



Investigating Instagram's Influence towards EFL Students' Learning Motivation

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Abstract

Learning motivation is one of the key elements that determine the success of achieving learning outcomes. This study was aimed to investigate the influence of Instagram, a social media, towards English as Foreign Language (EFL) students' learning motivation when it is used as a learning media. The study utilized mixed method approach to achieve the aforementioned goal. The data collection was conducted by using questionnaire distributed to the second semester students of Bachelor of English Literature Udayana University in the academic year of 2023/2024. The data obtained were further analyzed quantitatively and qualitatively. The quantitative analysis was conducted by utilizing statistical analysis with SPSS. The results were interpreted and analyzed qualitatively by using several theories related to learning motivation. The result of the study shows that the use of Instagram as language learning media contributes positive influence towards the EFL students' motivation in learning. In other words, the more it is used as a language learning media in the learning process, the higher students' motivation will be.

INTRODUCTION

Learning English as foreign language is usually challenging for Indonesian students due to several reasons. There are two factors that influenced EFL students' difficulties in speaking English, namely internal factors and external factors (Mustafari et al., 2022; Abubakar et al., 2023). The internal factors are the students' motivation, attitude and psychological aspect (confidence, anxiety, and fear of making mistakes), as well as linguistic aspects, while the external factors include the learning media used, parental and teachers' support, as well as the intervention of mother tongue. Among those factors, motivation is considered as one of the most important aspects that can determine student's success in learning English or other foreign language, in which lacking on it will cause one to face great difficulty in learning the language as well as in achieving the learning goals (Cook, 2000; Mahadi & Jafari, 2012; Anggraeni et al., 2024).

Learning motivation can be divided into two types, namely intrinsic motivation and extrinsic motivation (Hamalik, 2017). Intrinsic motivation deals with students' internal willingness to learn, while extrinsic motivation is learning motivation that appears due to external factors such as rewards, punishments, etc. As been aforementioned above, that learning motivation plays crucial role in the achievement of the learning goals, it is important for English language teacher to always arrange and organize learning environment that can increase the students' motivation to learn. This can be done by choosing the most appropriate teaching methods, strategy, or even learning media to meet the students' needs and interests.

These days, as the rapid development of technology, we cannot separate ourselves from the use of social media in daily basis. Social media can be used as a media of communication, entertainment, and even learning media. Several previous research has shown that Instagram, despite its' main purposes as social media, can be also utilized as language learning media. A study conducted by Hargita (2019) suggested that Instagram, combined with blended learning approach, is able to improve EFL students' English language skills. Another research conducted by Sallamah & As Sabiq (2020) also shows that the use of Instagram as language learning media, contributes positive impact towards EFL students' recount text writing skill. In short, it can be concluded that Instagram has been used as language learning media and is proven to be able to improve EFL students' language skills. However, very little is known about its effectiveness in improving students' learning motivation, thus it leaves room for further investigation.

This study is conducted to investigate the use of Instagram as a language learning media in a language learning process. Despite focusing on its effects on the students' language skills, as has been explored by previous studies, this study attempted to investigate whether the use of Instagram as a language learning media contribute significant influence towards EFL students' learning motivation. By involving university students as the respondents of the research, this study is expected to be able to provide insights on the effects of the use of Instagram in the learning process towards EFL students' motivation in higher level of education.

METHOD AND THEORY

Research Method

This research utilized mixed method. Creswell & Creswell (2015) defined mixed method research as an attempt of combining or integrating quantitative and qualitative data in a study. There are two phases of data collection and analysis conducted in this study, namely quantitative phase, and qualitative phase. In the quantitative phase, the collected data was analyzed statistically using SPSS that generated the result in the form of numbers. Meanwhile, in the qualitative phrases, the data obtained were analyzed qualitatively using words. Later, the results of the quantitative and qualitative analysis were combined to draw the conclusion.

This mixed method study involved the second semester students of the Bachelor of English Study Program, Faculty of Humanities, Udayana University (BoEL FoH Unud) in the academic year of 2023/2024, as the respondents. The respondents were chosen by using purposive sampling technique. Amin et al. (2023) define purposive sampling as a technique of determining research sample based on certain considerations. In this study, the respondents chosen were those who have experienced the use of Instagram in the

learning process. Specifically, those respondents have experienced using Instagram in Intermediate writing course, a compulsory course given to the second semester students in the BoEL. The implementation of using Instagram as learning media in the Intermediate Writing course focused on improving the respondents' essay writing skill. The total number of respondents in this study was 44 students

The data used in this study were collected by using a questionnaire distributed to the respondents. The questionnaire consisted of several parts of questions. The first part was to measure the students' motivation during the learning process in the intermediate writing course in general. The second part was to measure the students' motivation in relation to the use of Instagram as learning media in the learning process. These questions were arranged in a close questionnaire using the Likert scale. The question statements were composed both in positive and negative statements in accordance with several motivation theories, such as Gardner's theory of learning motivation, the self-determination theory, and the seventh matrix of measuring students' motivation. In addition to that, to obtain qualitative data, open questions were also given at the end of the questionnaire to find out the respondents' opinion or perception on the use of Instagram as learning media in the learning process. In total, there were 23 questions given to the respondents, consisting of 21 closed questions with Likert scale and 2 open questions.

The data obtained were further analyzed in two phases, namely quantitative phase and qualitative phase. The data obtained from the closed questions were analyzed statistically by using SPSS. While the data obtained from the opened questions were analyzed qualitatively using the theory of motivation in language learning. The results of the analysis in the two phases were later integrated to draw the conclusion of the study.

Literature Review

The relationship between motivation and achievement in language learning has been studied for decades and is still relevant to today's learning condition. The nature of motivation that can be driven not only by internal factors but also by external factors also makes it interesting to be investigated. Muhammad (2016) mentioned that the higher motivation a student has, the better his learning achievement will be, and consequently it is important to ignite the students' motivation to improve the success of achieving the learning outcomes.

Increasing student motivation can be done in several ways. One way is by arranging learning environment that can improve the student's motivation to study, including choosing an interesting learning media in the learning process. Puspitasari et al. (2018) in their research which involved 30 university students concluded that learning media can affect or influence students' learning motivation. This conclusion was drawn after 43,3% of respondents always gave agreeing respond when were asked questions whether learning media contributes greatly to learning motivation.

In align to that statement, Nirmala (2020) in her experimental research that investigated the influence of the use of multimedia as learning media and motivation towards the learning achievement in English language learning of high school students in Palembang, Indonesia, concluded that multimedia as learning media, alone, could not improve the students' learning achievement. She suggested that to meet the learning achievement, students' motivation should be improved. The research indirectly shows that learning motivation is so essential in language learning that choosing learning

media in language learning should be done by firstly aiming at the improvement of the students' motivation to learn, so that the learning outcomes can be achieved.

Andriani et al. (2024), in their quasi-experimental research involving junior high school students, utilized interactive live worksheet as the language learning media. The research was aimed at analyzing the influence of the use of the live worksheet towards the students' motivation and learning achievement. The result of the research shows that the use of interactive live worksheet contributes to a positive and significant influence towards the learning motivation and learning outcomes of the experimental group.

These days, the rapid development of technology has provided vast ranging options of learning media for language teachers. In addition, today's generation has been very familiar and even attached to the use of technology and that could draw an assumption that using a platform of information and technology in the learning process, instead of the conventional one, would be more attractive to the students. Today, the most famous form of information and technology that cannot be detached from students' lives is social media. Being aware of this phenomenon, several previous research has also been conducted to investigate the use of social media as learning media in language learning process. However, the previous research was limited to implementation as well as the influence on the students' language skill improvement. One example is the one that was conducted by Irianto & Al-Amin (2021) which in their research attempted to analyze the influence of TikTok application, a social media, towards students' English skill improvement. The research was conducted with 38 students. The result of the study shows that the use of TikTok contributes significantly to the improvement of the students' English language skill. Several other research also shows that social media, such as Instagram, can also be used as language learning media and is proven to be able to improve the students' language skill (Gonulal, 2019; Sallamah & As Sabiq, 2020; Nasution, 2023)

Theoretical Framework

The main theory used in this research is the theory of motivation in language learning. Dörnyei (Ai et al., 2021) defines motivation as "an internal attribute that is a result of an external force". Ryan & Deci (2000) stated that motivation drives one to be doing something. Gardner & Lambert (1972) divides motivation in language learning into two types: integrative motivation and instrumental motivation. One is said to have integrative motivation when learning a second or foreign language is when the reason for learning the language is to participate or understand the culture of its people. In contrast, one is said to have the latter is when the reason for learning the language is other useful motives such as for work, etc.

Ryan & Deci (2000), in their Self-Determination Theory, also propose two types of motivation, namely intrinsic and extrinsic motivation. Intrinsic motivation is the willingness or interest to do something because of finding the activity to be attractive, while extrinsic motivation is when one does something due to a reason which does not link with the activity, such as getting reward or punishment.

Gardner (1985) highlights the importance of motivation in language acquisition. He proposes that if motivated, students are able to comprehend linguistic patterns thus boosting their language skills better. In the context of language learning, Gardner (1985) further mentioned the three main elements in motivation, namely (1) eagerness or the resolution to learn the language, (2) willingness or the want to achieve the goal of learning the language, and (3) the enjoyment or excitement of learning the language.

Makmum (2003) identifies seven important matrixes that can be used to measure students' motivation in learning, those are (1) learning duration, (2) learning frequency, (3) learning consistency, (4) durability, (5) tenacity, (6) ability to achieve the learning outcomes, and (7) attitudes towards the learning outcomes.

RESULT AND DISCUSSION

Result

The influence of the use of Instagram as a learning media on the motivation of the respondents in this study was concluded through a questionnaire. In the questionnaire, there were several closed questions that aimed to determine the motivation and attitudes of students towards the learning process in general and its relation to the use of Instagram social media as a learning media. In addition, the questionnaire was also equipped with one opened question to determine the opinions of the respondents about the benefits of using Instagram social media as a learning media to improve writing skills. Based on the results of filling out the questionnaire that had been obtained and tested using the SPSS tool, it was concluded that the use of Instagram social media as a learning media had a positive effect on students' learning motivation. The following table shows the result of the questionnaire filled by the respondents.

Table 1. Respondents' Average Score on the Questionnaire

Number	Question Statements	Average Score
1	I was present in the classroom before the Intermediate Writing lesson started.	4.55
2	If I felt lazy, I would not take the Intermediate Writing course.	1.07
3	I followed the learning process for the Intermediate Writing course until the end of the course.	4.98
4	I did individual learning after the Intermediate Writing course.	3.59
5	I studied outside of Intermediate Writing class hours regularly.	3.48
6	I only study outside of Intermediate Writing class hours if there is an assignment.	3.02
7	I always listened to the lecturer's explanation well	4.68
8	I preferred to talk to myself and chat with friends and not listen when the lecturer explains.	1.43
9	I often felt sleepy when the lecturer explained the Intermediate Writing course material.	1.64
10	I tried to do the Intermediate Writing course assignments well and on time.	4.70

11	If there is an assignment in the Intermediate Writing course, I will immediately work on the assignment.	3.82
12	I will work on the Intermediate Writing course assignment when the submission deadline approaches.	2.75
13	I did not feel ashamed to ask if I don't understand during the learning process of the Intermediate Writing course.	3.66
14	I am always enthusiastic about taking the Intermediate Writing course.	4.43
15	I feel that the learning media used in the Intermediate Writing course is boring.	1.43
16	The use of social media as a learning media in the Intermediate Writing course is not effective	1.55
17	The information I get from social media can be an idea for writing.	4.55
18	The use of social media as a learning media in the Intermediate Writing course increased my motivation to attend lectures.	4.32
19	I can get various information to improve my writing skills from social media.	4.45
20	Practicing writing on social media increases my motivation to produce good and correct writing.	4.48
21	I prefer using social media as a learning media in the Intermediate Writing course compared to other conventional learning media.	3.73

Response categories:

1 = Never/ Disagree

2 = Seldom/ Less agree

3 = Sometimes / Quite Agree

4 = Often / Agree

5 = Always / Very Agree

As have been aforementioned above that the questions in the questionnaire distributed were composed based on several theories on learning motivation and were organized both in positive and negative statements. Makmum (2003) identifies seven matrixes or parameters for measuring students' motivation for learning. The above statements in the questionnaire were given to measure the students' learning motivation in terms of learning duration, consistency, frequency, durability, tenacity and ability to anticipate the learning outcomes, as well as students' attitude towards the learning process. For the positive statements, such as questions number 1, 3, and 7, the respondents' average score is 4, which means that the respondents agree to the statement given. For the negative statements, such as questions 2, 8, and 9, the respondents average score is 1, which means that the respondents disagree with the statements given. Based on the responses given by the respondents, it can be concluded that the respondents displayed a positive motivation towards the learning process in the

Intermediate Writing course which implemented the use of Instagram as the learning media.

In addition to finding out students' motivation in the learning process, the questionnaire was also arranged to analyze whether there is an influence contributed by the use of Instagram as learning media towards the students' motivation. Questions 16 – 21 in the questionnaire are the ones that reflects the relationship between the use of the Instagram in the learning process with the students' motivation. In order to draw a conclusion to this problem, a statistical test was conducted. The following figure shows the results of the statistical test conducted to determine how much influence the use of Instagram as a learning media had on the motivation of the respondents in the learning process.

Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.415 ^a	.172	.153	.324

a. Predictors: (Constant), Social Media
b. Dependent Variable: Motivasi

Picture 1. Test of Coefficient of Determination

The image above shows the result of test of the coefficient of determination to find the relationship between the variables submitted in the questionnaire that has been filled out by students. Based on the statistical test conducted, with the R Square result of 0.172, which indicates that 17.2% of the variance in motivation can be explained by social media variables. In other words, the use of social media has an influence of 17.2% on the motivation of the respondents in the learning process. Although it is not very high, the use of Instagram was found to have a positive and significant influence on the motivation of the participants in the learning process, as shown in the statistical test below.

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	2.180	.384		5.674	.000
	Social Media	.295	.098	.415	2.991	.005

a. Dependent Variable: Motivasi

Picture 2. Statistical Test Result

The basis for decision making in this test is (1) if the significance value <0.05 then there is a positive and significant influence of social media use on motivation, or (2) if the significance value >0.05 then there is no positive and significant influence of social media use on motivation. Based on the results of the test, the significance value obtained is 0.005. This value is smaller than 0.05, indicating that Instagram has a

positive and significant influence on motivation. In other words, the more often social media, especially Instagram, is used as a learning media, the more positive the motivation of the respondents will be. In addition, based on the questionnaire results, 88.9% of respondents agreed that the use of Instagram as a learning media can improve their skills in writing English essays. Only 8.9% of students answered hesitantly and only 1 person or 2.2% disagreed.

Discussion

Research has shown that learning motivation correlates positively towards students' achievement in learning (Muhammad, 2016), including in learning English as foreign language. In other words, much research has proved that the more motivation a student has, the better his or her achievement in the learning process will be. Therefore, it is important that the learning process conducted should be able to motivate the students to learn. In this study, an effort to improve students' motivation to learn English, especially to improve their writing skill is by using social media, specifically Instagram in the learning process. Instagram is a social media that is used to share photos or videos as well as a platform of online interaction between its users. This social media is one of the most famous used by students ranging from teenagers to young adults. As Gardner (1985) mentioned that one key element of motivation in language learning is the enjoyment of learning the language. By using Instagram as language learning media, considering its' popularity of use among university students, the students which are also the respondents of this study would find enjoyment in the learning process, thus would be more motivated and at the end would help them in achieving the learning goals better.

The result of this study has shown that the use of Instagram as a language learning media, has contributed positive influence towards the students' motivation to learn. It is shown by the respondents' responses on questions number 16 to 21. For questions no 16, when the respondents were asked whether the use of social media, especially Instagram in the learning process, was not effective, most of the respondents disagreed and the average score for the question is 1.55. In other words, the respondents found out that the use of Instagram as language learning media in the intermediate writing course was effective. For questions number 17 and 19, the respondents agree that Instagram could provide various information for them, as source of inspiration to write in English and also be able to improve their writing, with average score of 4.55 and 4.45. In terms of motivation, for questions number 18 and 20, the respondents agree that the use of Instagram as the learning media motivated them more to attend lectures as well as to practice their writing skills. The respondents were also quite agreeing to the last statements of the questionnaire that stated preference on using Instagram as learning media compared to other conventional media.

This result aligns with several previous studies which also attempted to analyze the correlation of the use of certain learning media with the students' motivation. (Yusri et al., 2018), with their classroom action research, have shown that using YouTube media based with various approaches in English language learning could improve the learning motivation of the learners. Syahrin & Bin As (2021), with their research which aimed to test the influence of audiovisual media and students' motivation towards the English-speaking skill of the students, have shown that the use of audiovisual media significantly influences the students' motivation and learning achievement. They

suggested that the use of audiovisual in English language learning process could enable the students to understand the learning materials better and faster.

In this study, in the opened questions, the respondents agrees that Instagram can improve their essay writing skill in English. When asked the reason, most of the respondents thought that Instagram provided various up-to-date information that could be their ideas when writing an essay. Not only that, but social media also provided information related to the use of words in English that could improve their ability in English in general and could be used in writing. The following excerpt displays one of the responses given by respondents towards the use of Instagram in the learning process.

Data 1

“Media sosial memiliki banyak informasi yang dapat digunakan untuk membantu bentuk menulis kita. Karena banyak juga postingan media sosial berbahasa inggris kita bisa menggunakan nya sebagai ide dalam penulisan yang ingin kita buat” (social media provides various information that can help us to shape our writing content. There are plenty social media's posts in English so that we can use it as an idea in our writing) (R-03)

In the above excerpt, the respondent stated that one benefit that he could get from the use of Instagram as the learning media in intermediate writing course is its various contents in English that can be used as source of ideas or inspiration in writing. Sanusi et al. (2021) stated that Instagram has various features that can be used by language teachers such as Instagram caption, feed, etc. The captions of a photo in Instagram usually contain various information and this information can range from topics of education, health, entertainment, politics, economics, and more. Therefore, it can be a source of ideas for the students.

In its relation to motivation, as Ryan & Deci (2000) stated that one type of motivation is intrinsic motivation which occurred when one motivated to learn because she or he found the activity to be attractive and Ellis (2003) proposed that learning motivation can be affected by the learning activity, the use of Instagram as language learning, which is also mostly used social media, is proven to be able to motivate the students' to improve their writing skills. The following excerpts show two statements from the respondents about their interest in using Instagram in daily life.

Data 2

“Karena saya sendiri hobi membuat konten di Instagram dan Tiktok, kebetulan di beranda saya kadang melihat video tentang tips dan trik menulis artikel, jadi dari sana saya belajar” (because my hobby is creating Instagram dan TikTok contents, therefore it happened to me to see videos about tricks and tips of writing articles, so I can learn from it”. (R-14)

Data 3

“Karena saya termasuk orang yang lebih aktif dalam media sosial, saya sering melihat caption di media sosial yang membuat saya memiliki pemahaman baru tentang menulis” (Because I, myself, can be categorized as someone who is more active in social media, and I often see social media captions that enables me to have deeper understanding about writing). (R-19)

Both data 2 and 3 above imply that the students are actively using social media, especially Instagram in their daily and social life and because it was used as learning media in the intermediate writing course, it could motivate them to use it for education purposes instead of only for entertainment. In short, the result of this study shows that Instagram, despite its use as social media, when is used as language learning media especially to teach English writing skill to university students, contributes positively to the students' motivation in learning due to two reasons namely (1) students' familiarity and interest in using the social media, (2) its effectiveness in improving their writing skill by becoming sources of ideas or inspiration.

CONCLUSION

It can be concluded that the use of Instagram as language learning media, especially in English writing course, contributes positively towards the students' learning motivation. Based on the statistical test conducted, the use of social media has an influence of 17.2% on the motivation of the respondents in the learning process and the significance value obtained is 0.005. This value is smaller than 0.05, indicating that Instagram has a positive and significant influence on motivation. In other words, the more often social media, especially Instagram, is used as a learning media, the more positive the motivation of the respondents will be. In addition, EFL students show positive perception towards its use as a language learning media with two main reasons. Those two reasons are their interest in using social media in the learning process, and its effectiveness in providing ideas for writing contents.

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