

MALL in Learning English through Social Networking Tools: Students' Perceptions on Instagram Feed-based Task and Peer Feedback

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Abstract

The purpose of this research is to examine students' habits in using Instagram and their perceptions of the platform's feed-based tasks and peer feedback in English learning. This is online research with data collected from four meetings of Instagram feed-based tasks and peer feedback through a questionnaire with a Likert scale, focus group interviews, and observation. The purposive sampling method was used to determine the sample size of 56 law students. The data collected were analyzed using the mixed method with SPSS program 26 and Miles and Huberman's (2019) thematic analysis. The results showed that most students were familiar with Instagram and accessed it to share and obtain information, making it possible to flip it into an L2 learning tool. Students' poor English skills impacted their lack of motivation, interest, and confidence in participating in flipping Instagram as a medium of writing activities using feed-based tasks. On the other hand, peer feedback increased their motivation to interact with friends using English. Therefore, EFL teachers, learners, and material developers need to consider Instagram as a MALL tool for feed-based tasks and peer feedback for L2 classes due to its positive impact on collaborative and interactive activities.

Keywords: ELT, Instagram, Learning Strategy, MALL, Social Networking Tools

Introduction

Gen-Z (new generation) or iGeneration (internet generation) is associated with the rapid development of technological change, which has created digital natives and quick decision-makers (Demir & Sönmez, 2021). The development of Industry 4.0 prompted educational reform and a shift in its delivery lens to Education 4.0. Digital tools and technology have been significantly embraced in language teaching and learning, specifically L2. Therefore, EFL teachers need to change the philosophy of education to bring learners to the core (Keser & Uyanık Aktulun, 2022; Koul & Nayyar, 2020).

Mobile-Assisted Language Learning (MALL) is a revolutionary technique that blends digital technology with language learning (Ahmadi & Tabatabaei, 2021; Baytekin & Su-Bergil, 2021). MALL broadly refers to language learning activities conducted on mobile devices irrespective of the time and place (Gonulal, 2019; Ireland et al., 2020). This educational process impacts teaching and learning both inside and outside the classroom, thereby increasing the development of mobile technology for education and language acquisition (Al-Sharah et al., 2021; Wrigglesworth, 2019).

According to Gonulal (2019), social networking features have made their way into MALL to aid people in language learning (Gonulal, 2019). Preliminary research showed that students use information and communication technologies through MALL-oriented applications as digital learning resources (L. Carvalho et al., 2020; Navarro-pablo et al., 2019; Woods, 2020). Examples are Facebook, Facebook Messenger, Instagram, WhatsApp, LINE, Twitter, Workplace by Facebook, Microsoft Teams, Microsoft Yammer, Snapchat, ResearchGate, Academia.edu, Slack, Skype, Zoom, and Google Meet. Language learners have opportunities for language learning by allowing interaction on these platforms (Gonulal, 2019).

Instagram, one of the most popular social networking platforms, is likely to support language learning activities on mobile devices that deal with the MALL approach. The full features incorporated in this platform will enable students to interact and communicate actively, improving their language skills (Sari & Wahyudin, 2019; Yeh & Mitric, 2019). In addition, users can access it irrespective of their time and location because it supports blended learning synchronous and asynchronous activities. Teachers can use a variety of activities to incorporate Instagram into their classes to improve students' writing and interaction skills in the language class (Kohar, 2022; Oliveira et al., 2022). Writing prompts in captions, photos, and videos posted on Instagram can become students' feed-based tasks and peer feedback capable of motivating them to write their phrases in response to the uploaded information (Hentasmaka & Cahyono, 2021). Furthermore, other students can address these phrases through comments (Carvalho & Santos, 2022; Gunasinghe et al., 2018).

This research evaluated the use of Instagram as a social networking tool in MALL due to its numerous positive impacts as a teaching medium for L2. The aim is to facilitate engagement between students and explore their perception of Instagram as a medium or tool for learning English, not only to share and obtain information. Although several types of research were conducted on social networking tools as a MALL, there is none on Instagram as a medium for writing skills using feed-based tasks and peer feedback. Similarly, there are no studies related to the perceptions or opinions of students on the use of this platform as a MALL. The introduction of feed-based tasks and peer feedback to students open new insights regarding other uses besides being a social media tool, such as in writing short and clear captions easily. This research evaluated Instagram as a writing strategy with the results used as a new reference for education stakeholders, specifically those interested in L2 learning, such as EFL teachers, students, and material developers.

Literature Review

MALL through Instagram as Social Networking Tools

Students are one of the most significant factors that expanded the use of technology in education (Boonmoh et al., 2022). According to Pham & Lai (2022), teenagers worldwide live in a digitalized society with extensive exposure to digital technology (Pham & Lai, 2022). Furthermore, the widespread use of mobile phones embedded with technology has become impossible to keep students away from accessing the internet. This is because students carry these devices along to communicate, resolve doubts regarding what they learn in class, and connect to the outside world. It indicates that mobile devices can act as a practical alternative to learning technologies (Doan, 2018). Teachers need to employ these gadgets as learning partners to capture learners' attention (Al-Ahdal & Alharbi, 2021).

Modern technologies have enabled the use of electronic devices in education, such as creating ubiquitous learning environments that promote individualized interaction (Hou & Aryadoust, 2021; Sürüç Sen, 2021). The inception of the Covid-19 pandemic led to the mandatory use of mobile devices for online learning (Beyranvand & Rahmatollahi, 2021). The swift transition to online teaching fundamentally changes teachers' teaching approach, which is one of the reasons for the increase in MALL (Guo, 2022). According to preliminary research, MALL is used to maintain learners' interest, increase engagement, and raise their learning motivation (Pham & Lai, 2022; Rajendran & Yunus, 2021; Zai, 2021). It can be integrated into mobile applications such as social networking tools, including Facebook, Instagram, YouTube, etc (Ali et al., 2021).

Instagram is one of the most commonly used social media platforms, with 63% of its users spread globally (Akkaş et al., 2020; Ali, 2021; Manca et al., 2022; Nirmalasari & Liliani, 2022). Oliveira (2022) stated that this platform enables individuals to post images and short videos, write and read captions in photo descriptions, remark, and send direct messages (Oliveira et al., 2022). Ali (2021), which explored the effects of Instagram as a MALL tool on EFL learners, showed that it helps English Language Learners (ELLs) improve their overall vocabulary and communication skills. Furthermore, ELL use of Instagram as a MALL tool for informal language learning was largely positive. This research indicated that social networking platforms and MALL applications could be practical mobile language learning tools (Ali, 2021).

This is in line with preliminary research which investigated the use of Instagram as a MALL (Al-Ahdal & Alharbi, 2021; Ali, 2021; Beyranvand & Rahmatollahi, 2021; Rajendran & Yunus, 2021; Sürüç Sen, 2021). Instagram can also assist ELLs (Ahmadi & Tabatabaei, 2021; Conklin, 2021; Nirmalasari & Liliani, 2022; Ramalia, 2021; Saputri, 2021; Tarigan et al., 2021; Wagner, 2021) to enhance their vocabulary, communication abilities, and overall language skills. Rasyid et al. (2021), in their literature review, noted that Akhilar's research (2017) on Instagram has a high positive impact effect on learners' attitudes toward writing English (Rasyiid et al., 2021). Wagner (2021) recommended the introduction of MALL through Instagram for learners to use multimodal literacy activities to create posts. Wagner stated that this activity can provide out-of-class digital immersion experiences where learning is imaginative, humorous, and playful (Wagner, 2021). Instagram can help educators complement lectures, share unique and exciting material, and provide teaching points even after the formal class is complete (Katz & Nandi, 2021).

Instagram Feed-based Task and Peer Feedback

Instagram is a social media platform that lets users share photos and videos with captions (Ramalia, 2021; Saputri, 2021; Tarigan et al., 2021). Insta-story or feed is used to publish educational materials, maintain contact with the audience through personal messages, and receive feedback, such as comments. Teachers can use "feeds" on Instagram to help students improve their writing abilities because it is intentionally built to share images or short videos, thereby creating fun (Katz & Nandi, 2021). According to Ramalia (2021), Instagram is a suitable platform for writing classes (Ramalia, 2021).

Tarigan et al. (2021) stated that Instagram gives positive feedback, which promotes students to be spatially and linguistically aware of their English writing skills (Tarigan et al., 2021). Students need to pay close attention to their essays before posting them on their Instagram feed, which motivates them to do their best in writing. Therefore, it is appropriate to use this social media platform in learning to write the exposition text (Nirmalasari & Liliani, 2022). This is an impactful platform that enables students to have access to their colleagues' writing and be involved in the process (Tarigan et al., 2021). Teachers also use it to instruct other students to provide comments or criticism on their friends' feeds, known as peer feedback. A. R. Carvalho & Santos (2022) stated that Instagram involves synchronous communication on written activity (A. R. Carvalho & Santos, 2022).

Peer feedback, often known as peer assessment, has attracted the attention of various researchers and ESL/EFL teachers. It relates to activities in which learners provide input and receive feedback from their peers on their writing (Hentasmaka & Cahyono, 2021). In collaborative learning, online peer feedback is crucial because it aids both providers and receivers develop and refining their metacognitive knowledge (Tan & Chen, 2022). The use of online-based peer feedback in writing has been the subject of numerous researches. For example, Lam (2021) and Abri et al. (2021) investigated the usefulness of Web-based peer feedback in advancing EFL essay writing and discovered that it has the potential to assist L2 writers (Abri et al., 2021; Lam, 2021). Similarly, Zhang et al. (2021) investigated online peer assessment and learners' roles, which provided valuable educational implications for improving creativity in online learning (Zhang et al., 2021).

Instagram, which is gaining more popularity worldwide, is considered a potential tool in language learning and instruction (Ali, 2021; Manca et al., 2022). Few scientific studies have analyzed the role and use of this platform in the language learning environment, specifically in writing activities. However, no detailed studies were conducted on students' perceptions of using Instagram as an education and language learning platform, specifically for feed-based tasks and peer feedback. It is essential to determine how students perceive this activity, which is still new in L2 teaching. Students' perception is necessary for enriching, sharpening, and improving their knowledge related to teaching. The findings of this research can be a reference for education stakeholders in concluding whether Instagram is the right tool to be applied in distance or blended learning to support the MALL approach. The three research questions concerned are presented as follows:

1. What are students' habits of using Instagram?
2. What are students' perceptions of Instagram Feed-based Tasks in learning English?

3. What are students' perceptions of Peer feedback through Instagram in learning English?

Method

Research Design

This research, which consists of two variables, namely Instagram feed-based tasks and peer feedback, was carried out online due to the social distancing policy associated with the Covid-19 pandemic. The qualitative and quantitative methods in unequal ratios were used to conduct this research. The qualitative method through Focus Group Interviews (FGI) was only used when low accumulated scores were obtained using a questionnaire from the quantitative collected process.

Data were collected through questionnaires with questions from FGI and reinforced using interviews. Furthermore, an observation instrument consisting of several points on a checklist was used to investigate students' behavior during the treatment process.

The Likert scale was used to analyze answers to students' perceptions based on the research variables. Since this research related to students' perceptions, each instrument item described their feelings and emotions towards applying Instagram feed-based tasks and peer feedback in the classroom. The validity and reliability of the data were tested using the SPSS 26 program, while the Pearson correlation at a significance of 0.30 was used to determine the threshold. The research instrument was declared accurate, assuming the Cronbach alpha value is greater than 0.6.

Furthermore, in-depth interviews through FGI were conducted to track students' responses, which comprised average to low scores. FGI was held synchronously through Zoom meetings, containing approximately nine statements with very high neutral answers. It took approximately 45 minutes to conduct this FGI interview, with the results presented in diagrams and snippets of verbal interview transcripts.

Table 1

Questionnaire for Students' Habit of Using Instagram

1. I have been using Instagram for a long time
 2. I use Instagram to share and get information
 3. I have always liked to upload photos and write captions in English
 4. In the future, I will use Instagram to share information using English
-

Table 2

Questionnaire for Students' Perception of Instagram Feed-based Task

5. Doing assignments through Instagram is something very new to me
 6. This is the first time I am submitting assignments using Instagram
 7. I am happy to submit English assignments using Instagram
 8. I feel confident submitting English assignments using Instagram
 9. I feel motivated to work on assignments if they are submitted through Instagram
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Table 3

Questionnaire for Students' Perception of Peer-feedback through Instagram

10. I feel happy to comment on assignments uploaded by my classmates
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11. I feel happy reading my friends' comments on my assignments on Instagram
 12. I feel excited replying to my friends' comments on Instagram
 13. My friend's comments motivate me to upload statuses on Instagram using English
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Participants

This research was conducted at Sekolah Tinggi Ilmu Hukum Pengayoman, located at Bone Regency, South Sulawesi, Indonesia. Data were collected from 56 students comprising 35 women and 21 men aged 18-20 years, using the purposive sampling method. The result showed that students with the highest pre-adult age familiar with the use of Instagram were from other classes. All participants were labeled S1-S56, which means Student1 to Student56.

All participants were law students in the first semester of 2021/2022 at the School of Law who studied English. According to the researchers and lecturers, the application of MALL through Instagram is very suitable for undergraduate students due to its popularity among teenagers. In addition, students have been using Instagram for social networking purposes for a prolonged period.

The aims and objectives of this research were determined before its completion by applying the learning strategy in the four meetings while conveying its outline to students verbally. Participants knew their role, which is crucial and needed to get students' willingness to give their accurate perceptions. Therefore, data on the application of Instagram feed-based tasks and peer feedback were collected from the participants.

Data Collection

There are several advantages of online data collection, such as 1) fast response time, 2) cost efficiency, 3) ease of data management, 4) flexible and controlled format, 5) accessible technology, and 6) easy-to-use platform (Anas et al., 2022). In this research, data was entirely collected online due to the social distancing policy associated with the Covid-19 pandemic. Therefore, the questionnaire data collection was carried out through a google form and interview through a Zoom meeting. All forms of instruction were blended synchronous in Zoom meetings and asynchronously through WhatsApp Group.

This research started by providing treatment at the four meetings. This was followed by a questionnaire evaluation using the feedback given on FGI as the teaching strategy. A questionnaire provided through a google form consisted of 3 questions, with each category consisting of 13 statements. Students were given approximately 7 minutes to complete the questionnaire and 30 minutes allocated for their answers to be checked. A Likert scale for 1-5 points was used to determine students' perceptions.

FGI was held synchronously through Zoom meetings and interview sessions based on their framework and survey results. The discussions were based on statement items with low accumulated scores to further investigate why students failed to approve the statement. Approximately nine statements provided very high neutral answers from the questionnaire results, running for 45 minutes. However, only 20 out of 56 participants were selected to join FGI because it only needed the full attention of those capable of giving neutral answers with the low accumulated scores. It was also to avoid noise in the virtual room.

Thematic analyses were performed for the transcribed and encoded FGI data through semi-structured interviews (Miles et al., 2019). The interview summary was confirmed to identify the follow-up data collected before closing FGI. In addition, the process was recorded using Zoom for future reference and usage.

Data Analysis

This research used SPSS 26 program to generate descriptive statistics of the questionnaire results. The analysis was attached in a chart using the Likert scale with the interpretations consisting of "strongly agree" (SA), "agree" (A), "neutral" (N), "disagree" (D), and "strongly disagree" (SD) denoted by 5, 4, 3, 2 and 1, respectively (Sugiyono, 2013). Furthermore, the average score categorized by the formulation compiled by Sudjono (2011) was measured, indicating that the minimum, maximum, and range scores were 56, 280, and 224. The alternative category used consisted of very high, high, moderate, low, and very low, with the value obtained by dividing 224 by 5 to obtain 44. Hence, the scale category defined was 236-280, 191-235, 146-190, 101-145, and 56-100 for very high, high, moderate, low, and very low (Sudijono, 2011).

The thematic analysis stage by Miles and Huberman (2019) was used to analyze the data collected through interviews for reduction, display, and draw conclusions (Miles et al., 2019). In the reduction stage, the information gathered during the FGI was recorded and played several times to determine the themes and sub-themes that emerged to take as raw data. The keywords were recapped with a focus on essential data to determine the theme and sub-theme. This was followed by data analysis, which was conducted using a matrix in the form of a brief description within the narrative text. In this stage, the recordings were exported to transcribe the data for encoding into the text to obtain the final version.

A credibility and dependability test was conducted to determine the validity and reliability of the interview data. This was carried out through extended observations by returning to the field to talk again with participants. Furthermore, before the interview began, students were advised to use any information obtained as a reference for readers. The correct and accurate answer was the most important factor in this research. Discussions were also carried out with colleagues to provide input and criticism from the beginning of the activity until the preparation of the results. Finally, conclusions were drawn and verified.

Results

The research questionnaire results on students' perceptions of Instagram feed-based tasks and peer feedback are shown in Table 4. The results come from the three research questions, such as, *What are students' habits of using Instagram? What are students' perceptions of Instagram feed-based tasks in learning English? Also, What are students' perceptions of peer feedback through Instagram in learning English?* This table provides data on the three categories of students' perceptions. These results are specific and likely to differ from other ELT strategy contexts. Furthermore, these results can also be used as initial data to evaluate and consider the use of MALL-based social networking tools through Instagram.

Table 4
Students' Questionnaire Results

Perception Category	Statements	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	N
Students' habit of using Instagram	1	1	1	9	26	19	56
	2	1	0	8	19	28	56
	3	1	9	27	12	7	56
	4	1	4	25	16	11	56
	5	2	4	9	22	20	56
Instagram Feed-based task	6	3	1	4	24	25	56
	7	3	9	18	14	12	56
	8	3	12	17	15	9	56
	9	2	10	19	16	9	56
Peer feedback through Instagram	10	0	1	19	19	17	56
	11	0	2	17	19	18	56
	12	0	2	18	21	15	56
	13	0	2	19	20	15	56

Table 4 shows the overall value of students' questionnaire results regarding the varying use of Instagram as a MALL tool. However, by directly analyzing these numbers, it was assumed that most students agreed and enjoyed this learning strategy. The result showed the average score number of students who "strongly agree," and "neutral" are on the high category scale of 205 and 206. The "agree," "strongly disagree," and "disagree" statements are in the very high and low categories with a total of 243, 17, and 57. In detail, each statement item of the research questions is presented and described individually.

The first research questionnaire category focuses on the question, "What are students' habits of using Instagram?" The results are shown in Figure 1 and Table 5.

Figure 1
Results of Questionnaire for Students' Habit of Using Instagram

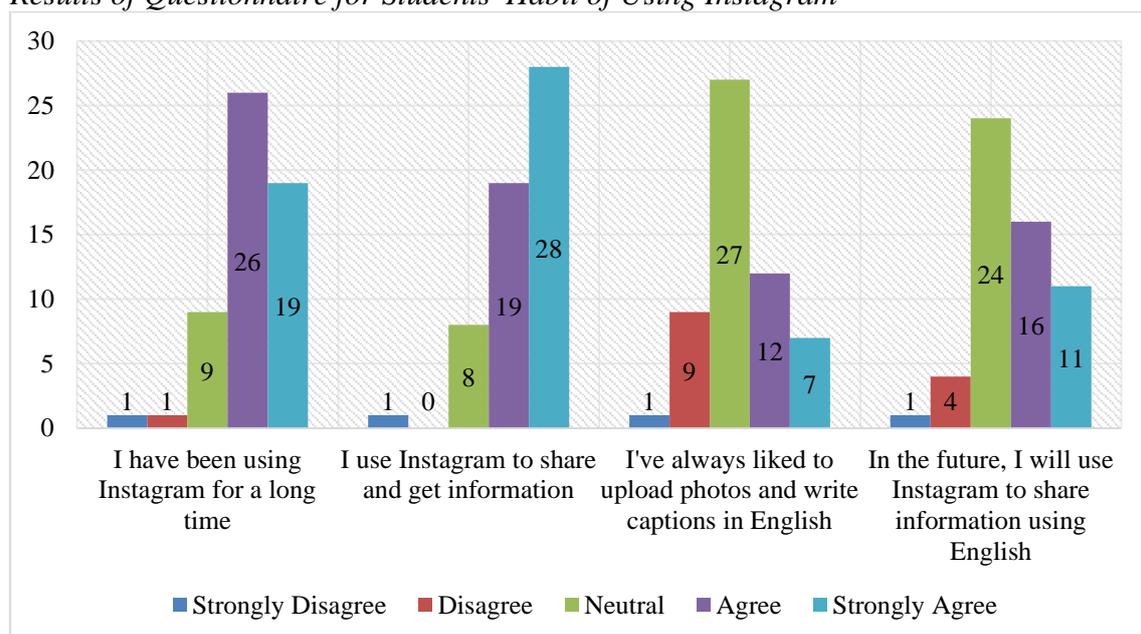


Table 5
Descriptive Statistics for Students' Habit of Using Instagram

No	Statements of Perception	N	Sum	Mean	Std. Deviation
1	I have been using Instagram for a long time	56	229	4.09	.859
2	I use Instagram to share and get information	56	241	4.30	.851
3	I've always liked to upload photos and write captions in English	56	183	3.27	.944
4	In the future, I will use Instagram to share information using English	56	199	3.55	.952

Figure 1 and Table 5 show that this application has become popular among students. According to the calculation of the scale category by Sudjono (2011), they are 236-280, 191-235, 146-190, 101-145, and 56-100 in the very high, moderate, low, and very low categories. The average score for more than 45 students using Instagram to share and get information is 4.09 and 4.30. However, most students are still hesitant to share information in English, mainly writing captions.

The following quote results from statements 3 and 4 provided for FGI, which explores students' doubts. It was held on September 30, 2021, and the Indonesian transcriptions were translated into English.

The questions are: *Why do most of you hesitate to upload photos and write English captions on Instagram? Why do not you try doing it?*

To be honest, I like, and I often post photos in my Instagram feed and story. However, I have not used English for my captions because I am not confident in using the language, and I am scared of being mocked by my friends. Maybe I will try it sometime by using google translate (*smiling*). (S10)

Yeah, I constantly upload photos, but mainly at Insta-story. Sometimes I use English captions by copying a quote from google (*being giggle*), which is the same reason for others. I am hesitant due to the possibility of choosing the wrong words, but it is not hard to conduct because of the online dictionary. (S39)

Personally, I have posted my photos with English captions in them. However, one of my friends said the following, "Hey, you post a lot on social media, acting such as *"Bule"* (foreigner), we are Indonesian, tho!" Since then, I have found it weird using English to create posts, and maybe I need to block my friend first before captioning again (*laughing*). Just kidding, yeah, I will try again sometime. (S55)

The transcript above represents students' opinions about their habits on Instagram, their deficiencies in English language skills, and fluency expectations. They believe that writing caption in English is a learning process and admitted to being happy seeing their followers on Instagram who often write captions in English. This is because they believe that those capable of speaking it are smart and follow trends. However, the lack of support system and self-confidence are the obstacles experienced, which affect their learning process and the possibility of writing captions in English.

Figure 2
Results of Questionnaire for Students' Perception of Instagram Feed-based Task

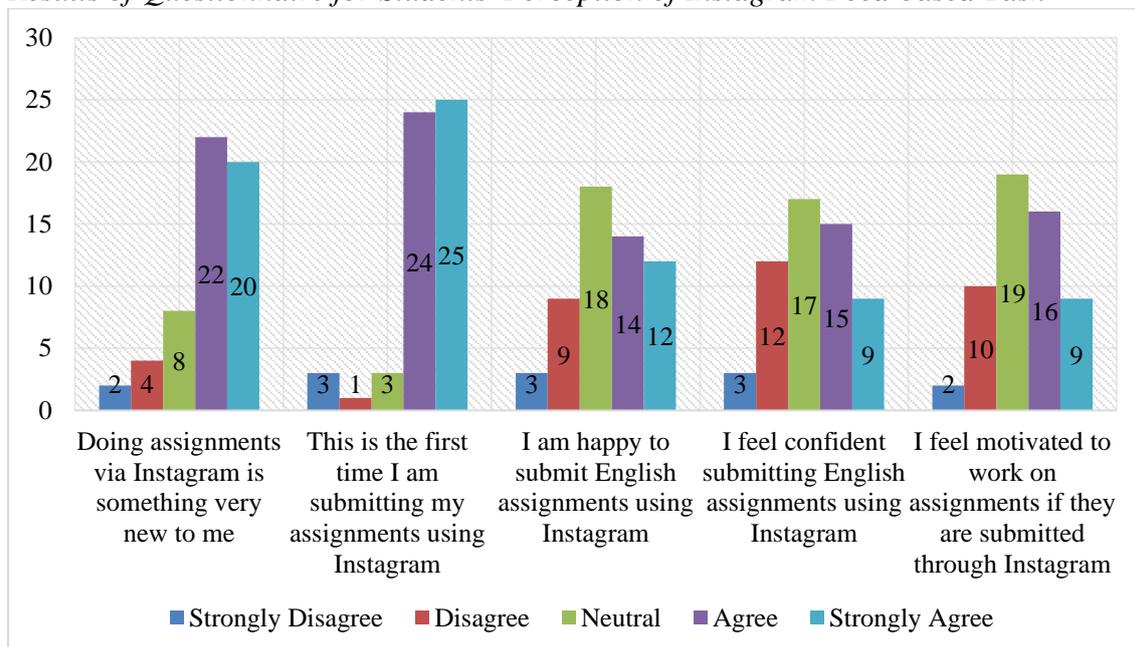


Table 6
Descriptive Statistics for Students' Perception of Instagram Feed-based Task

No	Statements of Perception	N	Sum	Mean	Std. Deviation
5	Doing assignments via Instagram is something very new to me	56	221	3.95	1.069
6	This is the first time I am submitting my assignments using Instagram	56	234	4.18	1.029
7	I am happy to submit English assignments using Instagram	56	191	3.41	1.156
8	I feel confident submitting English assignments using Instagram	56	153	2.73	1.136
9	I feel motivated to work on assignments if they are submitted through Instagram	56	188	3.36	1.069

Figure 2 and Table 6 present students' questionnaires related to the question, "What are students' perceptions of Instagram Feed-based tasks in learning English?" with varying responses. The result showed that the learning method through a Feed-based task is still very new to students from their answers. Approximately 4 or 6 people have received this learning method in high school, with significant differences shown in statements 7, 8, and 9, with the majority unsure about this feed-based task activity. Students' average scores for statements 7, 8, and 9 are 191, 153, and 188, indicating a "moderate" category position. Further deepening of the statements of perception through FGI is in line with the following questions:

FGI questions: *Why are most people hesitant to submit their assignments in English using Instagram? What makes you so hesitant?*

Firstly, submitting assignments through IG makes me uneasy due to the difficulty in finding photos related to the topic of the project. Secondly, I am not confident in my English writing and am scared of being stereotyped due to my varying incoherent answer. (S42)

I also want to say that I rarely upload on my Instagram feed, and even when I do, only photos are uploaded without captions. I do not want to say that I am not happy or motivated, but I am not very good at writing in English. Many people will see my English writing, and I do not think I can provide an answer when a comment is posted (*being giggle*). (S12)

I guess our reasons are the same, I feel motivated because learning English is something new and imperative for submitting assignments. However, I will make a significant effort to do it regularly by first translating it using a dictionary. Writing captions in English challenges one to learn, and it also makes us feel unconfident because we are still learning the language and bound to make mistakes, but the followers do not want to understand that fact. I do not hesitate to write in Indonesian, unlike in English. (S5)

The transcripts above represent students' opinions on their motivations, confidence, and feelings. Statements 7, 8, and 9 showed that the FGI is aware of the challenges associated with learning English. Students are not motivated to conduct Instagram feed-based tasks, and the majorities are not confident in their English skills. This inadequacy is because they are scared of online bullies, who do not hesitate to point out poor English skills.

Figure 3

Results of Questionnaire for Students' Perception of Peer Feedback through Instagram

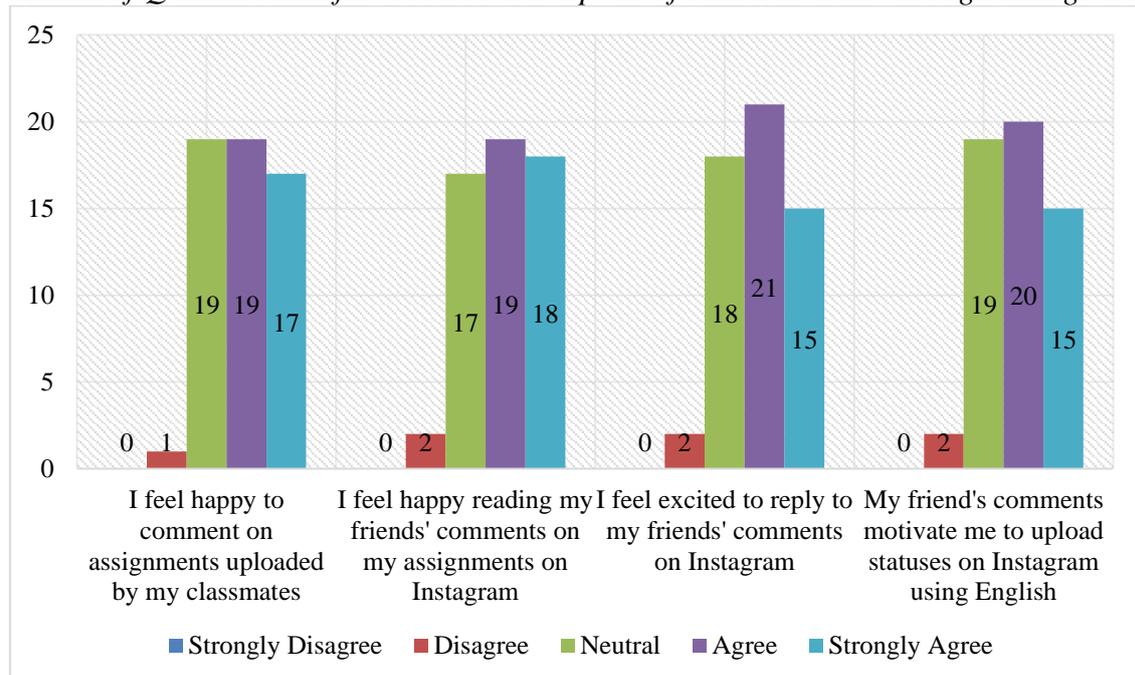


Table 7
Descriptive Statistics for Students' Perception of Peer Feedback through Instagram

No	Statements of Perception	N	Sum	Mean	Std. Deviation
10	I feel happy to comment on assignments uploaded by my classmates	56	220	3.93	.850
11	I feel happy reading my friends' comments on my assignments on Instagram	56	221	3.95	.883
12	I feel excited to reply to my friends' comments on Instagram	56	217	3.87	.854
13	My friend's comments motivate me to upload statuses on Instagram using English	56	216	3.86	.862

Figure 3 and Table 7 show that the questionnaire results regarding the question, "What are students' perceptions of peer feedback through Instagram in learning English?" is in the "high" category ranging from 191-235. There is a gap between the previous questions where students feel less confident in the feed-based tasks but happy and motivated in peer feedback activities. After further confirmation through FGI, the following is a transcript of students' answers.

FGI questions: *I am curious to know why most of you are not confident to conduct feed-based tasks but are comfortable in peer feedback, where you happily provide comments, excited to reply, as well as motivated to post status. Tell me your reason because the comment comes from the feed-based task!*

I like to comment on my friends' assignments in the caption and also read and provide replies to their input in mine. It is like doing virtual communication, and I do not hesitate even though I write in English because the process is interactive. (S9)

Yes, I enjoy reading and replying to my friends' comments. This is because we talk about anything and joke with each other even though our English is not necessarily correct. We also support and help each other to get better at learning English. I guess we are confident because not only self-emerged at the feature, but we are also together. Therefore, if bullying comes, we can handle it together. (S1)

Yeah, I could not agree more. I still have doubts about using English, but I feel motivated to write on my friends' captions because many comments are there. I am not alone that is why when I post, my friends also comment. Therefore, you have to comment, guys (*laughing*). (S43)

The transcripts above show intensive interaction among students, which is capable of resolving their doubts about writing English. Although they are hesitant to post assignments in a caption feed, they do not hesitate to send messages to each other through comments. In conclusion, their self-confidence appears assuming they get motivated by other friends.

Discussion

This research addressed the literature gap by investigating the impacts of Instagram use on acquiring a second language with feedback used as a tool for students to enhance their writing skills. Students had been exposed to online L2 learning through feed-based tasks and peer feedback. However, this research differed from others by using the main feature of Instagram for giving and taking. It further tried to examine whether this activity improved students' motivation and confidence to use English, which led to the discovery of how classroom situations moved into Instagram feed. This platform is a social networking tool used to obtain and share information daily. It is also a potential tool used by teachers for instructional reasons, particularly in higher education settings.

The research results shown in Figures 1-3 and Tables 4-7 were from the descriptive and in-depth analysis of FGI obtained from students' participation in special treatment classes for Instagram's application asynchronous learning media. The researcher and lecturers gave four writing assignments during the four meetings, where students had to upload the assignment on the Instagram Feed as a caption. The writing assignment was *"Tell me about yourself!"* *"Why are Law Major and Sekolah Tinggi Ilmu Hukum Pengayoman your study choice?"* *"What is your idea?"* *"According to you, why do some people select to commit misdemeanors?"* Students were instructed to provide comments, feedback, or reinforcement on their friends' captions, inviting solid interaction in the Instagram comment section.

The results related to students' use of Instagram showed that it is used by more than 80% to share and get information. According to Oliveira (2022), the popularity of this platform as a social networking tool is because it provides easy access for users anywhere and at any time (Oliveira et al., 2022). More than half of the students doubted its effectiveness when it was introduced as a place to hone English writing skills through captions. Only 48% were motivated to use it due to inadequate support from the environment.

According to Gonulal (2019), the experience of ELL in using Instagram as a MALL tool is mostly beneficial (Gonulal, 2019) because this platform influences students' motivation, engagement, and attitudes (Rajendran & Yunus, 2021; Sari & Wahyudin, 2019; Yeh & Mitric, 2019). This is similar to Nirmalasari & Liliani's (2022) research, stating that the Instagram application is effective and easy to use in online learning (Nirmalasari & Liliani, 2022). Katz & Nandi (2021) stated that this platform enables educators complete L2 learning, share unique and exciting material, and continue to provide teaching points even after formal classes are over (Katz & Nandi, 2021). Overall, the findings of this research indicated that Instagram as a social media platform can be used as a forum for sharing and obtaining information in both Indonesian and English.

Education experts have not given sporadic attention to Instagram, and its use as a medium for writing prompts in captions, specifically in universities (Carpenter et al., 2020). More than 82% of students used in this research found Instagram as a medium for sharing something new through feed-based tasks. However, when asked about their perceptions, only about 45% were happy, confident, and motivated toward the feed-based task. The "medium" category was not because the task was boring or difficult but due to students' weakness in English. Gonulal and Yeh (2019) stated several benefits associated with utilizing this type of social media in learning the English language (Gonulal, 2019;

Yeh & Mitric, 2019). Some students revealed that the feed-based task was a challenging and unique activity, specifically enhancing their writing skills. Ramalia (2021) stated that Instagram is a suitable platform for writing classes because it is fun and reliable. Students can visualize what they wrote using pictures (Ramalia, 2021). Tarigan (2001) stated that Instagram provides positive feedback to promote students to be spatially and linguistically aware of their English writing any time and anywhere (Tarigan et al., 2021).

From the feed-based task activities, students were actively involved and immersed in using English to communicate by answering questions from colleagues and making comments (peer feedback). The research results related to this variable indicated the accumulation of student answers in the "high" category because more than 64% felt very excited to comment on their friends' assignments and read their comments. This was roughly students' perception of peer feedback through Instagram in learning English. Therefore, they tend to be highly motivated when interacting with friends. Language weakness was not an excuse assuming students were actively involved in communication, even in English. Erarslan (2019) reported that Instagram is the original medium for practicing language or interacting with others. Students are not worried about making mistakes while participating in discussions or leaving comments because they can voice their ideas and opinions (Erarslan, 2019). Tan and Chen (2022) found that online peer feedback is vital in collaborative learning in another research. This technique improves comprehension and aids providers, and recipients in honing their metacognitive skills while reinforcing that interaction and collaboration assist students in the classroom (Tan & Chen, 2022).

The benefit of Instagram is that feed-based tasks give students the possibility of being interested in writing captions. The platform has images or videos to help them organize effective writing and provides opportunities for improvement, specifically in organization, coherence, and theme development. It can also give students a stronger sense of authenticity and purpose in their writing because their posts are visible to all. Students motivate themselves to produce well-organized written content.

Teachers can use this opportunity to instruct students to provide comments or criticize their friends' feeds because it helps to enhance their ability to communicate interactively, which is beneficial to educational stakeholders.

Conclusion

This research evaluated how students feel about deploying an Instagram feed-based task and peer feedback as a MALL tool to enhance their English learning capability. It facilitated writing prompts through captions and interaction through comments leading to more meaningful learning experiences. Therefore, based on the findings, most students were familiar with Instagram to share and obtain information, making it possible to flip it into an L2 learning tool. Students' poor English skills impacted their lack of motivation, interest, and confidence in participating in flipping Instagram as a medium of writing activities using feed-based tasks. In contrast, peer feedback increased their motivation to interact with their friends using English.

This research has implications for elements of English education. Firstly, EFL teachers use Instagram as a MALL tool through its feed-based and peer feedback assignments for students in L2 class to practice their writing skills. This strategy

stimulated students' engagement and enabled teachers to try other social networking tools with roughly the same function. Secondly, this activity allows students to gain many new learning experiences and open their horizons. This is because the tool closest to them had a positive impact on developing their capacity, especially writing skills. Thirdly, for material developers, this strategy can be incorporated into learning media, specifically for students who require collaboration. This indicates the findings of this research have a more positive impact on collaborative and interactive activities. Fourthly, it can be used for applied linguistics on Instagram or other social networking tools to solve language-based problems, such as writing, listening, speaking, and reading skills.

This research also has some limitations. First, the sample size was limited, hence, the results only represent the location where it was conducted. This means subsequent research is expected to consider a larger sample size to produce more generalizable results. Second, it only looked at one social networking tool, which means it is imperative to consider another application as the MALL tool. Third, this small-scale research designed a simple questionnaire to target teenagers using Instagram. A complete survey needs to be used in future research to assess better language learners' mobile attitudes and habits. Fourth, because this current research only looks at how students perceive Instagram as a MALL through tasking and commenting, subsequent ones need to investigate other aspects of students' engagement, such as emotional, cognitive, and behavioral engagement, social, reflective, and goal-clarity. Research on attention will provide further insight into Instagram's potential to engage students in language acquisition.

However, irrespective of these drawbacks, this current research found that Instagram, as a MALL tool, can be used in L2 learning. The availability of the "caption" feature in the feed menu can be used as a task-based activity through writing assignments. The "comment" feature can be a space for student interaction through peer feedback to provide reinforcement and constructive criticism to one another. As a result, language teachers need to promote students to utilize Instagram and other social networking platforms to achieve maximum exposure to the target language outside of the classroom.

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