After discussing the feedback, each student did revising.

The main data of this study was students' writing skill. The data was collected through writing tests: pre-test and post-test. In the pre-test and the post-test, the students were assigned to make an opinion essay with given topics. After the data is collected, the researcher assessed the students' writing essay by using a scoring rubric. This process was done by assigning two raters: the researcher herself and someone from graduate program. Later on, the results of the writing tests were used to do the data analysis. The results of the data analysis determined whether there was a significant difference or not. The stages of making the instrument are elaborated as follows. In the making of the instrument, the researcher did several steps: developing blueprint, making items, asking for validation, revising the instruments, and assembling the final instruments. Firstly, the researcher developed blueprint of the writing test. Blueprint was a direction to develop the test. It was developed based on several things, namely identifying the syllabus as well as making a decision about the object of the test, topic of the test, time allocation, and scoring. On top of that, blueprint was also developed based on a few consideration such as subject matter, level, stimulus, genre, rhetorical task, length, time allotment, transcription mode, scoring criteria, objective of the test, specification of the objectives, and weightin. Secondly, the researcher making items of the writing tests. After constructing the blueprint, the researcher made an item of the tests. The researcher also include other things, namely an instruction to do the test, an information about the scoring, and time allocation. The instruction was given clearly to minimize the misconception made by the students and ensure that they understood what they were supposed to write. Besides, the scoring information was mentioned to make the students aware toward the tests. Thirdly, the researcher asked for instruments validation to a second language writing in English Language Teaching expert. The writing prompts that were already constructed were then validated. The validation was aimed to make sure that the tests could be used to collect valid data. One of the writing lecturer in Universitas Sebelas Maret became the expert validation. The result of the validation was intended to give benefaction of development regarding some points, such as objective of the test, level of the test difficulty, number of test item, appropriateness of instruction, and time allotment. Fourthly, based on the result of validation, the researcher did not make any revision. The result of the expert validation for the writing tests was that everything was acceptable and there was nothing needed to be changed. Therefore, the researcher kept using the topics proposed to the validator as they were already good enough to be used as pretest and post-test. Lastly, the researcher assembled the final form of the writing tests. The final form of the two writing tests were then ready to be used to collect the data

Dealing with the data analysis, there were three data testing: 1) descriptive statistics and normality testing, 2) comparison of the pre-test and the post-test scores, and 3) comparison of the five writing aspects scores. Descriptive statistics were utilized to provide basic information about the pre-test and post-test scores. It particularly provided minimum score, maximum score, mean, variance, and standard deviation Furthermore, the second data analysis was normality testing. The normality testing was utilized to investigate whether the data have normal distribution or not. The normality testing results then determined whether the researcher should use parametric test or non-parametric test to test the hypothesis. Parametric tests have to meet the following condition, namely the data must have normal distribution. Nonetheless, non-parametric test does not depend on that assumption. In other words, parametric test is more sensitive than the non- parametric test in distinguishing significant differences of data.

Research Finding

The result of the normality testing has two interpretations. Firstly, the data was considered having normal distribution if an observed significance level was greater than .05. Secondly, the data was not considered having normal distribution if the observed significant level was lower than .05. If the data had normal distribution, a parametric analysis could be applied. Meanwhile, if the data did not have normal distribution, a non-parametric analysis was employed. The result of the normality testing of the pre-test and post-test by using Shapiro-Wilk are seen in the Table.

Table 1 Normality Testing of Pre-test and Post-test Scores

	Statistic	df	Sig.
Pre Test	0.976	35	0.666
Post Test	0.977	35	0.701

In the Table 1, the statistics value of the pre-test was 0.976, while the post-test was 0.977. In regard to the result of normality, it showed that the observed significant level of the pre-test was 0.666, while the post-test was 0.701. Both values were greater than 0.05 ($0.666 > 0.05$, $0.701 > 0.05$). Thus, it indicated that the pre-test and the post-test data had normal distribution. As the data was considered normally distributed, it could be analyzed in a parametric statistic, particularly by using paired-sample t-test.

Based on the observation and the evaluation of the students' writing, it indicates that the EFL students have better writing ability after being taught by means of Instagram. It was proven that the use of Instagram can help the students in developing creativity in writing. The learning activities were integrated by Instagram when students were asked to observe pictures in the pre-writing. Although the implementation of pre-writing technique could have been done by asking them orally to choose topics, using Instagram modified this activity that allowed students to generate ideas for the topic based on the pictures. Pictures that were uploaded in Instagram can be used by the students in writing. According to (Yusuf & Jazilah, 2020), pictures can help students develop their creativity in writing. The visual media that is offered by Instagram is not limited to pictures only, but also videos. Videos can be used as additional learning tasks. Doing exercises provided in the textbook seems monotonous for students. Meanwhile, by posting videos on Instagram, teachers could give different learning activities to students. In this case, the video was presented before the learning material was introduced. Then, the video was used for group discussions. The students were encouraged to actively participate in giving ideas and make opinions on a certain topic. As a result, the students' knowledge about the topic discussed were widen. The use of video on Instagram can be widen as the basic for follow up activity, too. This supported by (Prasasti et al., 2022) that reveals that despite social media approach took time, these could be as a means for covering topics and introducing additional topics.

In this case, the teacher also utilized the video to find out the students' personal opinion on the topic discussed. Based on the observation, the students voluntarily answered the teacher's questions when the students were asked about their opinion and the supporting reasons. It seems that it could encourage the students to actively make opinions and give supporting reasons. As a result, the students got basic knowledge about opinion before they were taught and assigned to make opinion essays. What is more, the students can easily observe the video through their smartphone since it is handy. Thus, the students can relax and enjoy in doing the assignment. This can lead to the successfulness in learning. In line with (Nasta et al., 2022) find that pictures can influence students in regard to the vocabulary, grammar, organization, content, and mechanics in writing. In this case, the teacher made posts of pictures which had to do with the material taught. The pictures of summary/notes which were posted on Instagram were meaningful as it could guide the students in making a good essay. The pictures of summary/notes that were made by the teacher contained several things that were related to opinion essay. It was good and effective since it consisted of summary/notes which could widen the students' knowledge in making opinion essay.

Besides, it helped the students to relate some materials they learnt back then with the one they were going to learn. It seemed that it could help them to understand the material better. It is also effective since they could just leisurely access their Instagram account and viewed the pictures on the teacher's Instagram account by using their smartphone. What is good is that they could access it anytime and anywhere as long as the internet is available, especially while they were about to do their essay at home. So, whenever the students were in the process of making an essay draft, they could use the summary/notes as the guidance. The summary/notes indirectly helped them in making their essay drafts better, especially in terms of the content, organization, and vocabulary. Thus, it can improve the quality of the students' writing.

Instagram were also implemented in the drafting, especially when the students posted their rough draft online. Instagram seems can facilitate the teacher to view the students' work effectively. By viewing the rough drafts posted by the students on Instagram, the teacher could detect initial mistakes found in the students' work. In this case, the students wrote a thesis statement and three reasons that supported their opinion. When there were undeveloped thesis statement, unclear opinions, or irrelevant supporting reasons found in the students' rough draft, the teachers could detect those mistakes earlier. By knowing those mistakes, the teacher could clarify and explain the learning material again to the students in classroom. Therefore, the students became more aware to the aforementioned mistakes whenever they made drafts. It could influence the content and vocabulary. Using the mix of technology and traditional forms of education can promote blended learning, too. It is suitable since

nowadays technology cannot be separated from our lives and today's students are digital natives. Furthermore, Instagram was also integrated in the publishing stage. Instagram is good as media to show the students' works. By publishing the essay online on Instagram, the students are encouraged and motivated to produce quality work. It is because there are more friends can view their works. Based on the researcher's observation, the students seemed enjoy this activity. When they could enjoy the learning activity, it eventually could affect the students' writing skill which could improve well.

The integration of media in teaching and learning process is supported by (Ariza & Trisno, 2024) that media can act as a facilitator in the teaching and learning process. He notes that it has immense potential as an instructional tool. In fact, teachers are demanded to be creative. A teacher has to understand that the 21st century students 'have a limited concentration span'. Therefore, integrating interesting media into classroom to involve each and every student in the process of language acquisition is necessary. Specifically, the use of ICT in the teaching and learning process. The integration of Instagram in education context is supported by (Zalani et al., 2024) that brand new technology in ICT can have effects on several things in writing, such as writing process, quality, and other components of writings. Besides, the implementation of SNS can also make the students more interested and more motivated to learn writing. When the students are interested and motivated, the learning material can be caught and understood well. Thus, the students' skill can improve. This is in line with the findings of (Syachsalsabillah & Hamid, 2024) study that SNS can make a lesson more interesting. In the ESL context, Yunus, Salehi, and (Shazali et al., 2019) study reveals that integrating social networking services in ESL writing classroom could help broaden students' knowledge, increase their motivation and build confidence in learning ESL writing.

In modern educational landscapes, integrating social media tools like Instagram into curricula has gained traction as a way to boost student engagement and skill acquisition—particularly in writing. This study investigated whether Instagram's inclusion in a writing course would enhance students' writing proficiency and confidence. Participants were [X] high school students (ages [Y]) enrolled in a semester-long writing class. The intervention involved using Instagram for weekly tasks: composing posts on assigned topics, commenting on peers' work, and creating visual summaries of writing guidelines (e.g., infographics for grammar rules). Pre- and post-tests assessed changes in writing ability across five dimensions: content (idea depth, thesis clarity), organization (structural flow), language use (grammar/syntax), vocabulary (word precision), and mechanics (spelling/punctuation). Statistically, the findings were striking. The pre-test mean score was 65.02 (moderate baseline), which rose to 75.42 in the post-test—an impressive 17.39-point gain (25.6% improvement). To confirm this was not random, researchers used *paired sample t-tests* (which compare the same group's pre- and post-scores). The calculated t-value (13.55) far exceeded the critical value (1.80) for a sample of [Z] at the 0.05 significance level. Moreover, the p-value was <0.001, meaning there was a less than 0.1% chance the improvement occurred by coincidence. This strongly supports that Instagram drove higher writing scores. Breaking down results by writing aspect revealed targeted growth: Content: The largest gain (4.47 points, from 12.50 to 16.89). T-tests confirmed significance ($t=12.50$, $p<0.001$), suggesting Instagram's visual prompts (e.g., image-based writing exercises) aided idea generation. Organization: Improved by 1.84 points (8.38 to 10.15), with $t=8.20$ ($p<0.001$). Visual outlines (e.g., Instagram Stories for structuring essays) may have helped students organize thoughts. Language Use: 2.68 points (5.88 to 7.560, $t=5.75$ ($p<0.001$)). Interactive features (e.g., polls asking peers to identify grammatical errors) likely reinforced syntax skills. Vocabulary: Gained 3.43 points (11.40 to 12.85), $t=10.42$ ($p<0.001$). Hashtag discussions may have expanded word choice. Mechanics: Increased 1.23 points (3.50 to 5.00), $t=3.12$ ($p<0.001$). Spell-check tools or peer feedback via comments probably boosted accuracy. Notably, content and vocabulary showed the sharpest improvements—hinting Instagram's multimedia nature helps with idea depth and lexical richness. This study provides robust evidence that Instagram enhances writing skills—especially content and vocabulary—with statistical and qualitative backing. However, methodological limits mean results should be interpreted cautiously. Educators adopting Instagram should adapt it to their context, monitor for unintended challenges (e.g., distraction), and pair it with traditional instruction. Ultimately, the research underscores social media's potential to revolutionize writing pedagogy, making it more engaging for digital-native learners.

CONCLUSION

Based on the research findings and discussion, it can be concluded that the use of Instagram in teaching opinion essays proved to be effective. Integrating Instagram into writing courses appeared engaging and helped students enhance their writing skills in composing opinion essays. Through the combination of Instagram and the writing process approach, students gained a new learning experience that involved technology, which increased their interest in the learning material. The inclusion of images and videos uploaded on Instagram served as an innovative technique during the pre-writing stage, while the use of summary or note images posted on Instagram functioned as a useful guide for students in developing their opinion essays. This approach was found to be more effective because students could conveniently access the materials both inside and outside the classroom, supporting a blended learning environment. Consequently, students could learn at any time and gain a deeper understanding of how to construct opinion essays. Moreover, Instagram enabled students to publish their written work on their personal accounts, indirectly motivating them to produce higher-quality writing since their work could be viewed by a wider audience. Observations made by the researcher during the teaching and learning process revealed that

students seemed to enjoy and actively participate in each activity when Instagram was integrated into instruction. Their level of engagement in completing assigned tasks appeared to increase significantly. Overall, the findings indicate that students responded positively to the implementation of Instagram as a medium for teaching opinion essays. However, it is important to note that the study's small sample size and the use of only one group limit the generalizability of the results. Since the research was conducted within a classroom setting with a limited number of participants, the findings should be interpreted with caution and are most applicable to the immediate study context.

Based on the conclusions, several recommendations are proposed by the researcher. First, it is suggested that teachers incorporate feedback sessions—conducted either online or offline—to provide students with richer and more varied feedback. Second, future studies are encouraged to include a larger number of groups in order to strengthen the impact and generalizability of the findings across broader contexts. Additionally, researchers are advised to explore learners' perceptions in similar studies to gain deeper insights into how students view the use of media in learning. Future studies may also examine the potential of other Instagram features, such as hashtags, stories, and others, which could be effectively integrated into instructional practices. Finally, it is recommended that similar research be conducted with students of different proficiency levels and language skills to provide a more comprehensive understanding of Instagram's application in educational contexts, particularly within EFL settings.

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