

Using Instagram in Teaching English to the Students of SMAN 6 Pinrang

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Abstract

This study aims to find out the effectiveness of using Instagram as an English teaching medium. This type of research is experimental research. The design of this study is a pre-experimental design, which uses a one-group pretest-posttest design by only using the pretest and posttest as sources of data without a control group. Between the pretest and posttest, the researcher gave a treatment. The sample in this study was X2 class students, totaling 32 people. In collecting data, the researcher used pretest-posttest, questionnaire, and observation. The results of this research show that the use of Instagram as an English learning medium is effectively able to improve students' abilities in narrative text writing. This is based on the results of data analysis the mean value of students' pretest results is 53.72 and the standard deviation value is 5.572, while on the posttest, students' scores have increased, where the mean is 80.94 and the standard deviation value is 8.140. As for the paired T-test results obtained, the value of Sig. (2-tailed) is less than 0.05 ($p = .000$).

Keywords: Effectiveness, Student Responses, Instagram, Teaching Medium,

INTRODUCTION

The development of today's technology has led to the emergence of social media that quickly connects people from all over the world. The development of social media has led students to utilize it as a learning tool or platform to improve their language skills. It is undeniable that this makes it easier for students to access their lessons without having to be burdened with heavier textbooks with limited content. Jimoyiannis, Tsiotakis, Roussinos, and Siorenta (2013) state that in addition to the main purpose of social networking through applications such as Facebook, Twitter, and Instagram, these applications are now also used for educational purposes. The use of technology in education is one of the indicators that will help students improve their skills and learning (Gunantar & Transinata, 2019).

Instagram helps students develop ideas and provides learning experiences that they like with contextualized content (F. Handayani, 2016). Dewi & Salam (2018) mentioned that students learn through Instagram and can expand their learning time with various learning activities because classroom learning has limited time which is not essential for productive learning.

Although Instagram has limited features, it is usually very useful in language classes. Instagram offers a lot of contextualized visual information that can be helpful in teaching English. It is valuable because it provides a visual component that visual learners can find useful. In addition, using Instagram in the classroom can help build a network of socially connected learners.

But in reality, some areas in Indonesia, especially in the environment around researcher have not used Instagram as a learning medium. and students in general are still unable to make efficient use of Instagram as a medium for self-learning. Based on these problems, this study used Instagram as a medium for learning English. This study wants to find out whether Instagram can improve students' English skills, especially narrative text writing.

LITERATURE REVIEW

Social Media

Social media is a form of electronic communication that allows for interest-based interaction. Social media includes web and mobile technologies. Kaplan and Haenlein (2010: 61) define social media as a set of Internet-based applications built on Web 2.0 ideologies and technologies that enable the creation and sharing of user-generated content. Social media is generally defined as forms of electronic communication, such as social networking sites and microblogging, where users create their online communities to share information, ideas, personal messages, and other content such as videos.

Instagram

Instagram is one of the world's most popular social networking sites (SNS), with over 300 million active users (Instagram Press, 2015). Therefore, Instagram seems to provide an ideal environment for foreign language learners to learn more. Students learning English can take advantage of this new form of literacy to improve their writing skills. McBride (2009) believes that connecting teenage students to Instagram may be viewed as preferable, as it reduces the pressure of incorporating new devices into learning exercises.

It's important to use these strategies and continue practicing outside the classroom in mediums that can engage students and prepare them for the ever-growing mobile and social web technologies. Instagram primarily provides learners with the ability to read and write photo descriptions, comments, and direct messages. Label Instagram with a few sentences to clarify images and videos that are typically used to interact with user intent. Captions are important on Instagram because we want to convey information and messages about what users are feeling and doing. So this Instagram title is the perfect place to share information. Instagram has many features to help you learn English.

Effectiveness

Effectiveness is the skill by which you measure the impact, results, and success of efforts and actions performed. Learning effectiveness is a measure of the success of the interaction process between students and between students and teachers in educational settings to achieve learning goals. According to Supardi (2013), effective learning is defined as those who aim to positively and for the better change students' behavior according to their potential and differences in order to achieve learning goals. It is a structured combination of materials,

facilities, equipment and processes. It is set. Learning effectiveness can be measured by student activity during the learning process, learning performance, student response, and learning success.

Instagram for English Learning

In its use, the application of Instagram in teaching English can be created in various ways by utilizing existing Instagram features. There are so many benefits gained from using Instagram as a teaching medium. According to Kirst (2016), there are several advantages to using Instagram as a student learning tool or media, such as triggering the development of student creativity, stimulating students to become aware of the importance of technology, being a source of learning content for students who come from experts, online learning models that are now in demand. According to Spencer (2012), there are a variety of activities that teachers can use to implement Instagram in their classrooms, for example by using online stories, practicing grammar on photo captions, doing journalism with pictures, self-introduction through selfie photo captions and finding the language style found in the photo captions.

Previous Related Research Findings

The first research is a study on learning strategies and the influence of online learning processes in learning English by high school students using social media technology in general. This research was conducted by Erli, W. Sudarmiyati (2020). The second study was conducted by several lecturers from the Makassar State University and the Muhammadiyah University of Pare-Pare, Mahmud, Ammade, Halim, and Amin (Mahmud et al., 2022). The third research is conducted by Lisma Martarini (Onoma, 2021) regarding the study of the effectiveness of Instagram in learning English, especially in writing procedural texts. The fourth study was conducted by Fitri Handayani (Handayani & Pd, 2016), which is about Instagram as a learning tool. The last one is the research conducted by Jawarun Nahru (2020) regarding the implementation of peer feedback using Instagram in writing recount text by EFL students.

Research Hypothesis

- a. H₀ (Null Hypothesis): Using Instagram can effective to improve English language skills of first grade students of SMAN 6 Pinrang.
- b. H₁ (Alternative Hypothesis): Using Instagram cannot effective to improve English language skills of first grade students of SMAN 6 Pinrang.

METHOD

In this research, the researcher used a quantitative method. This type of research is experimental research. This study uses two variables. These variables are variables X and Y, namely; variable X is the effect of using Instagram and variable Y is the ability of students in English skills. The design of this study is a pre-experimental design, which uses a one group of pretest-posttest design. The characteristics of pre-experimental design according to David Nunan (1992) is that this design can have pre and post-tests, without a control group. The population of this research conducted at SMAN 6 Pinrang in first grade students. Students are spread over 10 classes and consist of 5 science classes and 5 social science classes. If totalled, then the total number of students is approximately 300 students. Because the population is quite large, the

researcher was use cluster random sampling because students are formed into several classes. For example in this study, the researcher choose one class from the first-grade students, namely the first grade X2. The first instrument in this study was tests, two stages of testing were conducted, namely the pre-test to determine the extent of the student's abilities before being given treatment, while the post-test is a test to measure the student's abilities after being given treatment. The second instrument in this study was a questionnaire containing 20 items that aim to determine student responses. The third instrument was observation which aims to collect data on student activity and learning implementation. Researcher was filling out an observation sheet to observe this, researcher and observer provided an assessment at the end of each meeting. Pre-test conducted to determine the student's ability in English before being given treatment. After giving the pre-test, the researcher gave a treatment to the students by using Instagram. Researcher carried out treatment into 6 meetings, and each meeting consists of 90 minutes. Instagram used in teaching English. After being given treatment, students were given a post-test. The test in the post-test is the same as the pre-test. It aims to determine the ability of students in English after being given treatment.

FINDINGS AND DISCUSSIONS

Student Achievement

The pretest was conducted by giving a test sheet to the students to see the students' basic ability in writing narrative text. The students' pretest results showed that the majority of students' narrative text writing skills were in the very poor category, while the rest were in the poor category. This is evidenced by their test results, in terms of all components are still far from the criteria for fair, good or very good category scores. The content of their writing does not explain well what the intention or message they want to convey through the writing, in terms of the organization of their writing is not structured properly and between sentences do not support each other, in the use of language they have not been able to arrange words in sentences appropriately and, in terms of vocabulary they are still very limited and the words used are not appropriate, as well as in the mechanics of writing they are still many mistakes in writing words and punctuation.

The researcher then conducted the treatment, namely applying Instagram in English learning on narrative text material. This treatment was carried out for 6 meetings, in carrying it out the researcher has compiled a lesson plan containing a plan of activities to be carried out in learning activities. This lesson plan is prepared according to the rules for preparing lesson plans for the Merdeka Curriculum as regulated by the ministry of education and culture.

After being given treatment for 6 meetings, students were then given a posttest which was used as a means to measure students' abilities in writing narrative text after receiving treatment. The results of the students' pretest and posttest assessments then became a reference in answering questions regarding the improvement of student learning outcomes. The students' posttest results showed that there was an increase in students' ability to write narrative text stories. In the content section, the majority of students reached the good to very good score category. Likewise, in the aspects of organization, vocabulary, language use and mechanics. Students showed significant progress, seen in the category of their abilities that had reached the good to very good category, although there were still students who were in the poor to fair

category. In general, their writing has been able to convey the meaning of the story clearly, structured with word selection according to context and punctuation and clear word suitability, inversely proportional to their writing in the pretest results.

Table 1. Classification of Students' Skills in Writing Narrative Text (DEPDIKNAS, 2008)

No.	CLASSIFICATION	SCORE	PRE-TEST		POST-TEST	
			F	%	F	%
1	Very Good	85-100	-	0	13	40.6%
2	Good	76-84	-	0	13	40.6%
3	Average	66-75	-	0	5	15.6%
4	Poor	56-65	11	34.4%	1	3.2%
5	Very Poor	<56	21	65.6%	0	0%
Total			32	100%	32	100%

The results of the students' posttest pretest showed a significant difference, the posttest score was better than the students' pretest score, as many as 81% of students reached the KKM score, for the N-Gain score as the effectiveness evidence 53.12% students achieved effective enough category and 18.76% students achieved effective category.

Table 2. Description of Student Test Result Completeness Before-After Action (KKM)

Score Interval	Categories	Pretest		Posttest	
		F	%	F	%
$0 < X < 75$	Uncompleted	32	100%	6	18.8%
$75 \leq X \leq 100$	Completed	0	0%	26	81.2%
Total		32	100%	32	100%

The significant difference between the students' pretest and posttest results has been able to answer the first writing question that the use of Instagram as a learning media can significantly improve student learning outcomes.

Table 3. Data N-Gain Percent

Descriptive				
			Statistic	Std. Error
NGAIN_PERSEN	Mean		59.8162	2.40550
	95% Confidence Interval for Mean	Lower Bound	54.9102	
		Upper Bound	64.7223	
	5% Trimmed Mean		60.6353	
	Median		58.6334	
	Variance		185.165	
	Std. Deviation		13.60754	
	Minimum		18.87	
	Maximum		79.49	
	Range		60.62	
	Interquartile Range		14.54	

	Skewness	-.765	.414
	Kurtosis	1.197	.809

Based on the calculated N-gain score, the table above shows that the average N-gain score between pretest and posttest was 59.8162 or 60%, falling into the effective enough category (Hake, R.R., 1999). The N-Gain score is a minimum of 18.87% and a maximum of 79.49%. This finding is consistent with previous research by Al-Garawi (2016) on the usefulness of Instagram as an effective language learning tool. This can be explained by the fact that Instagram was able to create an additional educational background that greatly stimulated the enthusiasm and engagement of learners.

Implementation of Learning

To obtain data on the implementation of learning, the researcher used observation instruments that were assessed by observers. Observers assessed the researcher's performance in carrying out activities in accordance with what had been prepared in the draft lesson plan. The observer observed the teaching and learning process and then gave a score on a scale of 1 to 4. Point 1 for very poor, point 2 for poor, point 3 for good, and point 4 for very good (Widyoko, 2009). The observer then gave an overall score at the end of each meeting. The results are then calculated by adding up all the points and then dividing by the number of activities assessed, the average implementation of learning is obtained. Based on the observation and calculation of learning implementation, the score obtained is in the very good category with a specific score of 3.65.

Table 4. Result of Observations of the Implementation of Learning

No	Meeting	Performance Score	Completeness Percentage
1	First meeting	3.53	92.8%
2	Second meeting	3.53	100%
3	Third meeting	3.80	100%
4	Fourth meeting	3.73	100%
5	Fifth meeting	3.60	92.8%
6	Sixth meeting	3.73	92.8%
Total Average		3.65	96.40%
Category		Very Good	Very Accomplished

Salomon (2013) states that Instagram is a form of digital literacy used to support the educational process and improve the quality of learning. This is consistent with the results of this study, with a well-implemented learning design and improved quality of learning. Learning variations provide students with fresh and fun learning opportunities. Using the medium of Instagram, researcher practiced effective teaching. This demonstrates the huge use of Instagram as an educational medium in conducting teaching and learning processes inside and outside the classroom.

Student Activity

The next indicator is student activity whose data is obtained through observation. Researcher observed 10 activities carried out by students during the treatment process. The learning process is considered effective if the percentage of students who are actively involved in these activities is more than 70%. The assessment was carried out at the end of each meeting. The results of observations and calculations obtained were 87.91% of students actively carried out activities during the treatment process. Based on this data, the use of Instagram as a learning media is considered effective.

Table 5. Result of Observations of Student Activity

No	Students' Activity	1	2	3	4	5	6	F	%
1	Search stories via Instagram	32	32	31	32	31	32	31.6	98.75%
2	Collecting assignments via Instagram	32	32	32	32	32	32	32	100%
3	Interacting via Instagram	15	17	20	22	27	27	21.3	66.56%
4	Commenting via Instagram	10	15	13	20	25	25	18	56.25%
5	Active discussion	27	26	26	25	28	28	26.6	83.12%
6	Active answering/asking questions	15	20	25	27	29	29	24.2	75.62%
7	Uploading videos via Instagram	32	32	32	32	32	32	32	100%
8	Rewrite stories via Instagram	-	32	32	-	32	32	32	100%
9	Looking for material via Instagram	32	32	31	32	31	32	31.6	98.75%
10	Collecting worksheets	32	32	32	32	32	32	32	100%
Percentage Average									87.91%

The first activity, namely finding narrative text stories via Instagram, the percentage of students participating is 98.75%, which is quite high. The students who were not active were due to the absence of gadgets that they could use or the internet network was not available. The second activity is collecting assignments via Instagram, in this activity all students participate with a percentage of 100%. The third activity, interacting via Instagram with a percentage of student participation of 66.56%, is quite low considering that there are some students who are not used to or reluctant to interact via social media. The fourth activity is commenting via Instagram with a percentage of 56.25%, this number is quite low considering that there are some students who are uncomfortable or not used to being involved in commenting activities on social media. The fifth activity is discussing in class, with a percentage of students actively involved of 83.12%, which is quite a large number considering that students are quite comfortable and used to discussing with their friends in class. The sixth activity, namely answering or asking questions, the percentage of students who are actively involved reaches 75.62%, which is quite a number considering that some students are not so vocal directly in class due to self-confidence factors. However, seeing the percentage of students involved continues to show an increase in each meeting indicates an increase in their confidence. The seventh activity is uploading videos via Instagram, while the percentage of students participating is 100% considering that students are eager to fulfill their assignments. The eighth activity is rewriting stories via Instagram at a percentage of 100%, considering that students are fairly active in doing assignments to fulfill

their grades. The ninth activity, namely searching for subject matter via Instagram with a percentage of 98.75%, is very high considering that students can easily access Instagram via their cellphones. As for students who do not use Instagram in searching for materials, it is usually due to the absence of gadgets that they can use or the unavailability of internet networks. The tenth activity is collecting worksheets with a percentage of 100%, this is also influenced by their enthusiasm and responsibility in fulfilling their duties for assessment purposes.

The activities developed in this study are consistent with what Gonulal (2019) states that due to its interactive options and popular resources such as sharing stories, posting videos and images, reacting, subscribing, reposting and easy access, Instagram was not originally designed for language learning but it's useful for vocabulary learning device for EFL learners.

Student Response

After being filled in, the questionnaire sheets were then collected and processed. The researcher extracted the students' answers and then percented the answers and saw how much the students' positive responses and negative responses were. The results obtained are students answered with a positive response of 85.93%, which means that students strongly agree with the statements on the questionnaire sheet when referring to the Likert scale table by Sugiyono (2008). While the negative response given by students was only 14.07%.

Table 6. Table of Summary Results of Student Questionnaires

Item/ Question	SA	A	U	D	SD
1	10	16	5	1	0
2	16	13	1	1	1
3	14	14	2	1	1
4	9	20	3	0	0
5	9	20	2	1	0
6	8	21	2	1	0
7	7	21	3	1	0
8	11	17	3	1	0
9	7	20	4	1	0
10	7	18	6	1	0
11	9	20	1	2	0
12	6	21	3	2	0
13	8	19	4	1	0
14	7	20	5	0	0
15	9	18	5	0	0
16	4	23	3	2	0
17	6	22	3	1	0
18	7	22	2	1	0

19	4	25	1	2	0
20	11	11	5	5	0
Total	169	381	63	25	2
Percentage Average	26.40%	59.53%	9.84%	3.90%	0.33%
Total Score	845	1524	189	50	2

Based on the table above, the total scale Strongly Agree (SA) from the questionnaire was 169 (26.40%), Agree (A) was 381 (59.53%), Undecided (U) was 63 (9.84), Disagree (D) was 25 (3.90), and Strongly Disagree (SD) was 2 (0.33). This shows that most students give a positive response to the use of Instagram as a learning medium. This finding is in line with the findings of previous studies Mahmud et al (2022), they found was that Instagram became the second top application used by participants, and they also found advantages that make students like to use social media, especially Instagram in learning English. Lisma Martarini (Onoma, 2021) also revealed in his research that students became more motivated and happier in participating in learning, and improved students' writing skills in English, especially in procedural texts, this learning contributed to increasing student motivation towards learning English and this learning could increase students' alertness in doing assignments.

Data Analysis

To present statistical scores, researcher summarized pretest and posttest data and then compared them. The expected result is an increase in results between pretest and posttest. As for the data that has been summarized in the table below:

Table 7. The Mean Score and Standard Deviation of Students' Pretest and Posttest

		Statistics	
		PRETEST	POSTTEST
N	Valid	32	32
	Missing	0	0
Mean		53.72	80.94
Std. Deviation		5.572	8.140
Minimum		43	57
Maximum		64	92
Sum		1719	2590

It can be observed in the table above that the pretest group was valued 53.72 for its mean score with standard deviation obtained 5.572. For the posttest result, the mean score was 80.94 with the standard deviation valued at 8.140. Based on these data, it can be concluded that there was a significant increase in student learning outcomes. Seen in the difference achieved in the pretest and posttest. Where in the pretest the students' scores were still in the very poor classification category, while in the posttest results the students' scores had reached the good classification category.

Table 8. Testing Hypothesis

Paired Samples Test									
		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	PRETEST - POSTTEST	-27.219	5.154	.911	-29.077	-25.361	-29.874	31	.000

Paired Samples T Test is a test used to compare the difference between two means of two paired samples (Ross & Wilson, 2018). Sample is the same subject but with different treatments. Pretest is the condition of students before treatment while posttest is the condition of students after treatment. Paired sample t test was conducted to test the first hypothesis, "Using Instagram can be effective to improve English language skills of second grade students of SMAN 6 Pinrang.". Based on the illustration of hypothesis testing in the table above, researchers can answer the first research question. according to Santoso (2014), if the value of Sig. (2-tailed) is less than 0.05 ($p < 0.05$), it means that there is a significant difference between students' pretest and posttest results, but if the value of Sig. (2-tailed) is greater than 0.05 ($p > 0.05$) means that there is no significant difference between the results of the student pretest and posttest. in the table above clearly shows that the value of Sig. (2-tailed) is less than 0.05 ($p = .000$).

It means that there is a significant difference between students' pretest results and students' posttest results. This shows that instagram as a learning media is effective to improve English language skills of first grade students of SMAN 6 Pinrang. Therefore, it is stated that the first hypothesis is accepted. Handayani & Pd (2016), the results they found where it can help to increase communication skills and provide a 'back door' for shy learners, Instagram and on the written word, make it an excellent means of improving writing skills, Instagram encourages collaboration and peer feedback among students, Instagram promotes interpersonal skills among students and this online tool invites teachers and students to a single platform where they can engage in various fun activities and engagements. Regarding the effectiveness and their responses, the results of this study are also in line with what was produced in a previous study by Jawarun Nahru (2020), that there was a positive increase in students' writing skills before using Instagram and after using Instagram, there was also an increase in students' learning motivation where they were more critical and confident in writing. But in addition to its advantages, researchers found that the quality of the network is a major obstacle in this kind of learning process. Resyadi (2020), it was found that the Instagram has brought positive influence to its followers including the learners.

CONCLUSIONS

Based on data analysis, the utilized of politeness strategies used by female and male teachers at Makassar National Vocational School, the researchers found the following results:

- a. The Based on the results of using Instagram as an English language teaching media, especially the ability to write narrative text, it can be concluded that the use of Instagram can increase student learning outcomes effectively in English language learning for first grade students of SMAN 6 Pinrang. Furthermore, Instagram can be used as an option and alternative

innovation in teaching English to student's especially narrative text writing because of the many benefits and advantages obtained by students and teachers. Judging from the indicators of learning effectiveness, all show results that support that the use of Instagram is effective as a medium of learning English especially narrative text writing.

- b. Referring to the students' pretest and posttest results, there was a significant increase in learning outcomes indicated by the mean, standard deviation and paired T-test values conducted. The mean value on students' pretest results is 53.72 and the standard deviation value is 5.572, while on the posttest students' scores have increased where the mean is 80.94 and the standard deviation value is 8.140. As for the paired T-test results obtained are the value of Sig. (2-tailed) is less than 0.05 ($p=.000$). Therefore it is stated that the first hypothesis is accepted.

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