THE EFFECTIVENESS OF USING INSTAGRAM TO INCREASE STUDENT'S MOTIVATION TO LEARN ENGLISH IN ONLINE LEARNING AT SMK NEGERI 1 PANGKEP

Thesis

RASMILAH

ENGLISH EDUCATION STUDY PROGRAM

FACULTY OF TEACHER TRAINING AND EDUCATION

MUSLIM MAROS UNIVERSITY

2021

THE EFFECTIVENESS OF USING INSTAGRAM TO INCREASE STUDENT'S MOTIVATION TO LEARN ENGLISH IN ONLINE LEARNING AT SMK NEGERI 1 PANGKEP

Submitted to the Faculty of English Education Study Program Maros Muslim University Teacher Training and Education to Partially Meet the Terms of Use Obtaining a Bachelor's Degree in Education

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ENGLISH EDUCATION STUDY PROGRAM

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2021

HALAMAN PERSETUJUAN

Skripsi dengan judul **"THE EFFECTIVENESS OF USING INSTAGRAM TO INCREASE STUDENT'S MOTIVATION TO LEARN ENGLISH IN ONLINE LEARNING AT SMK NEGERI 1 PANGKEP"**.

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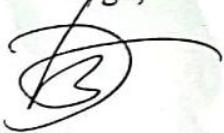
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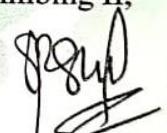
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THE EFFECTIVENESS OF USING INSTAGRAM TO INCREASE STUDENT'S MOTIVATION TO LEARN ENGLISH IN ONLINE LEARNING AT SMK NEGERI 1 PANGKEP

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MOTTO AND DEDICATION

MOTTO

"The virtue of knowledge over wealth is that knowledge will protect its owner while
wealth will be guarded by its owner"
Ali bin Abi Talib

(Rasmilah)

DEDICATION

I faithfully dedicated my thesis to:

1. My lovely mother Mrs. Suleha Palallo who always prayed and support my research until the end of this course.
2. My self, who never tired of working on this thesis with protection of Allah SWT.
3. People around me, who give contribution to complete this thesis that I cannot say one by one to. May Allah bless them

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Demikian pernyataan ini saya buat atas kesadaran saya sebagau civitas Akademik Fakultas keguruan dan ilmu pendidikan Universitas Muslim Maros.

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Yang membuat

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ABSTRACK

Rasmilah, 2021. The Effectiveness of Using Instagram to Increase Student's Motivation to Learn English in Online Learning at SMK Negeri 1 Pangkep. (dibimbing oleh Nuraeni dan Sitti Aisyah)

Berkurangnya motivasi siswa dalam belajar online adalah dampak dari Covid-19. Hal ini menjadi motivasi bagi peneliti untuk melakukan penelitian belajar online menggunakan Instagram. Peneliti memilih social media aplikasi Instagram karena mudah digunakan dan sangat familiar oleh generasi remaja ditambah lagi aplikasi Instagram memiliki fitur yang cukup banyak seperti fitur feed story berupa video dan gambar, feed instagram story, dan live Instagram. Penelitian ini bertujuan untuk mengetahui bagaimana penggunaan Instagram berpengaruh terhadap motivasi belajar siswa dan untuk mengetahui keefektifan penggunaan media Instagram selama belajar online dalam rangka meningkatkan motivasi siswa dalam belajar Bahasa Inggris. Penelitian ini merupakan penelitian campuran menggunakan wawancara semi-struktur dan angket. Penelitian ini diadakan di SMK Negeri 1 Pangkep. Dari hasil penelitian ini, hasil persentase data wawancara tentang bagaimana Instagram meningkatkan motivasi siswa adalah sebesar 60% dengan kategori level interval Sangat Tinggi dan 40% dengan kategori level interval Tinggi. Dengan demikian, hasil angket yang diperoleh dari siswa adalah, aplikasi Instagram efektif untuk memotivasi siswa dalam belajar Bahasa Inggris selama belajar online dengan persentase sebesar 75.35%. Maka, dapat dikatakan bahwa penggunaan Instagram meningkatkan motivasi siswa untuk belajar Bahasa Inggris dalam masa pandemik.

Kata Kunci: Pembelajaran Online, Aplikasi Instagram, Motivasi Belajar

ABSTRACT

Rasmilah, 2021. The Effectiveness of Using Instagram to Increase Student's Motivation to Learn English in Online Learning at SMK Negeri 1 Pangkep. (Supervised by Nuraeni dan Sitti Aisyah)

The decreasing motivation of students in online learning is the impact of Covid-19. This is a motivation for a researcher to conduct online learning research using Instagram. The researcher chose the Instagram social media application because it is easy to use and very familiar to the younger generation plus the Instagram application has a lot of features such as the story feed feature in the form of videos and images, Instagram story, feeds. This study aimed to determine how the use of Instagram affects students' learning motivation and to determine the effectiveness of using Instagram media during online learning in order to increase students' motivation in learning English. This study was a mixed method using semi-structured interviews and questionnaires. This research was held at SMK Negeri 1 Pangkep. The results showed that the percentage of interview data about how Instagram increased students' motivation are 60% with categories a very high categories interval level and 40% a high categories level interval. Meanwhile, the results of the questionnaire obtained from students were that the Instagram is effective to motivated students in learn English during online learning with a percentage of 75.35%. Therefore, the use of Instagram is affective to boost students' motivation to learn English in this pandemic outbreak.

Keywords: Online Learning, Instagram Application, Learning Motivation

PREFACE

Alhamdulillah, all praise, and gratitude the researcher always extends to Allah SWT because of His mercy, grace, and pleasure, so that the researcher can complete the preparation and writing of this thesis. Shalawat and my greetings may still be poured out to the beloved Prophet, Muhammad SAW who has illuminated the world with the light of Islam. Hopefully with hope we are among his people who will get syafa'at the next day. Amin.

This research is entitled **"THE EFFECTIVENESS OF USING INSTAGRAM TO INCREASE STUDENTS' MOTIVATION TO LEARN ENGLISH IN ONLINE LEARNING AT SMK NEGERI 1 PANGKEP"**, is proposed as one of the conditions to obtain a Bachelor degree of English Education in English Education Study Program FKIP UMMA.

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So many people have made donations to and contributed to the author. When studying at FKIP UMMA, in order not to be included as mentioned by name, the researcher thank you very deeply and highly respect all of them without exception. Hope the researcher, hope for the guidance, motivation and support and contributions provided by different parties before their completion.

Lastly, the researcher wishes that this simple work can provide benefits for readers and the advancement of education in Indonesia especially in Maros Regency.

Maros, Juni 18th 2021

Rasmilah

TABLE OF CONTENTS

LIST OF TABLES

LIST OF PICTURES

LIST OF APPENDICES

CHAPTER I

INTRODUCTION

A. Background of Research

In the time of pandemic Covid-19 requires that every learning activity be carried out online. So that, teachers and students cannot meet face to face in class but must learn through an intermediary online learning application. These situations that these students must face provide an impact on student motivation. Based on the results of pre-research interviews with several teachers, that during online learning, students' motivation decreases, only a few students participate and are active in learning (Adhetya Cahyani et al., 2020). The results of his research on Student Learning Motivation during the Pandemic revealed that 52.6% of them admitted that enthusiasm for learning decreases when online learning.

Learning is a conscious effort to change attitudes and behavior. To achieve behavior change, motivation is needed. So that, motivation is one of the key parameters for the success of achieving quality academic achievement. According to Thrash and Elliot (Muhammad Imdad Ullah et al., 2013) motivation is explained about direction, persistence, and purpose to direct one's behavior.

Meanwhile, when students do not have learning motivation, consequently is no learning activities for students so that their learning outcomes decrease. Darsono et al. (as cited in La Ode Muharam et al., 2019) states that several factors that affect motivation are the ideals of students, abilities, conditions, learns and

learning environment, and the attempts of teachers in student learning. Another factor that influences learning activities is variation in teaching styles. A variety of teaching styles can arouse students' enthusiasm to participate in teaching and learning activities. If the teacher in the learning process does not use variations, the students will be bored, students' attention tends to decrease, become sleepy, and consequently the learning objectives are not achieved (Djamarah and Aswan, 2006, in Sapuroh et al., 2018). According to Hasibuan & Moedjiono (2009: 64, as cited in Agung Febrianto (2014) "Skills in using variations can be interpreted as teacher action in the context of the teaching and learning process which aims to overcome student boredom, enthusiasm, and play an active role". Partono & Mubarokah (as cited in Agung Febrianto, 2014) say that "Teachers must have skills in using variations; it means that boredom caused by the stagnant (classical) presentation of learning activities results in students' attention, motivation, and interest in lessons, teachers, and schools. Then, it is necessary to have diversity in the presentation of learning activities".

Therefore, it is necessary to encourage motivation in online learning. Good online learning is very dependent on the applications that already exist today. Nadiem Makarim as Minister of Education and Culture of Indonesia circular issued about application that support online learning for schools and other educational institutions including higher education learning must do from home through e-learning using sundry e-learning platforms such as Rumah Belajar, Quippier School, Teacher Room, Google Classroom, Zoom, and so (Agung & Surtikanti, 2020). Based on the research results of Anugrahana (2020) state that

the model used by the teacher to teaching in online learning is using WhatsApp (WA), Google Form, Google Classroom, Google Drive, Youtube, Tuweb, and some even have face-to-face meetings twice a week.

English teachers at SMK Negeri 1 Pangkep used additional applications such as Quizizz and Telegram in teaching English Learning. When the teachers asked to install applications, some students have problems with the mobile storage space and affect the speed of phone operation. It also affected when they start opening the applications on the phone. It happens because not all students have adequate facilities. Even so, it is undeniable that these applications very support online learning. The limited of learning facilities faced by these students is one of the impacts of Covid-19 on the education aspect. Rimba Hamid et al. (2020) state in their article who found that Covid-19 has impacts on educational, one of the impacts is that online learning tools are not yet supported.

Not only that data and network problems are the main problems in learning, to minimize these problems researchers take the initiative to utilize social media in learning English because students' needs for social media are never separated. Mushtaq (2018) stated that internet experience is advanced and consists of a variety of different formats and topics. Sudha and Kavitha (2016 in Mushtaq, 2018) add this means that anyone can connect via social media. Raut and Patil (2016, in Mushtaq, 2018) make an addition that the use of social media is on the rise in recent years. Not only that, there has also been a sharp increase in the use of social media among students or the education community other than workers. Furthermore, social media provides various services for social media users that

are very easy to play and interact with others online such as Facebook, Instagram, YouTube, Blog, Twitter, and so on. Therefore, using social media is very straightforward and simple, allowing us to create an online presence easily for Facebook and Instagram accounts, then create our own content on social media in a few minutes.

In addition, referring to the 2013 Curriculum, problems can arise because of the difficulty of conducting an authentic assessment that refers to the assessment standard, which consists of (1) attitude competency assessment through observation, self-assessment. assessments, peer-to-peer assessments, and journals, (2) knowledge tests through written tests, oral tests, and assignments, and (3) skills measured by student performance, namely assessments that require students to demonstrate competence using practical tests, products, projects, and portfolios (Maryati et al., as cited in Rimba Hamid, 2020). In online learning, the teacher is more likely to assess the collection of student assignments and student attendance. With the help of social media, it is hoped that it can help students who do not take lessons to understand the subject matter in order to be able to maintain their academic achievements. Academic achievement is the ability of students to learn and remember facts and be able to communicate their knowledge orally and in writing even in exam conditions (Kpolovie et al., 2014 in Mushtaq, 2018). Besides that, in an academic environment, in addition to online learning applications that are often used by teachers or traditional resources when learning face-to-face. Students also need new information technologies such as social media. Social media have attracted considerable attention among students and the popularity of

social media among students and its potential on academic performance Sudha and Kavitha (2016).

Instagram is a media for content creators, both personal and online businesses. Through the features prepared by Instagram, it helps students to learn English, especially since there is a lot of inspiration from English content creators that students can follow. Students are also easy to upload assignments and it's very fun because uploading assignments is like uploading their daily status on their social media. Instagram is a fun and fast app that lets one sharing his/her life with their friends through a series of pictures, take a photo with your smartphone, then choose a filter to change the image to be pretty and viewable forever if the Instagram account is not deleted.

Based on these problems, the researcher used the Instagram social network to increase students' motivation to learn English in online learning because Instagram has more interesting features than other social media networks as an additional online learning application.

B. Research Question

The problem that will be discussed in this research:

1. How does the use of Instagram effect students' motivation to learn English on online learning?

2. Is using Instagram effective to increase students' motivation to learn on online learning?

C. Research Objective

Objective of the study is to find out is using Instagram effect students' motivation in learning English after using Instagram and to find out that Instagram is effective to increase students' motivation to learn on online learning after using Instagram.

D. Significance of Research

It is hoped that by doing this research, researcher could find the best way to overcome the decline in student motivation. This study would provide a better meaning and understanding of:

1. Teachers who teach English in a pandemic situation so that they can create and find innovative teaching methods and methods that can be applied in online teaching to overcome student difficulties in accessing English lessons.

2. English students in Universitas Muslim Maros; The results of this study are expected to be a good enough reference material to enrich references in writing a thesis or to increase knowledge in the teaching and learning process of English.

3. Students; to help the students to increase their motivation during online learning.

4. For School. The results of this study are expected to provide input for schools to improve learning outcomes through giving motivation

5. Readers can realize how important it is to teach language using Instagram in senior high school to enhance the student's motivation.

E. Definition of Terms

1. Instagram is application of social media to share photo and video where people can give comment or like. According to Devy Angga Gunantar & Tatas Transinata, 2019) Instagram is media to upload and share a video or photo to others Instagram users. Instagram users can communicate by commenting on the video post or photo.

2. Motivation is a process that describes the intensity, direction, and persistence of an individual to achieve the goals. According to Rido Sanjaya, 2018) motivation is a condition that moves humans towards a specific purpose, a skill maximally so that wishes can be achieved properly, so the initiation and direction of behavior, as energy for awakening the impulse within.

3. Online learning is a technology-based learning model through distance learning by using internet network facilities to get interact online (Putranti, 2016 in Alfia Safitri et al., 2020)

4. Effectiveness can also be interpreted as match or balance between input and output without detriment the time that has been lived (Ulber Silalahi, 2015 in Akmal, 2020).

CHAPTER II

LITERATURE REVIEW

A. Theoretical Background

1. Previous of Study

The researcher takes a review of the previews of previous studies to complete this paper. First, research conducted by Hanip Pujiati et al. (2019) entitled "The Use of Instagram to Increase Students' Motivation and Students' Competence in Learning English". This journal used a qualitative approach to its research. All data collected uses the case study method. The study takes a sample of 93 students from students grade 1 of SMP SIJ with different backgrounds but less motivation. The results of this study, Instagram helps students encourage them to learn English and even improve their knowledge and skills.

Second, research conducted by Siti Sholikhah (2019) entitled "The Use of Instagram as a Media to Teach Students' Writing". Objective of the research is to find out whether there is a significant difference between student skill in writing recount text before and after being taught by using Instagram as media. The results of the data found that only two students got the lowest score of 7.5 while the highest score was only 6 students. The result of the score was 8.8, it was an Excellent value. The students' mean score before the use of Instagram is in the level of the good category and after the use of it, the students' mean score is the level of the excellent category. Because of that, the researcher concluded that Instagram becomes an effective media to teach recount text.

Third, research conducted by Gonulal (2019) entitled The Use of Instagram as a Mobile- Assisted Language Learning Tool. This study tried to explore how English learners do it. The research was conducted using Instagram in language learning and to express their attitudes and experiences in using Instagram as a learning medium on their cellphones. This study used mixed methods research, data from this method were collected simultaneously through a comprehensive online survey consisting of three parts. The results of this study, Instagram, and other social media, have the prospect of helping language learners improve the proficiency of language learners in general, and vocabulary and communication knowledge in particular, because social media platforms are easy to use anywhere, anytime.

Fourth, research conducted by Azlan et al. (2019) entitled Integrative Task-Based Learning: Developing Speaking Skill and Increase Motivation via Instagram. This research method is action research which aims to determine the effect of using Instagram features and learning activities to consider tasks to develop speaking skills and identify student motivation. This study conducted observations and semi-structured interviews to collect data. The sample was eight students from an urban preschool in Selangor and low-level English proficiency at a rural primary school in Negeri Sembilan, Malaysia. The result of the study is to combine Instagram and task-based learning activities with the needs of 21st century learning and teaching strategies in line with increased student motivation to develop their speaking skills. Students can increase self-confidence to convey ideas using English fluently.

Fifth, research conducted by Devy Angga Gunantar and Tatas Transinata (2019) with the title "Writing Captions on Instagram as a Media for Motivation and Improving Student Writing Skills''. This study aims to determine the use of captions on Instagram to improve students' writing skills and motivation. The research sample was students of class VIII SMP N 3 M Ranggen Demak, totaling 31 students. This research was conducted in two cycles. The results showed that the use of captions on Instagram could increase students' motivation and writing skills. In the first circle pre-test conducted, it was found that only 2 students (6.5%) scored between 60 - 64. While 28 students (93%) scored below 60. The number of students who scored above 60 increased in the post test I, there are 19 students with an average score of 69.5. Student scores increased significantly in the post-test II, the result that there was an increase in satisfactory scores with the highest score of 87 and the lowest score of 66 (first student).

In Hanip Pujiati's (2019) research is almost similar with this research. The distinguishes that the research use a qualitative type and uses the case method, while the researcher used a mixed type of research between qualitative and quantitative using questionnaires and interviews in collecting data. Hanip Pujiati (2019) assigns information about the subject by utilizing the Instagram story feature, while researcher will take advantage of all features such as direct message, post, and story feature. There is a bias in Hanip Pujiati research because the one who conducted teaching using Instagram is Hanip Pujiati himself, while this research is the teacher who will teach. Moreover, learning

in Hanip Pujiati's research is online learning while in this research it is online learning during the pandemic.

For other research, it is used as supporting material whether Instagram can increase student motivation during this pandemic and the method used is very different with researcher.

2. **What is Instagram?**

Source: Pinterest.com

Picture 2.1 Logos of Instagram

This Instagram is a communication tool that can be used in the form of news and advertisements. On Instagram people can share stories and the situation we are in. Lots of Instagram accounts share the quotes using English about romance, humor, biblical quotes, motivational, medical, and various forms English grammar. Instagram is media to upload and share a video or photo to others Instagram users. Instagram users can communicate by

commenting on the video post or photo (Devy Angga Gunantar and Tatas Transinata, 2019).

Instagram was released on 6/10/2010. Instagram is a social media where people who use it can share photos. The number of Instagram users has increased rapidly because the Instagram service was developed to be able to share 15-second videos since the beginning of mid-2013. Instagram statistics show that it has attract active users reach a peak with 150 million active users to use Instagram, with an average of 55 million photos uploaded by Instagram users, and the second highest showed more 16 billion photos that have been shared (Instagram 2013). Currently, Instagram be able to take many functions: create an account, post content (15 second image or video), apply filters, add text, tag users/ hashtags, add features like location, hashtags, like content, comments, search, and user can follow other user account, check the feed generated by the accounts that are followed, and search (search) hashtags/ users (Ali, 2014: Fitri Handayani, 2016)

Instagram also includes social media like Twitter and Facebook also faces privacy issues. This is because the Instagram social network is asymmetrical, meaning that if the owner of account A follows B, B does not need to follow A back. In addition, account owners can set their privacy so that the photos and videos they post are only available to users' followers who need user approval to become followers. By default, pictures and videos are allowed to be seen by anyone using the Instagram app or the Instagram website. Most users can view photos and videos that are on the core page where the photos

and videos are listed in reverse chronological order. This can encourage students to do the best possible assignment because the assignments they will upload can be seen by many people who follow the student's Instagram account.

Overall, the features on Instagram can be used as media in the active learning process, (Soviyah & Diana Rahayu Etikaningsih, 2018). Some of the features that can be used in the active learning process are:

a) Share Photos and Videos. Instagram users can take a picture or videos using the application and be able to broadcast a video and photo. In addition, users can add file captions in the form of words, sentences, or paragraphs in their photos / videos. The title of the video or the photo that was uploaded can provide information about what happened in connection with the upload. Using Instagram in process language learning is very important because the feature of uploading and giving text to image/ video is relevant to help language learners learn how to write effectively in a language and can summarize material briefly in an image or video.

b) Social Networking. Social life on Instagram is like having friends called followers on Instagram. In Instagram, users can make friends with other people' follow them. Through this feature, users can interact with others through likes and provide comments to other users using the icon provided. Apart from that, users can also communicate using the direct message feature.

Soviyah and Diana Rahayu Etikaningsih (2018) added that apart from communicating with fellow users, Instagram users can also form a community. The Instagram community can be in the form of settings, Instagram users gather and share pictures, information and knowledge with other users who have the same interests and hobbies, such as traveling, crafts, food, sports, cars, and examples of other hobbies and free time. These users share the same interest in constant communication. In this way, Instagram is possible to provide services for language educational purposes because it facilitates students to learn how to chat and speak using language effectively.

Special content owned by Instagram is generally used by Instagram users (Fitri Handayani, 2016; Abdul Basith & Ahmad syafi'i, 2020)

a) Instagram profile interface. This section contains user profile information such as biographies, profile photos, website pages, number of posts, and user followers and users followed.

b) Profile content. This section contains the posts of the Instagram account owner. Other Instagram users can see all posts of the account owner which can be scrolled down. For a closer look, viewers can click any photo. The selected photo is displayed clearly.

c) Instagram photos. In this section, viewers can like photos, comment, or read and post comments. It also explains how many people "liked" the photo, a caption for the photo, and a comment under the caption. Photos found on Instagram might also be used to motivate creatively, asking

students to select photos, and then writing short stories based on what they saw.

d) Navigation tools. There are five icons available at the top corner of every page on Instagram screen icons are home page, browse page, post page, notification page, and user profile page. When a user posts their photo or video, the user can tag the photo by adding a location, tagging friends, and putting keyword tags onto the photos.
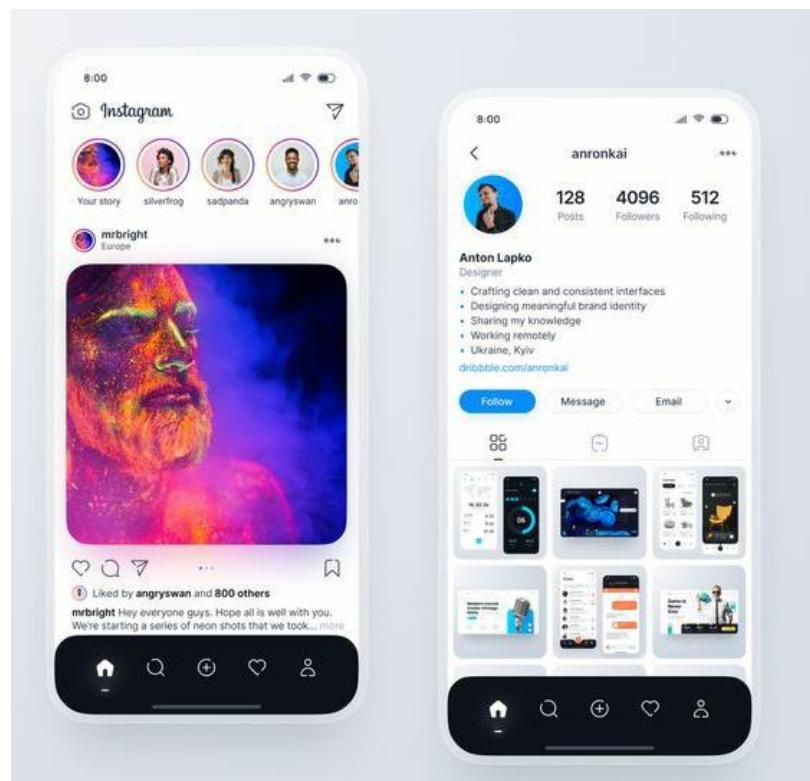
Source: Pinterest.Com

Picture 2.2 Appearance of Instagram

3. What is Motivation?

a. Definition of Motivation

Motivation and learning are two things that influence each other. When someone is going to do learning activities, of course that person needs motivation to do it, if there is no motivation to learn, then that person may not be doing learning activities. There are several definitions of motivation quoted from various sources. Merilyn Simbolon et al. (2019) explained that simple motivation is a desire to devote everything energy to achieve the desired goals. This process is stimulated by the ability to meet individual needs. That is, based on the fulfillment of their needs someone will race to put in effort so that in the end what can be accomplished it needs and manifests itself in certain forms of behavior. Merilyn Simbolon et al. (2019) added motivation is an encouragement to give someone strength in achieving a goal. Motivation is the key to success in the goal including in learning proses.

According to Sardiman (2011, as cited in Viviana Lisma Lestari, 2020, p.75), learning motivation can be said to be an encouragement that triggers student learning activities, which ensures the continuity of learning activities and which gives direction to learning activities, so that the objectives desired by subject learning can be achieved. Motivation is a psychological condition that drives a person to convey a feeling of pleasure and a strong will to do actions to achieve goals. Motivation will present a condition where the energy in a person will increase and self-potential is able to make the most of it. Motivation is an internal process that activates,

guides, and maintains a person's behavior continuously (Heriyati, 2017 as cited in Ferdiyanto, 2020)

b. **Types of Motivation**

Motivation comes from within and from outside the individual. Intrinsic motivation refers to engagement; these intrinsically satisfying or pleasurable behaviors and motivated actions depend on nothing. Rather, extrinsic motivation is basically depending on achieving that result can be separated from the action itself (Gilakjani and Sabouri, 2012 as cited in Yuyun Nailufar, 2018)

As for the notion of motivation intrinsic and extrinsic namely:

1. Intrinsic motivation

   Intrinsic motivation is a powerful force that comes from within a person. Very intrinsic motivation needed to foster motivation to learn, students those who have intrinsic motivation always want to advance within learning, this desire is motivated by thought positive that all the lessons learned now will useful for him both now and in the future will come (Syaiful Bahri, 2000, as cited in Rima Rahmawati, 2016)

2. Extrinsic motivation

   According to Supandi (2011, as cited in Vreedy Frans Danar, 2012, p.62) extrinsic motivation is motivation that arises when there is an external stimulus individual. Jhon W Santrock (2003, as cited in Vreedy Frans Danar, 2012, p. 476) added that extrinsic motivation is the desire to achieve something with the aim of obtaining an external goal. From the above opinion, conclusions can be drawn that extrinsic

17

motivation is influenced or stimulated from the outside individual to achieve a goal.

Gardener and Lambert (in Zhao, 2012) identified two types of orientation: integrative orientation and instrumental orientation. Dörnyei (2001 in Zhao, 2012) added that the integrative orientation is associated with positive disposition towards students who wish to interact with groups even become group members; and instrumental orientation explains the reasons for learning a foreign language for academic gain or getting a better job In addition, of Gardner (1985 in Zhao (2012) said the integrative orientation is related to positive attitude towards the foreign language community, so that it will be a better support for the learner's final proficiency than Instrumental orientation and integrative motivated learner will show greater motivation effort in learn a foreign language and thus succeed in second language achievement because they are active learners.

c. **Source of Motivation**

Motivation to learn may not grow by itself, many factors influence the formation of motivation to learn. According to Mudjiman (2007, in Lestari, 2020, p. 43) there are eight factors that influence the formation of learning motivation, namely: (a) The knowledge factor about the usefulness of learning (b) The need for learning factor (c) The ability factor to do learning activities (d) The fun factor with the idea of doing learning activities (e) Learning activity implementation factors (f) Learning outcome factor (g) Satisfaction factor with learning outcomes (h) Personal

and environmental characteristics factors to the manufacturing process decision.

The source of motivation to learn can also come from someone who does activities because it is driven by factors, needs biology, instinct and maybe the elements of other obligations and the existence of influence in the development of human culture.

Morgan which was rewritten by Nasution (in Sadirman, 2004: 78 as cited in Tri Rumhadi, 2017) human life has needs, namely:

a. Needs to do something for activity. This is very important for the child, because the act itself is a joy for him. In accordance with this concept, for parents who force their children to stay at home is contrary to the nature of the child (activities are a pleasure). This can relate to a learning activity that work or study it will do when accompanied by a sense of joy.

b. The need to please others in his life carry out one of the activities is to do something for the enjoyment of others. The relation with students is that they will be willing to learn when given motivation for people such as parents.

c. The need to achieve results. A learning activity will be successful when accompanied by "praise". This praise (reinforcement) is encouragement for students to be able to study harder so that the achievements that will be achieved by students will be better. The child must be given the widest opportunity to do something with optimal results, so that there is a sense of success.

d. The need to overcome difficulties. A difficulty or obstacle will cause a sense of inferiority or inferiority complex in students, but it can also be an impulse to seek compensation with diligent effort and driven by environmental attitudes. In this connection the motivation has an important role in the effort to create certain conditions that are more conducive for them to strive to gain the upper hand.

Harmer (2001, in Idham Kholid, 2017, p. 51- 56) said students who learn English will be influenced and influence the attitudes of others.

Among the sources that influence students' English learning are:

1) Society. English is very much considered in society. The public's view of English that links social status will affect how students learn about English which has an impact on student motivation in the classroom.

2) Other people are concerned. The attitudes and thoughts of the closest people will greatly affect language learning. If the person closest to him is critical of the subject or activity, the student's own motivation may decrease.

Besides that, teachers' teaching styles and strategies are also very important in encouraging student motivation. A lesson environment that gives students the freedom to choices will encourage them of physically, emotionally, and mentally involved in the learning process so that they can encourage creative and productive activities. In the learning process, students' attention to the subject matter presented by the teacher is very important. It will support achievement of learning objectives. The learning

objectives are achieved when students achieve mastery of the material given in class meetings. Many things can distract students' attention in listening to the material this will affect their learning outcomes. Of course, there are many factors that influence students' lack of attention in learning the learning process, for example, the lack of teacher explanations goals, teacher teaching styles, and so on. Suparman (2010 in La Ode Muharam, et al., 2019) argues that teaching style is a way used by the teacher during learning. Daryanto (2010 in La Ode Muharam, et al., 2019) suggested that teachers who often provide training in order to understand the material will produce better students when compared to teachers who only explain and don't provide continuous follow-up.

d. Function of Motivation

In learning motivation, students are like a vehicle engine and a vehicle driver carrying a vehicle load on the road, either climbing or descending. The engine of the vehicle can pass if the engine is strong, and the vehicle will arrive at its destination if the driver decides.

According to Syaparuddin et al. (2018) the function of motivation is to encourage the emergence of an action or action, as a goal direction, as a driving force. According to Uno (2013, as cited in Endah Widiarti, 2018, p.27) Motivation to learn can help in understanding and explaining individual behavior, including behavior of individuals who are studying. There are several important roles of motivation to learn including: (1) Determine things that can be used as learning reinforcement. (2) Clarify

the learning objectives to be achieved. (3) Determine the range of controls on learning stimuli. (4) Determine learning persistence.

One of the factors that reduce the motivation to learn was raised by Irmalia Susi Anggraini (2010) is the material with the difficulty level. Learning material can be measured by applying pretest and identifying student targets. For adult students, they are certainly very bored with material that is too easy and very frustrated with material that is too difficult. Both affect the learning motivation of students to the lowest level.

Irmalia Susi Anggraini (2010) added several strategies that can be used to foster student motivation, namely: (a) explaining learning objectives to students; (b) gifts; (c) competition/competition; (d) praise; (e) punishment; (f) developing encouragement for students to learn; (g) forming good study habits; (h) helping students with learning difficulties individually or in groups; (j) using a variety of methods; and (k) using good media and in accordance with the learning objectives.

e. **Factors Affecting Learning**

Motivation The factor in motivation to learn is a situation or event participating in influencing student motivation. These factors are what 10 cannot be separated from how someone achieves what they aspire to.

According to Wasty Soemanto (2003, as cited in Setyowati, 2007, 113) in learning, there are so many factors that influence learning but of the many factors which affect learning, can only be classified into three kinds that is:

22

a. Learning stimuli factors

Learning stimuli are anything outside of stimulating the individual to make a reaction or making learning, for example the length of the lesson material, the difficulty of the lesson material, the meaning of the lesson material, the weight of the task, the atmosphere of the environment external.

b. Learning method factors

The teaching method used by the teacher greatly influences the learning method used by the student, the method used by the teacher makes a meaningful difference to the learning process, for example about practicing or practice activities, memorizing or remembering, introduction of learning outcomes, guidance in learning.

c. Individual factors

Individual factors also have a profound effect on learning someone, for example about individual maturity, age, differences in gender, previous experiences, motivation, and health conditions.

According to Mudjiman (2007, as cited in Endah Widiarti, 2018, p.43-44) there are eight factors influence the formation of learning motivation, namely:

1) The knowledge factor about the usefulness of learning.

2) The factor of the need to learn.

3) The factor of the ability to do learning activities.

4) The fun factor of the idea of doing learning activities.

5) Factors for implementing learning activities.

6) Learning outcome factors.

7) The factor of satisfaction with learning outcomes.

8) Factors of personal and environmental characteristics to the process of decision making.

f. Characteristics of Learning Motivation

The motivation that exists in students is very important in activities to learn. Whether there is individual motivation to learn is greatly influential in the process of learning activities itself. As 11 stated by Sardiman AM (2003, as cited in Vreedy Frans Danar, 2012, p.83) motivation has characteristics as follows:

a. Diligent in facing the task (can work continuously in time the old one, never stops before it's finished).

b. Resilient in facing adversity (not quick to give up). Now it requires outside encouragement to perform at its best (not satisfied with the achievements that have been achieved).

c. Expressing an interest in various problems for adults. (For example, issues of development, religion, politics, economy, justice, eradicating corruption, opposing every act criminal, immoral and so on).

d. Prefer to work independently

e. Quickly bored with routine tasks (things of a nature mechanical, just repetitive, so less creative).

f. Can defend his opinion (if you are sure, you will something)

g. It is not easy to let go of that belief

h. Enjoy finding and solving problems If these characteristics exist in a student, it means students have the sufficiently strong learning motivation that is needed in learning activities.

From this opinion it can be concluded that students who have high motivation in learning will shows the following:

a. The desire to explore the material

b. Persistence in doing assignments

c. Desire for achievement

d. The desire to move forward

B. Conceptual Framework

Conceptual framework is a network, or a plane of interlinked concepts that together provide a comprehensive understanding of a phenomenon or phenomena. The concepts that constitute a conceptual framework support one another, articulate their respective phenomena, and establish a framework-specific philosophy (Jabareen, 2009, in Tamene, 2016)

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┌─────────────┐                    ┌──────────────────┐
│ - Covid 19  │ ─────────────────▶ │  Students Learn  │ ─────┐
│ -Online     │                    │                  │      │
└─────────────┘                    └──────────────────┘      │
                                                             │
                              ┌──────────────────┐           │
                              │ Application:     │ ◀─────────┘
                              │ -Zoom            │
         ┌──────────────┐     │ -WA              │
         │  Data and    │ ◀── │ -Google          │
         │  Network     │     │ Classroom        │
         └──────────────┘     │ -G -meet         │
                              └──────────────────┘
                                        │
  ┌──────────────┐                      ▼
  │  Motivation  │     ┌────────────┐ ┌──────────────┐
  │  Decrease    │ ◀── │            │ │ Not face to  │
  │              │     │            │ │    face      │
  └──────────────┘     └────────────┘ └──────────────┘
         │
         ▼
  ┌──────────────┐         ┌──────────────────┐
  │  Instagram   │ ──────▶ │   Interview      │ ──┐
  └──────────────┘         └──────────────────┘   │
         ┆                                         │
         ┆                   ┌────────────┐        │
         ┆                   │   Data     │ ◀──────┤
         ┆                   └────────────┘        │
         ┆          ┌──────────────────┐           │
         ┆ ──────▶  │  Questionnaire   │ ──────────┘
         ▼          └──────────────────┘
  ┌──────────────┐
  │  Motivation  │ ◀───────────┘
  │  Increase    │
  └──────────────┘
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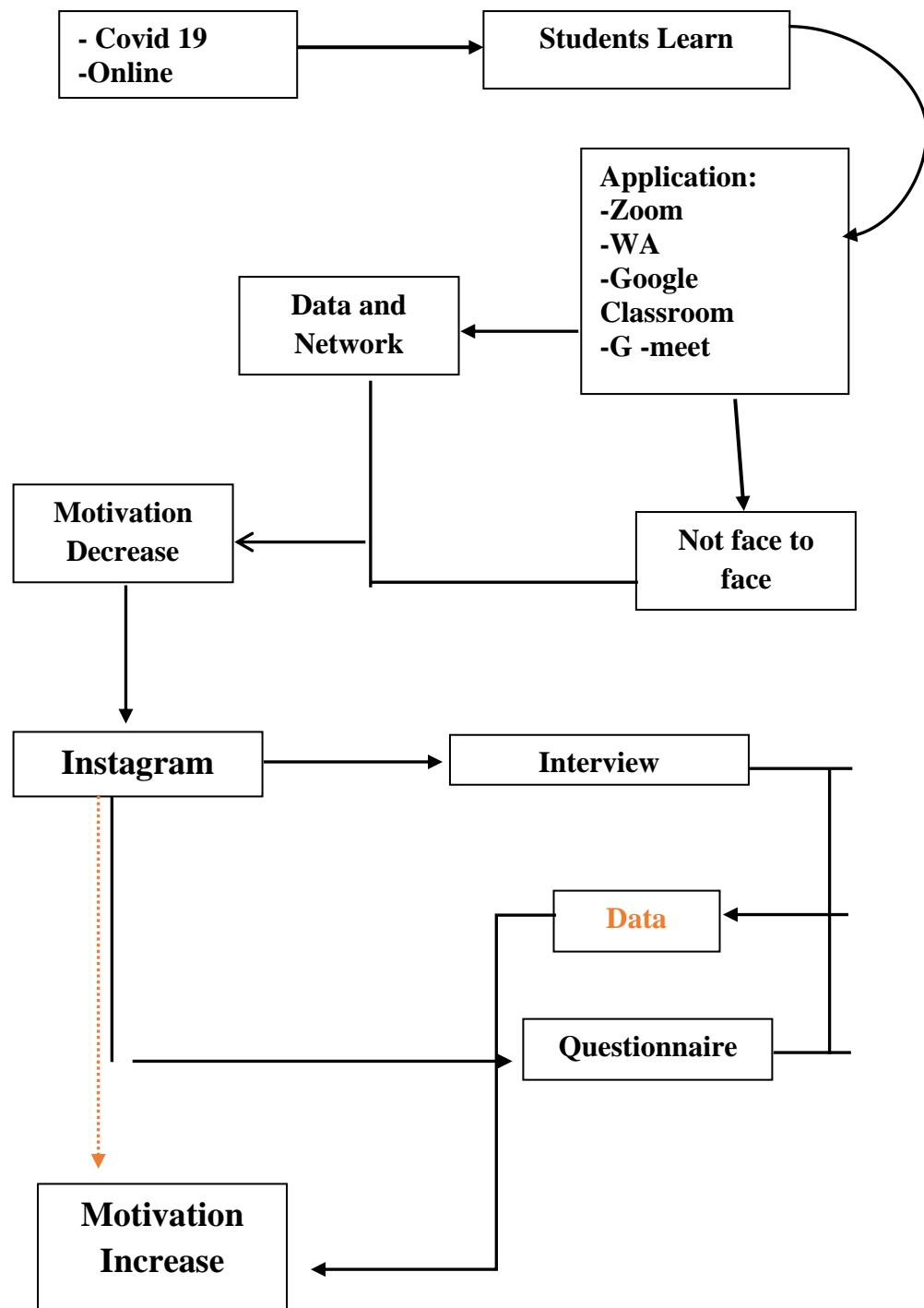
Picture 2.3 Conceptual Framework

CHAPTER III

RESEARCH METHOD

A. Research Type and Design

This research is mixed method (MMR) design. According to Brannen (2005, as cited in Colby, 2016, p.4) "mixed methods research means adopting a research strategy employing more than one type of research methods." Colby (2016) add another expert, Creswell (2010) states that Mixed Method Research is an approach that combines or associates qualitative and quantitative forms. Johnson (2014, as cited in Miftah F. P. Putra, 2017, p.1) provides a comprehensive definition:

Mixed methods research (also mixed research or mixed methodology) is the type of research in which researchers or a team of researchers mixed or combines qualitative and quantitative research, philosophy/paradigms, methodologies, methods, techniques, approaches, concepts, or language into a single research study.

Additionally, Johnson, Onwuegbuzie and Turner (2007, as cited in Miftah F. P. Putra, 2017, p129) in their writings discussing the definition of MMR until the conclusion "mixed methods research is an intellectual and practical synthesis based on qualitative and quantitative research"

The overall objective and main premise of a mixed methods study is that the use of quantitative and qualitative approaches in the combination provides a better understanding of the research problem and complex phenomena rather than the approach itself (Creswell &Plano Clark, 2007 in Molina-Azorin, 2016). Better understanding can be obtained by tri-corner one set of results with another and thereby increasing validity of the conclusion (Molina-Azorin, 2016)

27

MMR research design is used in order to answer the inquiry problem. The primary aim of the research is that students' motivation can increase through Instagram to learn English. This study tries to describe the implementation of Instagram to provide students' motivation in learning English during online learning.

In this study, the researcher uses descriptive analysis with a survey design method by considering the researcher using a questionnaire instrument. According to Zikmund (in Izzul Islamy, 2019) survey research method is one a form of technique in which information is collected from several samples in the form of people, through questions. Suwartono (2014: 127 in Izzul Islamy) says that usually a survey involves many subjects or respondents, it could be part, or all population (census). This survey method does not have many samples, it includes survey research that depends on the sampling method. According to Sugiyono (as cited in Safitri, 2013) Survey research is research conducted on large or small populations, but the data studied is data from samples taken from that population, so that relative events, distributions, and relationships between sociological and psychological variables are found.

B. Time and Place of Research

This research was conducted in the second level grades Accounting and Financial Institutions department in the academic year of 2020/2021 for 2 months. It was conducted at SMK Negeri 1 Pangkep which is in Samalewa, Bungoro, Samalewa, Kec. Pangkajene, Kabupaten Pangkep, Sulawei Selatan. In this study, the researcher used the research procedure in order to get the required data.

C. Population and Sample

1. Population

According to Suharsimi Arikunto (2006, in Jefri Hendri Hatmoko, 2015) population is the amount of the subject of research. Population can be all things to be studied like people, things, events, and value happened. The Population in this study was involved all second graders Institutional accounting and finance department students of SMK Negeri 1 Pangkep 2020/2021.

2. Sample

Sample is a subgroup of the population selected for use in research (Goto et al., 1982). The amount that can be used, Suharsimi Arikunto (2006: 134 in Jefri Hendri Hatmoko, 2015) explains that if the subject is less than 100, more well taken all so its research is a population study. But if many subjects (more than 100 people can be taken between 10-15% or 20-25% or more.

In this study researcher used Snowball Sampling techniques. Snowball Sampling is a method of sampling the same shape with a snowball, which is getting longer the more samples that are obtained. According to Nina Nurdiani, 2014) Snowball sampling technique is a method for identifying, selecting and taking samples in a network or a continuous chain of relationships. Snowball technique sampling is used to find other respondents. In other words, researcher get respondents who were willing to be interviewed on the recommendation of previous respondents.

D. Research Implementation Procedures

To make it accessible to get in the research setting, the researcher was initially getting acquainted in general with the school and explain the purpose of the research to be held. Furthermore, prospective research subject was held in a personal approach. After the presence of researcher considered well received, then researcher was started collecting data, of course by continuing to foster good relations that have been established.

1. First, after obtained a research permit the researcher informed the SMKN 1 Pangkep school to ask for permission to conducted research for 2 months or 8 meetings. A research permit is included with the proposal.

2. After researcher allowed to research, researcher was met the class English Teacher.

3. Researcher explained to the English Teacher that this research is Instagram as an additional application for teaching English during online learning.

4. In this research the teacher is the one who was teach. Students was sent assignments and get information in the form of materials and assignments from Instagram through teacher.

5. After 8 meetings, the researcher spread out the questionnaire to all students involved in this study to collected data about Instagram boost students' motivation in online learning.

6. Then, researcher would interview 5 students to get data after used Instagram in learning to found out about how Instagram affected students' motivation.

7. Finally, researcher got data from the field. Before researcher analyzed the data that had been obtained. Researcher would like to thank the school and the English teacher at SMKN 1 Pangkep to given researcher the opportunity to conducted this research in their schools and ask for certification of having research in SMKN 1 Pangkep.

8. Researcher was analyzed the results of the interview used the concept of Mile and Huberman and a questionnaire used SPPS and Excel.

9. The results were presented by the researcher in the thesis and was presented at the test results.

E. Data Collection Techniques

Every research, whether quantitative, qualitative, or research development, cannot be separated from the instrument as a data collection tool. Data collection tools commonly used in the form of questionnaires, tests, interviews, observations, and documentation, really depend on what kind of data we need, as well as its suitability with data analysis techniques (Rijal Firdaos, 2016).

Data collection techniques are the most strategic step in research, because the main purpose of research is to obtain data. Without knowing the data collection techniques, the researcher cannot get data that meets the data standards set. In this research, researcher used interviews and questionnaires as a main technique to collected data.

1. Interview

Interviews as an exchange between two parties in which one person tries to obtain data, information, and opinions about information according to the

31

beliefs of that person (Maccoby and Maccoby 1954, in Young et al., 2017). Interviews can be conducted individually, one-on-one, group, and Focus Group Discussion (FGD), in which a group participant is asked to discuss a particular topic, then Interviews are conducted in the group accompanied by a tool audio or video recorder. In this case, the researcher conducted individual interviews by recording.

The researcher uses semi structured interviews. According to Alsaawi (2014) semi structured interviews that have been planned by the researcher before conducting the interview with participants. The interview aims to get information about how Instagram influences increasing student motivation. Therefore, in conducting interviews, the researcher have prepared research instruments in the form of written questions that can be answered briefly. With this semi structured interview, each respondent is given their opinions, and data collection by recording online.

The interview guide in the form of question points related to student interaction with Instagram during online learning to increase student motivation is presented in table 3. 1.

Table 3.1 List of Interview Questions

Interview	Interviewee
1. What do you think about Instagram?	
2. How do you learn with Instagram?	
3. Do you enjoy getting English material on Instagram?	

4. Does the material posted on Instagram help you understand the English material?	
5. Are there any difficulties while accessing the English material provided by the teacher via Instagram?	
6. Does accessing material on Instagram drain your Internet data?	
7. Do you enjoy answering questions in the Instagram comments?	
8. Do the Followers you have on Instagram make you insecure (embarrassed) in exposing your work?	
9. Are you having a hard time interacting on Instagram?	
10. Does receiving English material via Instagram motivate you to learn English at home?	

2. Questionnaires

Questionnaires is a list of stationary mold inquiries that are resolved by or for respondents to give their opinion (Roopa & Rani, 2012). Questionnaire sheets are used to obtain data from respondents, in this case students. Questionnaire sheets are needed to determine student motivation after using Instagram in learning, as well as how much influence the learning media using Instagram has. The answer sheet is made on google form as shown in the appendix.

There are several grids used in this questionnaire. Based on the learning motivation indicators put forward by Hamzah B. Uno (2007, as cited in Devi Nur'aini, 2013, p.23), the grid of this questionnaire sheet is structured as follows:

Table 3. 2 Students' Learning Motivation Questionnaire Sheet

No	Motivation Indicator	Question Number	Number of Questions
1.	Perseveres to encounter with the task	1,2,3,4	3
2.	Tenacious in the face of adversity	5,6,7,8	3
3.	Prefer to work independently	9,10	2
4.	Get bored quickly on routine tasks.	11,12,13	3
5.	Can defend his opinion	14,15, 16	3
6.	Enjoy finding and solving problems	17.18, 19, 20	4

F. Data Validity

According to Sugiyono, (2013, as cited in Florentina Febriyani, 2019, p.176), the instrument is valid if the measuring instrument can measure what should be measured or desired so that the measuring instrument is said to be valid if it can express carefully and precisely from the variables studied.

1. Interview

In qualitative research, researcher must be able to uncover objective truths, therefore the validity of data in qualitative research is very important. It aims to measure the level of trust (credibility) of qualitative research so that it can be justified scientifically. To get accurate and accountable data for researcher, then to test the validity of the data researcher use data analysis techniques Miles and Huberman. The validity of the data used by the research to check the data through two data validity, namely:

a. Test the credibility of the data using reference materials

The reference material referred to here is the existence of supporters to prove the data that has been found by researchers, for example interview recordings, photos of interactions with informants, and observation sheets (Sugiyono: 375 in Tio Saiful Anif, 2020). In this study, researcher was attached documentary evidence during the research. The documentation is in the form of interview guidelines, instrument sheet, and photo of activities in online learning using Instagram.

b. Test credibility with Member Check

Member Check is the process of checking the data obtained by the researcher to the data provider. The purpose of the member check is to find out to what extent the data obtained is in accordance with that provided by the data provider (Tio Saiful Anif, 2020: Ibid, p. 375). If the data found is approved by the data provider, it means that the data is valid, so it is more credible or reliable.

2. Questionnaire

In quantitative research, researcher used SPSS to know Questionnaire validity and reliability.

SPSS is an application program that has sufficient statistical analysis capabilities and height a data management system in a graphical environment using menus descriptive and simple dialog boxes in an easy-to-understand way operation (Adi Candra Kusuma & Arif Rakhman, 2017).

The calculation of this validity test uses the help of Statistical Package for the Social Science (SPSS) and Microsoft Office Excel. Once obtained, then compared with 95% confidence level or =0.5 with df = n-2 (df=53-2=51). If we look at the values of r Product Moments, = 0.2706. If > then the Question declared valid, and if < then the Question declared invalid.

Arikunto (2006: 170 in stated that the formula used to measure the validity of the instrument is the Pearson Product Moment Correlation:

$$r_{xy} = \frac{N \sum XY - (\sum X)(\sum Y)}{\sqrt{\{(N \sum X^2) - (\sum X^2)\} \{(N \sum Y^2) - (\sum Y^2)\}}}$$

Note:

r_{xy} : Item correlation coefficient

N : Number of test responses

Σx : Number of item scores obtained by trial

Σy : Total score of items obtained by respondents

The decision to test the validity of the instrument is:

1. The statement item is said to be valid if $r_{count} > r_{table}$

2. The statement item is said to be invalid when $r_{count} < r_{table}$

Researchers also conducted a reliability test on the results of the questionnaire. Reliability test is carried out to determine the determination of an instrument (measuring instrument) in measuring the same symptoms even though in different times. According to Sugiyono (2014, p. 348 "Instrument reliability is an instrument which, when used, several times to measure the same object, it will produce the same data. Measurement results that have a

level High reliability will be able to provide reliable results. The high and low reliability of the instrument is indicated by a number that is called the reliability coefficient. If an instrument is used twice to measuring the same symptoms and the measurement results obtained consistent, the instrument is reliable. To test the reliability of the instrument in this study, using the Cronbach Alpha reliability coefficient (Arikunto, 2006, p.196,

$$r_{11} = \left(\frac{k}{k-1}\right)\left(1 - \frac{\sum \sigma_b^2}{\sigma_t^2}\right)$$

Note:

r_{11} : instrument reliability

k : number of statements

$\sum \sigma_b^2$: number of item variances

σ_t^2 : total variance

A variable is declared reliable if Cronbach Alpha (α) > 0.60 (Arifin, 2018:99). According to Suharsimi Arikunto (2013: 319) also explains whether a data can be said to be significant reliability or not, then rcount is categorized in table 3.3. Calculations in reliability testing using SPSS 25.

Table 3.3 Instrument Reliability Coefficient

Coefficient Interval	Relationship Level
0,800-1,000	Very High
0,600-0,799	High
0,400-0,599	Medium
0,200-0,399	Low
0,000-0,199	Very Low

As explained earlier. An item is said to be valid if it meets the following conditions: $r_{count} > r_{table}$ (0.2706) and significance < 0.05 then the item declare

valid. The usefulness of validity is to determine the extent of the accuracy and accuracy of a measurement instrument in carrying out its measuring function, namely so that the data obtained can be relevant / in accordance with the purpose of the measurement. All statement items in the questionnaire are all valid after the validity test is carried out. The results of the validity of each item can be seen in the following table:

Table 3. 4 Validity each Items

Items	Valid Percentage		Interpretation
	Person Correlation	**Sig.**	
n1	0,709	0,00	Valid
n2	0,718	0,00	Valid
n3	0,691	0,00	Valid
n4	0,818	0,00	Valid
n5	0,807	0,00	Valid
n6	0,683	0,00	Valid
n7	0,757	0,00	Valid
n8	0,814	0,00	Valid
n9	0,650	0,00	Valid
n10	0,733	0,00	Valid
n11	0,492	0,00	Valid
n12	0,766	0,00	Valid
n13	0,782	0,00	Valid
n14	0,647	0,00	Valid
n15	0,772	0,00	Valid
n16	0,563	0,00	Valid
n17	0,664	0,00	Valid
n18	0,821	0,00	Valid
n19	0,735	0,00	Valid
n20	0,623	0,00	Valid

Items that declare reliable if Cronbach Alpha (α) > 0.60 (Arifin, 2018:99). According to Suharsimi Arikunto (2013: 319) also explains whether a data can be said to be significant reliability or not, then r_{count} is categorized in table 3.2. The purpose of data reliability is to determine or show the consistency of a test in measuring the same symptoms at different times and on different occasions. The result of the numerical instrument reliability test can be seen in the following picture;

Reliability Statistics

Cronbach's Alpha	N of Items
.948	20

Picture 3.1 Result of Cronbach Alpha

Based on the results of the reliability test, Cronbach's Alpha is 0.948 which is in the Very High relationship level. So, all items are very consistent.

G. Data Analysis Techniques

1. Interview

Researcher used Miles and Huberman analysis model to analyzed data Qualitative Research. Miles and Huberman (Sugiyono, 2012, as cited in Admizal & Elmina Fitri, 2018, p.91) suggested that the activity in the analysis of Qualitative data is carried out interactively and continuously until complete. Steps in data analysis techniques:

a. **Data Reduction**

   The data obtained from the field are quite large, so that should be carefully and detailed. For this reason, it is necessary to immediately carry out data analysis through data reduction data. Reduce data it means Summarizing, selecting the main points, focusing on the important things, and looking for themes and patterns. In the field of education, after the researcher entered the school setting as a place of research, in reducing data, researcher focused to students who have high intelligence by categorizing aspects, learning styles, social behavior, interactions with the student's family and environment, and behavior in the classroom.

b. **Data Display**

   Data presentation is done after the data is reduced. Can be done in the form of a short description, chart, relationships between categories and the like. It also makes it easier for the researcher to understand what's going on and to plan work based on the researchers' bias. Researcher used form of a short description.

c. **Conclusion Drawing/ verification**

   The conclusions in qualitative research are new findings that have never been obtained before. These findings can be in the form of a description of an object that was previously unclear and after being researched it becomes clearer. This conclusion may be able to answer the problem formulation. This is because the problems and problem

formulations are still temporary and was develop after researcher are in the field.

2. Questionnaire

Researcher analyzed questionnaire using Likert Scale. Likert scale is used to measure attitudes, opinions and perceptions of a person or group of people about social phenomena. In this research Likert scale is used to measure people's attitudes and perceptions towards the use of Instagram in online learning will increase students' motivation. The result was clarified in very high, high, medium, low, and very low. The results of the question sheet can be calculated by the number of criteria scores. The score that given to each score item:

a. Skor 1: for answers never

b. Skor 2: for answers sometime

c. Skor 3: for frequent answers

d. Skor 4: for answers always

Based on the respondent's answer, it was obtained one the tendency of the respondents' answers. Shared Questionnaire performed using a Likert scale. Then the calculation of the answer index respondents conducted with the following formula:

Index Value: ((F1x1) + (F2x2) + (F3x3) + (F4x4)) / 4

Note:

F1 is the frequency of respondents who answer 1 (never)

F2 is the frequency of respondents who answer 2 (sometimes)

F3 is the frequency of respondents who answer 3 (frequent)

F4 is the frequency of respondents who answer 4 (always)

The number of respondents' answers starts from number 1 to 4. The resulting index number will be starting from number 24 to 96 with a range of 72. This research uses criteria 3 boxes (three boxes method) to calculate the index range, does it include low, medium, or high category. Then 72:2=24. Range by 72 divided by 3 and procedures a range of 24, which is as follows:

24 – 48= Low

49 – 72= Medium

73 – 96= Height

Students' opinions are expressed in the form of a review continuum so that it can be seen how big the students' perception of the use of Instagram in online learning is, whether it lies in the very category low, low, medium, high, or very high. Here is the order of the process of finding the highest ideal score lowest, class interval length, and variable continuum review based on the formula from Riduwan (2009:89 in Margiyanto, 2013)

The total score is entered into a continuum line, which the measurement is determined by:

Max Index Value   : Highest Score x Number of Questions x
Number of Samples

Min Index Value   : Lowest Score x Number of Questions x
Number of Samples

Distance Interval   : (Max Value – Min Value): 5

Score Percentage   : (Total Score: Max Score) x 100

On a continuum can be categorized as follow (Iskandar, 2008, in Devi Nur'aini, 2013)

Table 3. 5 Qualification of Student's Learning Motivation Questionnaire Results

Percentage of Score Obtained	Categories
81% - 100%	Very High
61% - 80 %	High
41% - 60%	Medium
21% - 40%	Low
0% - 20%	Very Low

To draw conclusions from the results of data analysis using a Concurrent/ Parallel Design. According to Creswell and Clark (2011 in Demir & Pismek, 2018) Concurrent / Parallel Design is quantitative and qualitative research carried out at the same time and analyzed independently according to their respective designs. The researcher then conducted an analysis by connecting and or comparing the results of quantitative and qualitative data analysis and providing interpretations. Additionally, in this study convergent parallel design, which is the classification made by Creswell and Plano-Clark (2015, in Yapıcıoğlu & Kaptan, 2017), was taken as a basis. Yapıcıoğlu & Kaptan added that in convergent parallel

design, qualitative and quantitative phases are administered concurrently (starting and ending almost at the same time) at one point in the study (Creswell & Plano-Clark, 2015; Teddlie & Tashakkori, 2015). Research design is summarized in Picture 3.2.
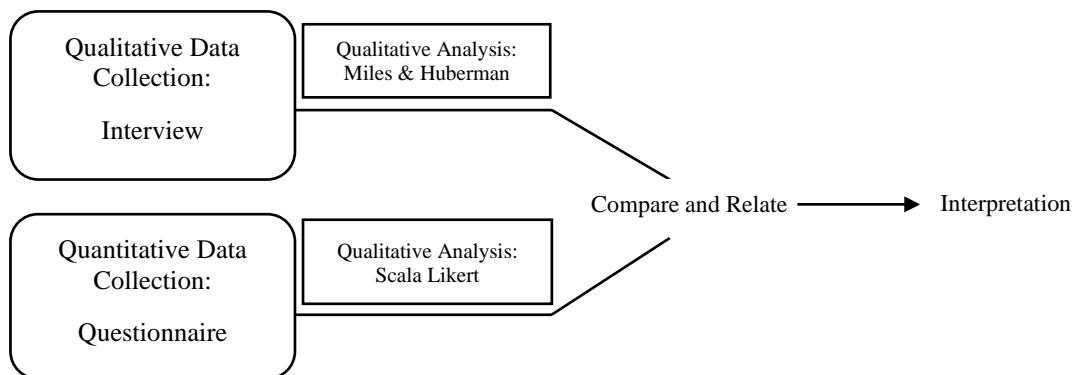
Picture 3.2. Concurrent Parallel Design

CHAPTER IV

RESULT RESEARCH

This chapter presents the research results. In this case, it describes the research results about the effectiveness of using Instagram as an additional application to increase students' motivation during online learning.

A. Finding

In describing the data of this research, researcher divides this section into two parts. First, there is a description of the qualitative data, and second, there is quantitative data description. This section is divided into two parts because researcher need to analyze quantitative and qualitative data to answer two research question. Qualitative data is needed to answer the first research the question of how Instagram effected students' motivation to learn English in online learning. Meanwhile, quantitative data is needed to answer the second research question. It is about whether the use of Instagram is effective in increasing students' learning motivation in online learning?

1. Interview

Interview that is used by the researcher in this study was kind structure interview. The kind of interview questions was open-ended questions. The researcher taken 5 sample from the population. In the interview, the researcher asked the participants with question that have been listed. The excerpt from transcript of interview could be seen in appendix 3 page 81. As previously explained, the researcher used the Miles and Huberman concept to analyze qualitative data that can be se in appendix page 91.

From the data obtained by the researcher after analyzing the data, the researcher provides a bar chart for the percentage of interview results for each question where the questions taken from question 3 to question 10 can be seen as follows.

Percentage of Interview each Question

Question	Percentage
Question 3	92%
Question 4	88%
Question 5	80%
Question 6	76%
Question 7	92%
Question 8	80%
Question 9	80%
Question 10	96%
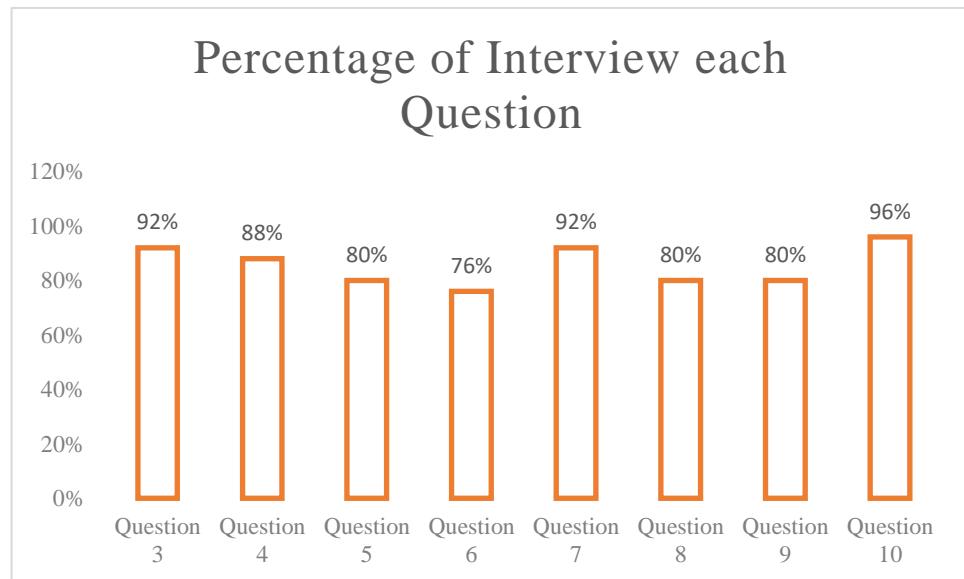
Picture 4.1 Percentage of Interview Respondent each Questions

From the question 3 on the bar chart, describing statements about receiving English lessons via Instagram is fun. Almost all the respondents (92%) contended that they were very happy to receive material from Instagram for various reasons. Below are the statements of two respondents

"*In my opinion, Sis, yes, I really enjoy learning English through Instagram rather than other applications because it's really fun.*" (IN)

"*Yes, of course I'm very happy because Instagram has many features,*" (SD)

Question 4 shows that the lessons uploaded on Instagram made it easier for respondents to understand English with a percentage of 88% with different levels of satisfaction. Some were very satisfied and some were quite satisfied.

"Yes, it is quite helpful because the posted material is easy to understand and the teaching method or delivery method is also different from previous methods that were not posted on Instagram." (MA)

"Yes, very helpful Mam." (KK)

Question 5 shows the difficulties experienced by the respondents when accessing material on Instagram. The data shows that there was 80% level of satisfaction by respondents. This is in accordance with the opinion of the respondents although sometimes there were obstacles but it did not make it difficult for respondents to access material via Instagram.

"The problem is that the network is a bit slow, so the material is difficult to access, like a long video, so it takes a while to access it because of the network problem earlier." (MA)

"So far no Mam. It's just that sometimes the network is unstable." (KK)

From the bar chart, question 6 describes problems with internet data. It was about 76% of the respondents who said that Instagram drained the quota. However, the respond from respondents was still positive due to the fact that they only use it once a week to access the lesson through Instagram. Therefore, they do not mind even though the Instagram used much data access. In addition, other respondents said it was draining their data but that was still understandable.

"In my opinion, Instagram doesn't drain my data too much because we use it only once a week and we don't watch many videos, only one or a few picture posts that we see so it doesn't take up too much quota, I think so." (SA)

47

"*Yes, you could say it's a bit draining but that's understandable because the quality of Instagram posts is very clear like the videos posted and other posts.*" (MA)

"*It's draining but all applications also drain data because of the risk of online learning.*" (IN)

Question 7 at the chart bar explain answering questions in the Instagram comments column is very fun, according to the percentage of 92% expressed by respondents.

"*Yes, I'm quite happy because answering posts in the comments column and answering questions on Instastory is a new experience and it feels like we are being asked directly by the teacher even though it's only online.*" (MA)

"*I prefer to answer in the comment*" (SA)

Question 8 explained that followers on Instagram was not something that could lower their confidence in uploading their assignments as well as did not make them afraid of being seen by many people. Respondents' answers were also varied, the percentage was about 80%. However, there was still a respondent who was less confident because she was afraid of being criticized by her followers by surfing on Instagram. She is afraid of criticism.

"*Yes, Mam, I'm embarrassed because I'm afraid that how to edit videos or pictures is not good and the pronunciation is not good.*" (KK)

Question 9 shows that the respondent not difficult to interact on Instagram because Instagram is very familiar among respondents and respondents are

already familiar with Instagram. There is only 1 in 5 respondents who say no because of their introverted nature. So, the percentage is only 80%.

The last Question shows learning by Instagram increasing the respondent interest in learning with percentage 96%, one of five opinion is that there is an increase in interest in learning because of the interesting features, it doesn't seem monotonous, and it doesn't bore.

> "*Yes, I think it's more motivating and more encouraging, because the features are also better, fresher and more interesting than applications that only focus collecting assignments and assigning assignments are boring and monotonous.*" (SA)

From the results of the percentage of respondents' opinions, the researcher presents a score of categories to answer the first research question how does the use of Instagram effect students' motivation to learn English on online learning in the following pie chart.
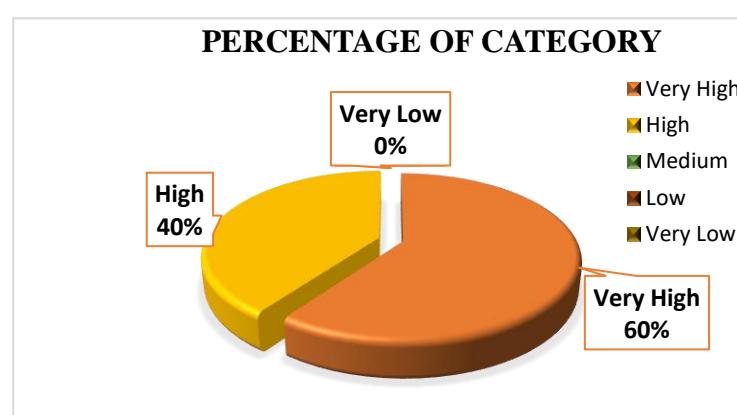
Picture 4.2 Percentage of Categories

The pie chart illustrates that 60% of respondent is very high criteria and 40% respondent is high criteria. This result is obtained by calculating the

frequency of selecting each category divided by the total frequency and then getting the percentage result. It can be seen in the following table:

Table 4.1 Table of Percentage Interview Result

NO	Score	Category	Frequency	Percentage
1	81% - 100%	Very High	3	60%
2	61% - 80 %	High	2	40%
3	41% - 60%	Medium	0	0%
4	21% - 40%	Low	0	0%
5	0% - 20%	Very Low	0	0%
Total			**5**	**100%**

This shows that Instagram motivates or increases respondent's interest in learning with Instagram features. The respondent did not have many difficulties in learning on Instagram. In addition, some of the respondent said that this application does not spend much data. Furthermore, it becomes a new interacting atmosphere in learning online.

Instagram has many features different from other applications, such as live Instagram, Instagram post, and Instagram story (Instastory). From the respondents, they agreed that the Instagram features help them to learn with Instagram. As the following respondents said, MA said he learn with Instagram using feature group, Instagram story, Instagram post, and IGTV. While respondent SD said he learn with using several Instagram features like group in Instagram, get a notification from the teacher, and commented the material in column commented that have been posted. Respondent SD added that Instagram more interesting than other social media like WhatsApp.

"In Instagram I learned by using its various features such as groups, instastory posts, IGTV, posts with many slides and other very useful features." (MA)

"Okay, I learned on Instagram using several Instagram features, one of which is with a group on Instagram so we can chat together in the group and see notifications from mam, also we usually take attendance through the comments column in the post so that more interesting and not boring like what's on WhatsApp because we can also see live posts on Instagram" (SD)

In addition, Instagram feature is very popular among teenagers and can be used for anything according to its feature and uses. Such as learning, play social media, and searching information. Therefore, Instagram features are one of the respondents' interests. So, it one of reason how Instagram affected student's motivation.

"Instagram is a popular social media platform among young millennials. Instagram can be used for anything according to its features and uses" (MA)

2. Questionnaire

The effectiveness of Instagram to increase student motivation in online learning to Learn English will be seen in the question of each Question indicators. The following answers to the questionnaire respondents are as follows:

a. The indicator of steadfastness in facing the researcher's task includes 4 questions. The output results are as follows:

51

Table 4.2 I will do the English assignment given by the Teacher via Instagram on time.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	4	7.5	7.5	7.5
	Sometimes	18	34.0	34.0	41.5
	Frequently	15	28.3	28.3	69.8
	Always	16	30.2	30.2	100.0
	Total	53	100.0	100.0	

From the table it can be seen 4 respondents or 7.5% answer never, 18 respondents or 34% answer sometimes, 15 respondents or 28.3% answer Frequently, and 16 respondents or 30% answer always. From this statement, it shows that students are not very patient in facing assignments. It can be seen from the number of respondents who answered sometimes by 34%, which amounted to 18 respondents compared to frequently and always.

Table 4.3 I will not stop or rest if I have not completed the task given by Teacher via Instagram

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	4	7.5	7.5	7.5
	Sometimes	25	47.2	47.2	54.7
	Frequently	14	26.4	26.4	81.1
	Always	10	18.9	18.9	100.0
	Total	53	100.0	100.0	

The table shows respondents answered Sometimes more than Never, Frequently, and Always. This means that students tend to give up when they cannot complete the given task. The data shows as many as 25 respondents or 47.5% answered Sometimes.

Table 4.4 I spend a lot of time to complete the assignments given by Teacher via Instagram.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	2	3.8	3.8	3.8
	Sometimes	22	41.5	41.5	45.3
	Frequently	14	26.4	26.4	71.7
	Always	15	28.3	28.3	100.0
	Total	53	100.0	100.0	

The table shows that more respondents answered Sometimes as many 22 from 53 respondent. It means that many students feel that it is not too difficult to do English assignments because 22 respondents answered sometimes to spend a lot of time completing the assigned tasks.

Table 4.5 I will do the assignments given by the Teacher with full responsibility

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	1	1.9	1.9	1.9
	Sometimes	10	18.9	18.9	20.8
	Frequently	9	17.0	17.0	37.7
	Always	33	62.3	62.3	100.0
	Total	53	100.0	100.0	

The table show that more respondents answered Always as many 33 respondent or 62.3% than other options. It means that students take a full responsibility to their task that given by teacher.

b. The indicator of tenacity in the face of the task, researcher include 4 questions. Data obtained as follow:

Table 4.6 I will try to always get the best grades in English lessons

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Sometimes	9	17.0	17.0	17.0
	Frequently	8	15.1	15.1	32.1
	Always	36	67.9	67.9	100.0
	Total	53	100.0	100.0	

The table shows that more respondents answered Always, as many 36 respondent or 67.8% than frequently and sometimes, and no one answered never. It means that students always want to get the best grades.

Table 4.7 I will continue to study so that I can face difficulties in learning English.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	1	1.9	1.9	1.9
	Sometimes	10	18.9	18.9	20.8
	Frequently	15	28.3	28.3	49.1
	Always	27	50.9	50.9	100.0
	Total	53	100.0	100.0	

The table shows that more respondent answered Always, as many 27 respondent or 50.9% than never it was 1 respondent or 1.9% answered never. Meanwhile, as many 15 respondent or 28.3% answered frequently and 10 respondents or 18.9% answered sometimes. Its mean that students always continue to learn to overcome the lack of understanding of English lessons.

Table 4.8 The difficulties I face will not discourage me to posting assignments on Instagram.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	4	7.5	7.5	7.5
	Sometimes	9	17.0	17.0	24.5
	Frequently	15	28.3	28.3	52.8
	Always	25	47.2	47.2	100.0
	Total	53	100.0	100.0	

The table presented that more respondents answered always, as many as 25 respondents or 47.2% than other choices answer. It means that the difficulties students face will not discourage them to posting assignments on Instagram.

Table 4.9 I will study hard without being asked by others.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	2	3.8	3.8	3.8
	Sometimes	9	17.0	17.0	20.8
	Frequently	10	18.9	18.9	39.6
	Always	32	60.4	60.4	100.0
	Total	53	100.0	100.0	

From the table shows that more respondents answered Always, as many as 32 respondents or 60.4 % than other answered. It means that students in online learning will study hard without being asked by others.

c. The indicator of Prefer to work independently, researcher include 4 questions. Data obtained as follow:

Table 4.10 Doing the tasks given by the teacher via Instagram individually is very fun compared to group work

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	3	5.7	5.7	5.7
	Sometimes	22	41.5	41.5	47.2
	Frequently	18	34.0	34.0	81.1
	Always	10	18.9	18.9	100.0
	Total	53	100.0	100.0	

From the table shows that more respondent answered sometimes than other answered. Data obtained as many 22 respondent or 41.5% answered sometimes. Its mean that students prepare to do their task himself that given by Instagram rather work with a group.

Table 4.11 Doing my own assignments given by the teacher via Instagram made my curiosity even bigger.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	1	1.9	1.9	1.9
	Sometimes	12	22.6	22.6	24.5
	Frequently	20	37.7	37.7	62.3
	Always	20	37.7	37.7	100.0
	Total	53	100.0	100.0	

From the table shows that, respondents answered always and frequently have some value. Data obtained the answers of the respondents are the same 20 respondent or 37.7%. This means that Instagram makes their curiosity bigger if they do their own tasks given through Instagram.

d. The indicator of the students gets bored quickly on routine tasks, researcher include 3 questions. Data obtained as follow:

Table 4.12 Working on Instagram is a challenge for me.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	2	3.8	3.8	3.8
	Sometimes	10	18.9	18.9	22.6
	Frequently	16	30.2	30.2	52.8
	Always	25	47.2	47.2	100.0
	Total	53	100.0	100.0	

The table shows that more respondents answered always rather another answered. Data obtained as many as 25 respondents with 47.2%. It means that doing the task on Instagram was a challenging thing for students.

Table 4.13 I am happy to learn the material uploaded on Instagram by Teacher.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	1	1.9	1.9	1.9
	Sometimes	9	17.0	17.0	18.9
	Frequently	18	34.0	34.0	52.8
	Always	25	47.2	47.2	100.0
	Total	53	100.0	100.0	

The data shows that students were happy to learn the material uploaded on Instagram. It can be seen from the data that respondents answered Always is more than the others answered, as many as 25 respondents with 47.5%.

Table 4.14 Working independently on tasks makes me feel more satisfied with the results I get.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	1	1.9	1.9	1.9
	Sometimes	9	17.0	17.0	18.9
	Frequently	15	28.3	28.3	47.2
	Always	28	52.8	52.8	100.0
	Total	53	100.0	100.0	

The table shows that higher answered of respondents is 28 with 52.8% answered always than answered never just 1 respondent or 1.9%. The frequency of the two is very much different, indicating that Students prefer to do assignments individually rather than in groups because of a sense of satisfaction with their own efforts in getting grades.

e. The indicator of the students can defend his opinion, researcher include questions. The data obtained as follow:

Table 4.15 I like to give my opinion when commenting on the material uploaded by Teacher

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	7	13.2	13.2	13.2
	Sometimes	22	41.5	41.5	54.7
	Frequently	15	28.3	28.3	83.0
	Always	9	17.0	17.0	100.0
	Total	53	100.0	100.0	

The table shows that 22 respondents answered sometimes with 41.5%, 15 respondents answered frequently with 15%, 9 students answered always with 17.0%, and 7 students answered never with 13.2%. So,

students sometimes pretend to comment on the materials uploaded on Instagram according to their opinion.

Table 4.16 I will Defend what I Believe to be True

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Sometimes	13	24.5	24.5	24.5
	Frequently	12	22.6	22.6	47.2
	Always	28	52.8	52.8	100.0
	Total	53	100.0	100.0	

The table shows that more respondents answered Always with 28 respondents or 52.8% than other options and no respondents answered never. This means that students will defend what they believe to be true.

Table 4.17 I'll find out my opinion before defending it.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	4	7.5	7.5	7.5
	Sometimes	14	26.4	26.4	34.0
	Frequently	15	28.3	28.3	62.3
	Always	20	37.7	37.7	100.0
	Total	53	100.0	100.0	

The table explain that students will find out their opinion before defending it. This can be seen from the data more respondents answered always than frequently, sometimes, and never. The data obtain those 20 respondents answer always with 37.7%, 15 respondents answered Frequently with 28.3%, 14 respondents answered Sometimes with 26.4%, and 4 respondents answered 4 with 7.5%.

f. The indicator of the students enjoys finding and solving problems, researcher includes 4 questions. The data obtained as follow:

Table 4.18 I am interested in subjects related to English.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	5	9.4	9.4	9.4
	Sometimes	23	43.4	43.4	52.8
	Frequently	15	28.3	28.3	81.1
	Always	10	18.9	18.9	100.0
	Total	53	100.0	100.0	

The table explains that students not very interested with subject that relate to English. From the data obtained more respondents answered Sometimes than others answered. It can be seen in the table that 23 respondents answered Sometimes or 43.4%, 15 respondents answered frequently or 28.3%, 10 respondents answered always or 18.9%, and just 5 respondents answered never with 9.4%.

Table 4.19 I will read various sources to be able to find solutions to English problems

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	5	9.4	9.4	9.4
	Sometimes	10	18.9	18.9	28.3
	Frequently	19	35.8	35.8	64.2
	Always	19	35.8	35.8	100.0
	Total	53	100.0	100.0	

The table shows that respondent answered always and frequently were the same number. From the data obtained always and frequently 19 respondents with 35.8%, respondent answered sometimes 10 respondents or 18.9%, and respondent answered never 5 respondents with 9.4%. Its mean that students will read many sources for find a solution to solving

English problems.

Table 4.20 I will review the material provided by the Teacher on Instagram to be able to find solutions to the given English questions.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	7	13.2	13.2	13.2
	Sometimes	19	35.8	35.8	49.1
	Frequently	11	20.8	20.8	69.8
	Always	16	30.2	30.2	100.0
	Total	53	100.0	100.0	

The table shows that 15 answered always with 28.3%, 19 respondents answered frequently 19 with 35.8%, 17 respondents answered sometimes with 32.1%, and 2 respondents answered never with 3.8%. From the data obtained those students will review the material on Instagram to find out the solutions from questions that given by Teacher.

Table 4.21 I do not hesitate to ask the teacher if I have difficulty in solving problems.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	2	3.8	3.8	3.8
	Sometimes	17	32.1	32.1	35.8
	Frequently	19	35.8	35.8	71.7
	Always	15	28.3	28.3	100.0
	Total	53	100.0	100.0	

The answers from the lowest respondents were 7 respondents who answered never with 13.2% and the highest was 19 respondents answered sometimes with 35.8%. Meanwhile, 11 respondents answered frequently

with 20.8%, and 16 respondents answered always with 30.2%. There are still many students who feel reluctant to ask the teacher if it is difficult to complete the English lesson. As seen in the table that the highest was 19 respondents answered sometimes with 35.8% and the lowest respondents were 7 respondents who answered never with 13.2%.

After analyzing the data in Excel, the results of the analysis can be seen in the appendix. The data obtained are as follows:

Table 4.22 Total Score of Questionnaire

Score (S)	Frequency (F)	(S) x (F)
4	419	1676
3	293	879
2	292	584
1	56	56
Total	1060	3195

From the table it shows that the result of total score of the Instagram effective to Increase student's motivation. Categorization is based on the ideal score range as follows:

1. The maximum score is obtained from: 4 x 20 x 53 = 4240

2. The minimum score is obtained from: 1 x 20 x 53 = 1060

3. The range of score = (4240 – 1060)/ 4 = 795

Based on research results from 53 respondents, the Instagram questionnaire score effective to Increase student's motivation is 3195. If the percentage is calculated: $\frac{3196}{4740} \times 100\% = 75,35\%$ or 75, 35. The value of 75,

35 if interpreted is in the 61% - 80% interval according to the category qualification of questionnaire sheet in table 3.4.

From the results of the questionnaire score are said to be High. Based on these results, Instagram is effective for increasing student motivation during online learning to learn English with a percentage 75,35%.

In result of each questionnaire of Indicator can be seen of the following table,

Table 4.23 Result of each Questionnaire of Indicator

		Indicator 1	Indicator 2	Indicator 3	Indicator 4	Indicator 5	Indicator 6
N	Valid	53	53	53	53	53	53
	Missing	0	0	0	0	0	0
Mean		11.57	13.30	5.77	9.79	8.74	11.11
Std. Deviation		2.945	2.952	1.368	2.003	2.114	2.946
Variance		8.673	8.715	1.871	4.014	4.467	8.679
Range		12	11	6	9	7	12
Minimum		4	5	2	3	5	4
Maximum		16	16	8	12	12	16

From the table explained achievement of the results of the questionnaire for each indicator, it can be explained as following:

1. In the Indicator 1 about diligent in facing the assignments. The data shows in the indicator 1 has a minimum score of 4 and a maximum score of 16 with an average value of 11.57 and a standard deviation of 2.945. The results showed that the standard deviation value is smaller than the average value, which means that the data distribution is evenly distributed. It can be concluded that students are diligent in facing their assignments uploaded on Instagram.

2. In the indicator 2 about resilient in facing adversity. The data obtained the minimum score was 5 and a maximum score was 16 with an average value of 13.30 and a standard deviation of 2.952. The results showed that the standard deviation value is smaller than the average value, which means that the data distribution is evenly distributed. It can be concluded that students not quick to give up to facing their task in Instagram.

3. In the indicator 3 about students more like to do their own work himself. The data obtained the minimum score was 2 and a maximum score was 8 with an average value of 5.77 and a standard deviation of 1.368. The results showed that the standard deviation value is smaller than the average value, which means that the data distribution is evenly distributed. It can be concluded that students more like to do their own work himself in Instagram rather work with their friends.

4. In the indicator 4 about quickly feel bored with the same task. The data obtained the minimum score was 3 and a maximum score was 12 with an average value of 9.74 and a standard deviation of 2.003. The results showed that the standard deviation value is smaller than the average value, which means that the data distribution is evenly distributed. It can be concluded that students not quickly bored to face the same tasks on a regular basis on Instagram. Even though, from the indicator each Question, students like to work the task on Instagram and be a challenging for them.

5. In the indicator 5 about students can defend their opinions. The data obtained the minimum score was 5 and a maximum score was 12 with an average value of 8.74 and a standard deviation of 2.114. The results

showed that the standard deviation value is smaller than the average value, which means that the data distribution is evenly distributed. It can be concluded that Students can defend their opinions what they believe to be true according to their prior knowledge.

6. In the indicator 6 about students like to find and solve problems. The data obtained the minimum score was 4 and a maximum score was 16 with an average value of 11.11 and a standard deviation of 2.946. The results showed that the standard deviation value is smaller than the average value, which means that the data distribution is evenly distributed. It can be concluded that students are happy if they can find and solve problems.

B. Discussion

This research was conducted at SMKN 1 Pangkep, in Department of Accountancy and Institutional Finance. This study used 2 classes as a research sample, both classes use the Instagram application in learning. To get student data, the researcher teaches with 9 meetings using Instagram with the help of its available features, one of meeting used Zoom video conferencing. This research was conducted with the aim of knowing the effectiveness of Instagram Application Media to increase students' motivation to learn English during online learning.

From the result of the study, it was found that Instagram effective to increased students' motivation to learn English in online learning. It can be seen from result of Questionnaire that Instagram is effective for increasing student motivation during online learning to learn English with a percentage 75,35%. Additionally,

in interview results show that 60% of the respondents in the Very High level of satisfaction and 40% of High level of satisfaction after the students used the Instagram during online learning. Students claimed that the features in Instagram could assist them to learn English. They used the features such as uploading contents such as videos and pictures to learn English. It means that learn English using the features of Instagram during online learning can be a source of motivation for students. This finding is in an agreement with a previous report from Soviyah and Etikaningsih (2018). They found that some of the features of Instagram can be used in online learning. The features have function to share contents such as photos and videos and do social networking such as being followers and to be followed.

From the results of interview, several respondents said that learning on Instagram was interesting and not boring like WhatsApp. Instagram provides a new atmosphere for learning English in online learning. An interesting learning atmosphere is influenced by the teacher's teaching style. Teaching style is one source of learning motivation. This finding supports the theory La Ode Muharam, et al. (2019) that's the teacher's teaching style has a positive and significant effect on student's motivation.

From the respondent's opinion, it can be said that the use of Instagram not only affected student's motivation but only influence teaching style during online learning.

The benefits of using the features of Instagram have been used in many studies as means of teaching media to improve students' language skills. Sholikhah

(2019) in her study examined students' writing skills by using Instagram as a teaching media. The result from her research that students writing skill were improve with excellent categorized. Meanwhile, Gonulal (2019) in his study contended the use of Instagram as a language learning tool using a smartphone. The result from his study that Instagram and other social media have the prospect of helping language learners improve the proficiency of language learners in general, and vocabulary and communication knowledge.

In other hand, 75,35% percentage result of questionnaire confirms two previous study. Pujiati et al. (2019) in her study that the use of Instagram to increase students' motivation and students' competence. The result of her study that Instagram helps students encourage them to learn English and even improve their knowledge. Meanwhile, Gunantar & Transinata (2019) in their research contended Instagram is a media to improving students' motivation and writing skill by write a caption on Instagram. The result of their research were student scores increased significantly in the post-test II, the result that there was an increase in satisfactory scores with the highest score of 87. In line with other study, Azlan et al. (2019) combine Instagram and task-based learning activities. The results of the research show that most students admit that Instagram motivates and increases their interest in practicing speaking English and at the same time improving their speaking skills.

The difference between this study and the 3 previous studies that explain above is that researchers focus more on increasing students' motivation in learning English using the Instagram application as the main learning medium during

online learning compared to the other 3 previous studies which position motivation as a driving factor to improve English skills or competencies and Instagram is an additional application to drive student motivation. In summary, both of qualitative and quantitative findings in this study support the view that Instagram effective to increase students' motivation to learn English in online learning which the used of Instagram is more interesting.

In the literature, there was theory that support the characteristics of learning motivation. Sardiman AM (2003 in Vreedy Frans Danar, 2012) Learning motivation has the following characteristics:

a. Students are diligent in facing their assignments

b. Resilient in facing adversity (not quick to give up)

c. Students more like to do their own work himself

d. If students face the same tasks on a regular basis, they will quickly feel bored.

e. Students can defend their opinions what they believe to be true according to their prior knowledge

f. Students are happy if they can find and solve problems.

Parallel to this finding of these studies, according to quantitative findings the results of the questionnaire for each indicator. Students are diligent in facing their assignments uploaded on Instagram, students not quick to give up to facing their task in Instagram, students more like to do their own work himself in Instagram rather work with their friends, students like to work the task on Instagram and be a challenging for them, Students can defend their opinions what they believe to be

true according to their prior knowledge, and students are happy if they can find and solve problems.

When the researcher was still in the field, it turned out that the free data from the government for students was only available for video conferencing and YouTube. So, students need to provide additional data in learning English online using Instagram because Instagram is a social media application that does not provide free data from the government. However, the consumption of students' personal data does not burden students in learning English online using Instagram because students' awareness of studying requires effort in terms of material and the use of data is also not too exhausting because learning is only done once a week.

Researcher realize that various efforts have been made to obtain optimal results, but completely imperfect because of this research still has limitations, it is the researcher's bias because researcher who went directly to the field.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the results of research and discussion conducted by the researcher "The Effectiveness using Instagram to Increase Students Motivation in Online Learning", the researcher draws the following conclusions:

The results of interviews with 5 respondents found that Instagram can be used as an online learning media with the help of the features provided by Instagram. The percentage of interviews showed 60% with Very High level of interval categories and 40% with High level of interval categories. It can be said almost 5 of respondents were agreed with the use of Instagram in online learning.

The results of each questionnaire using Likert Scale that been analyzed in SPSS version 25, that shows 75,35% with High interval categories. Therefore, the data obtained that Instagram effective to increase student's motivation to learn English during online learning.

B. Suggestion

Based on the results of the discussion and conclusions regarding "The Effectiveness using Instagram to Increase Students Motivation in Online Learning", then the suggestions from the researcher if it can be useful:

1. Teachers in the field of English studies are expected to be able to apply media Instagram application because of the research conducted shows that learning

to use the Instagram application media can increase students' learning motivation in online learning.

2. For Students, Students can find out that the use of Instagram can be used as a learning tool not just to used play social media.

3. For the next researcher who will choose the same topic with this research, the researcher must conduct interviews with the teacher so that there is no researcher bias. The researcher must also conduct to use a test instrument to strengthen students' motivation that really increases when using Instagram in online learning. Besides that, the researchers also can find out more about the use of Instagram or other social media influence teaching style, as in research finding the researchers found that the use of Instagram can influence teaching style in online learning from respondent respond.

4. For education, it can consider that social media applications can be used as a means of online learning.

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APPENDICES

Appendix 1. Table Questionnaire Sheet

No.	Pernyataan	Jawaban			
		Tidak Pernah	**Kadang-kadang**	**Sering**	**Selalu**
1.	Saya akan mengerjakan tugas Bahasa Inggris yang diberikan oleh Guru lewat Instagram tepat waktu				
2.	Saya tidak akan berhenti atau beristirahat jika belum menyelesaikan tugas yang diberikan oleh Guru lewat Instagram				
3.	Saya menyediakan banyak waktu untuk menyelesaikan tugas Bahasa Inggris				
4.	Saya akan mengerjakan tugas yang diberikan Guru dengan penuh tanggungjawab				
5.	Saya akan berusaha agar selalu mendapatkan nilai terbaik dalam pelajaran Bahasa Inggris				
6.	Saya akan terus belajar agar dapat menghadapi kesulitan dalam pelajaran Bahasa Inggris				
7.	Kesulitan yang saya hadapi tidak akan membuat semangat saya mengirim tugas di Instagram				
8.	Saya akan belajar dengan giat tanpa diminta oleh orang lain				
9.	Mengerjakan tugas yang diberikan oleh Guru lewat Instagram secara individu sangat menyenangkan dibanding kerja kelompok				
10.	Mengerjakan tugas sendiri yang diberikan Guru lewat Insatgarm membuat rasa ingin tahu saya semakin besar				

11.	Tugas di Instagram menjadi tantangan sendiri buat saya				
12.	Saya senang mempelajari materi yang di upload di Instagram oleh Guru				
13.	Mengerjakan tugas secara mandiri membuat saya merasa lebih puas dengan hasil yang saya peroleh				
14.	Saya senang memberikan pendapat saat mengomentari materi yang diupload di Instagram oleh Guru				
15.	Saya akan mempertahankan pendapat yang saya yakini benar				
16.	Saya akan mencari tahu pendapat saya sebelum mempertahakannya				
17.	Saya tertarik dengan permasalahan yang berhubungan dengan Bahasa Inggris				
18.	Saya akan membaca berbagai sumber untuk dapat menemukan pemecahan soal Bahasa Inggris				
19.	Saya akan mengulas kembali materi yang diberikan oleh Guru di Instagram untuk dapat menemukan pemecahan soal Bahasa Inggris yang diberikan.				
20.	Saya tidak segan bertanya pada Guru bila mengalami kesulitan dalam pemecahan soal.				

Appendix 2. Table Result of Questionnaire Analysis

No.	Statement	Never	Sometimes	Frequently	Always	Total	Score
		1	2	3	4		
1	I will do the English assignment given by the Teacher via Instagram on time.	4	18	15	16	53	149
2	I will not stop or rest if I have not completed the task given by Teacher via Instagram	4	25	14	10	53	136
3	spend a lot of time to complete the assignments given by Teacher via Instagram.	2	22	14	15	53	148
4	I will do the assignments given by the Teacher with full responsibility	1	10	9	33	53	180
5	I will try to always get the best grades in English lessons	0	9	8	36	53	186
6	I will continue to study so that I can face difficulties in learning English.	1	10	15	27	53	174
7	The difficulties I face will not discourage me to posting assignments on Instagram.	4	9	15	25	53	167
8	I will study hard without being asked by others.	2	9	10	32	53	178
9	Doing the tasks given by the teacher via Instagram individually is very fun compared to group work	3	22	18	10	53	141
10	Doing my own assignments given by the teacher via Instagram made my curiosity even bigger.	1	12	20	20	53	165
11	Working on Instagram is a challenge for me.	2	10	16	25	53	170
12	I am happy to learn the material uploaded on Instagram by Teacher.	1	9	18	25	53	173
13	Working independently on tasks makes me feel more satisfied with the results I get.	1	9	15	28	53	176
14	I like to give my opinion when commenting on the material uploaded by Teacher	7	22	15	9	53	132
15	I will defend what I believe to be true	0	13	12	28	53	174
16	I'll find out my opinion before defending it.	4	14	15	20	53	157
17	I am interested in subjects related to English.	5	23	15	10	53	136
18	I will read various sources to be able to find solutions to English problems	5	10	19	19	53	158
19	I will review the material provided by the Teacher on Instagram to be able to find solutions to the given English questions.	2	17	19	15	53	153
20	I do not hesitate to ask the teacher if I have difficulty in solving problems.	7	19	11	16	53	142
	Frequency	56	292	293	419		

Appendix 3. Table 4. 1 Interview Result

No.	Interview	Interviewee	
1	Bagaimana pendapat Anda tentang Instagram?	SD	*"Menurut saya, Instagram selain sosial media yang cukup populer saat ini juga bisa digunakan untuk sarana komunikasi maupun sarana edukasi seperti yang kita lakukan atau perhatikan bersama menggunakan Instagram saat daring"*
		MA	*"Instagram itu sebuah platform sosial media yang populer dikalangan anak muda millenial. Instagram bisa digunakan untuk apa saja sesuai dengan fitur dan kegunaannya."*
		IN	*"Pendapat saya tentang Instagram itukan ee.. Instagram itu sebuah aplikasi yang mana saat ini berkembang sangat pesat bahkan digemari oleh ee... kalangan-kalangan seperti saya, remaja-remaja di era digital modern ini, ee... karena banyak fitur-fitur efek, bisa live atau siaran langsung, bisa liat-liat bagaimana aktivitas artis-artis dan sebagainya, kak."*
		KK	*"Aplikasi Instagram sangat bagus untuk dipakai kerjasama antara siswa dengan Guru dalam melakukan pembelajaran apalagi dalam daring ini karena dalam Instagram Guru bisa membuat video tentang pembelajaran dan kami siswa sangat mengerti apabila materi disampaikan melalui video dan apalagi kebanyakan remaja rata-rata menggunakan Instagram dan sangat aktif dalam Instagram."*
		SA	*"Learning from Instagram is interesting and useful."*
2	Bagaimana Anda belajar dengan Instagram?	SD	*"Baik, saya belajar di Instagram menggunakan beberapa feature Instagram, salah satunya adalah dengan group yang ada di Instagram sehingga kami bisa melakukan chatting bersama di grup tersebut dan melihat pemberitahuan dari mam dan juga kami biasanya mengabsen lewat kolom komentar yang ada di postingan mam Ila sehingga lebih menarik dan tidak membosankan seperti yang ada di Whatapps karena kami juga bisa melihat postingan langsung yang ada di Instagram, begitu."*
		MA	*"Di Instagram saya belajar dengan menggunakan berbagai fiturnya seperti groupnya, postingan instastory, IGTV, postingan dengan banyak slide dan fitur-fitur lainnya yang sangat berguna."*
		IN	*"Menurut saya kak, seru juga pakai Instagram eee... belajar mengajar karena lebih meningkatkan diri untuk belajar. Mislanya, ini menjelaskan melalui live lewat Instagram memposting materi lewat feed Instagram. Jadi agak lebih semangat. Terus jawab-jawab tugas melalui kuis lewat fitur-fiturnya Instagram jadi lebih semnagat."*

		KK	*"Saya belajar dari Instagram biasanya Guru memberikan video IGTV atau postingan dan atau postingan mengenai materi dan tugas-tugasnya lalu biasanya juga kami sering diberi tugas untuk membuat video atau membuat gambar tentang materi itu lalu diupload melalui Instagram."*
		SA	*"Ok, I wear Instagram through the posting feature and feature through instastory as will as live Instagram when there is a meeting."*
3	Apakah Anda senang mendapatkan materi Bahasa Inggris lewat Instagram?	SD	*"Saya merasa cukup senang mendapatkan materi di Instagram karena media pembelajarannya cukup menarik karena kita bisa menciptakan atau membuat sendiri room pembelajaran sehingga kita bisa mendesign sendiri dan bisa mengabsen dikolom komentar atau pertanyaan lain seperti kuis yang ada di status Whatapps, begitu."*
		MA	*"Ya, saya sangat senang mendapatkan materi di Instagram karena saya mendapatkan banyak sekali pengalaman baru dan belajar menggunakan Instagram."*
		IN	*"Kalau menurutku kak, ya, saya senang sekali belajar Bahasa Inggris lewat Instagram daripada aplikasi-aplikasi lainnya karena seru sekali.*
		KK	*"Ya, saya sangat senang karena biasanya memberikan video mengenai tentang materi dan saya cukup mengerti materi yang dibahas itu daripada disuruh mencatat atau sebagainya saja tanpa menjelaskan."*
		SA	*"Yes, of course I'm ver happy because Instagram has many feature,"*
4	Apakah materi yang diposting di Instagram membantu anda dalam memahami materi Bahasa Inggris?	SD	*"Ya, materi yang diposting membantu saya belajar Bahasa Inggris karena sangat mudah dipahami, mam."*
		MA	*"Ya, cukup membantu karena materi yang diposting tersebut mudah dipahami dan cara pengajarannya atau cara penyampaiannya juga berbeda dengan cara-cara yang sebelumnya yang bukan diposting di Instagram."*
		IN	*"Iya Mam, menurut saya sangat membantu eee… sangat membantu sekali untuk memudahkan saya memahami maksud-maksud materi tersebut melalui video materi, penjelasan-penjelasannya,"*
		KK	*"Ya, sangat membantu Mam."*
		SA	*"Yes, of course because Instagram increase the spirit of learning."*
5	Adakah kesulitan selama	SD	*"Sebenarnya tidak banyak kesulitan saat menerima materi yang ada di Instagram tapi kesulitan saya itu kurang adanya pemberitahuan atau notifikasi di HP saya khususnya, eee…*

	mengakses materi Bahasa Inggris yang diberikan oleh Guru lewat Instagram?		*ketika ada absen atau materi yang masuk dari mam Ila mungkin karena saya belum men*
		MA	*"Kendalanya itu, yang pasti itu kendala jaringan yang agak lemot jaringannya jadi materinya jadi susah diakses seperti video yang panjang jadi agak lama untuk diaksesnya karena kendala jaringan itu tadi."*
		IN	*"Alhamdulillah, selama pembelajaran lewat Instagram tidak ada kesulitan karena mungkin eee... mungkin dikalangan-kalangan seperti saya lebih pintar memakai aplikasi Insatgram ini, kak."*
		KK	*"Sejauh ini tidak ada Mam. Cuman kadang jaringan tidak stabil."*
		SA	*"No!"*
6	Apakah mengakses materi di Instagram mengurus kuota Internet Anda?	SD	*"Menurut saya, Instagram tidak terlalu menguras kuota saya karena kita menggunakannya juga hanya satu minggu sekali dan tidak banyak video yang ditonton hanya satu atau beberapa postingan gambar yang kita lihat jadi tidak terlalu mengambil kuota banyak, menurut saya begitu."*
		MA	*"Ya, bisa dibilang agak menguras tapi itu dapat dimaklumi karena kualitas postingan Instagram itu sangat jernih seperti video yang diposting maupun postingan lainnya."*
		IN	*"Kalau menguras sih mam, pasti ya menguras tapi kan semua aplikasi juga menguras kuota tapi sebagai siswa kan diwajibkan eee... ini membeli kuota karena sudah resiko belajar online, belajar daring selama pandemi ini, kak."*
		KK	*"Ya, Cuma kalau materi lewat gambar saja tidak terlalu menguras."*
		SA	*"No!"*
7	Apakah Anda senang menjawab pertanyaan di kolom komentar Instagram?	SD	*"Ya, saya sangat senang apalgi itukan berkaitan dengan pembelajaran kita jadi saya sangat senang menjawabnya dengan sebaik-baik mungkin."*
		MA	*"Ya, cukup senang karena menjawab postingan dikolom komentar dan menjawab soal di Instastory adalah pengalaman yang baru dan itu rasanya seperti kita eee... ditanya langsung oleh Guru dan dijawab langsung pula meskipun hanya lewat online."*
		IN	*"Ya, Mam. Senang sekali."*
		KK	*"Iya, sangat senang, Mam."*
		SA	*"I prefer to answer in the comment."*

8	Apakah Follower yang Anda miliki di Instagram membuat Anda tidak percaya diri (malu) dalam mengekspos tugas Anda?	SD	*"Saya secara pribadi tidak pernah merasa tidak percaya diri mengupload tugas walaupun berkaitan dengan masalah followers saya atau berteman dengan teman-teman sekelas atau teman-teman yang lainnya karena justru saya merasa bangga dan baik karena saya juga bisa mengedukasi teman-teman yang lain melalui postingan saya tersebut tentang Bahasa Inggris."*
		MA	*"Ya, awalnya sih malu-malu mam, tapi semakin terbiasa semakin lama saya sudah mulai percaya diri untuk memposting tugas-tugas yang diberikan dan itu juga membuat saya sadar bahwa postingan tersebut bisa saya dan teman-teman followers saya dipergunakan untuk belajar sama-sama seperti contohnya melakukan promosi, membuat video IGTV, maupun mempelajari materi yang saya posting."*
		IN	*"Alhamdulillah, saya tidak pernah malu untuk mengupload tugas-tugas saya di Instagram eee… saya tanamkan di diri saya percaya diri dengan hal-hal yang positif. Eee… saya tidak pernah malu untuk melakukan hal-hal positif selama tidak merugikan mereka."*
		KK	*"Iya Mam, malu karena takut cara edit video atau gambarnya kurang bagus dan pelafalan katanya kurang bagus."*
		SA	*"No, follower-follower saya tidak membuat saya malu dalam memposting sebuah emmm… apapun itu postingannya karena mengapa kita harus melihat ke follower-follower ketika kita melihat diri kita sendiri harus percaya diri."*
9	Apakah Anda sulit berinteraksi di Instagram?	SD	*"Saya secara pribadi tidak sulit berinteraksi dengan Instagram apalagi kan juga hanya dengan teman-teman di sekolah kita."*
		MA	*"Tidak sulit digunakan karena fitur-fitur di Instagram maupun tempat berinteraksi kita di Instagram itu mudah digunakan bahkan untuk pemula yang baru bermain Instagram."*
		IN	*"Kalau masalah berinteraksi tidak terlalu sulit juga karena memang saya anaknya yang tipenya yang gampang akrab sama orang. Jadi, punya banyak teman untuk berinteraksi di Instagram."*
		KK	*"Iya, Mam karena saya orangnya introvert."*
		SA	*"No, tentu saja tidak."*
10	Apkah menerima materi Bahasa Inggris lewat	SD	*"Ya, menurut saya begitu lebih memotivasi dan lebih menyemangati, eee… karena fitur-fiturnya juga lebih baik juga lebih segar dan lebih menarik daripada aplikasi yang hanya fokus kepada ee.. pengumpulan tugas dan pemberian tugas jadi membosankan dan monoton."*

Instagram memotivasi Anda dalam belajar Bahasa Inggris di rumah?	MA	*"Ya, memotivasi saya untuk lebih banyak lagi belajar Bahasa Inggris karena pengalaman saya belajar Bahasa Inggris di Instagram bisa saya gunakan dan itu adalah hal yang unik dan pengalaman yang berbeda bagi saya pribadi."*	
	IN	*"Iya Mam, dengan materi-materi yang diberikan. Saya lebih memotivasi diri saya sendiri dan lebih semangat lagi."*	
	KK	*"Iya, sangat memotivasi Mam."*	
	SA	*"Yes because through Instagram we can increase my interesting in online learning. Dalam pembelajaran Instagram ini saya dapat meningkatkan minat dan semangat saya dengan belajar online dengan menggunakan sosial media yaitu Instagram."*	

No.	Interview	Interviewee	
1	What do you think about Instagram?	SD	*"In my opinion, besides being a social media that is quite popular today, it can also be used as a means of communication and education as we do or observe together using Instagram when online"*
		MA	*"Instagram is a social media platform that is popular among millennial youth. Instagram can be used for anything according to its features and uses."*
		IN	*"My opinion about Instagram is eh… Instagram is an application which is currently growing very rapidly and is even favored by circles like me, teenagers in this modern digital era, er... because of the many effects features, it can be live or live broadcast, you can see how the activities of the artists and so on, sis."*
		KK	*"The Instagram application is very good for collaboration between students and teachers in doing learning, especially online because on Instagram the teacher can make videos about learning and we students understand very well when the material is delivered via video and moreover, most teenagers on average use Instagram and are very active. on Instagram."*
		SA	*"Learning from Instagram is interesting and useful."*
2	How do you learn with Instagram?	SD	*"Okay, I learned on Instagram using several Instagram features, one of which is with a group on Instagram so we can chat together in the group and see notifications from mam and also we usually take attendance through the comments column in mam Ila's post so that more interesting and less boring like what's on Whatapps because we can also see live posts on Instagram, I see."*
		MA	*"In Instagram I learned by using its various features such as groups, instastory posts, IGTV, posts with many slides and other very useful features."*
		IN	*"In my opinion, Sis, it's also fun to use Instagram, eee… learning to teach because it improves yourself more to learn. For example, this explains through live via Instagram posting material via Instagram feed. So, it's a bit more enthusiastic. Keep answering assignments through quizzes through its features Instagram is more lively."*

		KK	*"I learned from Instagram that usually the teacher gives IGTV videos or posts and or posts about the material and assignments and then usually we are often given the task of making videos or making pictures about the material and then uploading them via Instagram."*
		SA	*"Ok, I wear Instagram through the posting feature and feature through instastory as will as live Instagram when there is a meeting."*
3	Do you enjoy getting English material on Instagram?	SD	*"I feel quite happy to get material on Instagram because the learning media is quite interesting because we can create or create our own learning rooms so that we can design our own and can take attendance in the comments column or other questions such as quizzes on Whatapps status, I see."*
		MA	*"Yes, I'm very happy to get material on Instagram because I get a lot of new experiences and learn to use Instagram."*
		IN	*"In my opinion, Sis, yes, I really enjoy learning English through Instagram rather than other applications because it's really fun.*
		KK	*"Yes, I am very happy because I usually give videos about the material and I quite understand the material being discussed rather than being told to take notes or so on without explaining."*
		SA	*"Yes, of course I'm ver happy because Instagram has many feature,"*
4	Does the material posted on Instagram help you understand the English material?	SD	*"Yes, the material posted helps me learn English because it is very easy to understand, mam."*
		MA	*"Yes, it is quite helpful because the posted material is easy to understand and the teaching method or delivery method is also different from previous methods that were not posted on Instagram."*
		IN	*"Yes Mam, I think it's very helpful, eee... it's really helpful to make it easier for me to understand the meaning of the material through the video material, the explanations,"*
		KK	*"Yes, very helpful Mam."*
		SA	*"Yes, of course because Instagram increase the spirit of learning."*

5	Are there any difficulties while accessing the English material provided by the teacher via Instagram?	SD	*"Actually, there are not many difficulties when receiving material on Instagram, but my difficulty is the lack of notifications or notifications on my cellphone in particular, eee… when there are absences or material that comes from mam Ila maybe because I don't understand."*
		MA	*"The problem is, what is certain is that the network is a bit slow, so the material is difficult to access, like a long video, so it takes a while to access it because of the network problem earlier."*
		IN	*"Alhamdulillah, during learning through Instagram there are no difficulties because maybe eee… maybe people like me are smarter in using this Insatgram application, sis."*
		KK	*"So far no Mam. It's just that sometimes the network is unstable."*
		SA	*"No!"*
6	Does accessing material on Instagram take care of your Internet data?	SD	*"In my opinion, Instagram doesn't drain my data too much because we use it only once a week and we don't watch many videos, only one or a few picture posts that we see so it doesn't take up too much data, I think so."*
		MA	*"Yes, you could say it's a bit draining but that's understandable because the quality of Instagram posts is very clear like the videos posted and other posts."*
		IN	*"If it's draining, Mom, it's definitely draining but all applications also drain the data, but as a student, you are required to buy a data because it's already a risk to study online, study online during this pandemic, sis."*
		KK	*"Yes, only if the material through pictures is not too draining."*
		SA	*"No!"*
7	Do you enjoy answering questions in the Instagram comments?	SD	*"Yes, I am very happy, especially if it is related to our learning so I am very happy to answer it as well as possible."*
		MA	*"Yes, quite happy because answering posts in the comments column and answering questions on Instastory is a new experience and it feels like we are eee… asked directly by the teacher and answered directly even though only online."*
		IN	*"Yes, Mom. It's great."*

		KK		*"Yes, very happy, Mom."*
		SA		*"I prefer to answer in the comment."*
8	Do the Followers you have on Instagram make you insecure (embarrassed) in exposing your work?	SD		*"Personally, I have never felt insecure about uploading assignments, even though it is related to problems with my followers or making friends with classmates or other friends because I actually feel proud and good because I can also educate other friends through posting. I'm about English."*
		MA		*"Yes, I was shy at first, Mom, but the more I got used to it the longer I started to be confident in posting the assigned tasks and it also made me realize that these posts can be used by me and my followers to learn together. such as doing promotions, making IGTV videos, or studying the material I post."*
		IN		*"Alhamdulillah, I'm never ashamed to upload my assignments on Instagram eee… I instill in myself confidence with positive things. Eee… I'm never ashamed to do positive things as long as it doesn't harm them."*
		KK		*"Yes, Mam, I'm embarrassed because I'm afraid that the way to edit videos or pictures is not good and the pronunciation of the words is not good."*
		SA		*"No, my followers don't embarrass me in posting an ummm… whatever the post is because why should we look to our followers when we see ourselves to be confident."*
9	Are you having a hard time interacting on Instagram?	SD		*"Personally, it's not difficult for me to interact with Instagram, let alone only with friends at our school."*
		MA		*"It's not difficult to use because the features on Instagram and where we interact on Instagram are easy to use even for beginners who are just playing Instagram."*
		IN		*"When it comes to interacting, it's not too difficult because I'm the type who gets along easily with people. So, I have lots of friends to interact with on Instagram."*
		KK		*"Yes, Mam because I am an introvert."*
		SA		*"No, of course not."*

10	Does receiving English material via Instagram motivate you to learn English at home?	SD	*"Yes, I think it's more motivating and more encouraging, eee… because the features are also better, fresher and more interesting than applications that only focus on ee… collecting assignments and assigning assignments are boring and monotonous."*
		MA	*"Yes, it motivates me to learn more English because I can use my experience of learning English on Instagram and it is a unique and different experience for me personally."*
		IN	*"Yes Mam, with the materials provided. I motivate myself more and more enthusiastic."*
		KK	*"Yes, very motivating Mom."*
		SA	*"Yes because through Instagram we can increase my interesting in online learning. In this Instagram lesson I can increase my interest and enthusiasm by learning online using social media, namely Instagram."*

Appendix 5. Data Analysis Technique of Interview

a. Data Reduction

In reducing the data, the researcher reduces the data before going to the field by determined the population and determining the sample to interview where the population and sample have been explained in chapter 3. After conducting the research, the researcher selected 5 students to be interview from 53 students which involves in answer the Questionnaire from two classes Institutional Accounting and Finance. Result of Questionnaire will be explained after this section. The researcher using purposively sampling technique to get participant. Where the selected criteria are as needed by the researchers, namely students are active in online learning, students are diligent in doing assignments, students are active when learning online and students like to use Instagram by referring to the results of the respondent's questionnaire. The researcher gives the name of the participant label with an abbreviation to make it easier for researchers to discuss something that is repeated. The selected participants can be seen in the table 4. 1.

Table Informant Respondents

No.	Label	Class
1.	SD	XI AKL 3
2.	MA	XI AKL 3
3.	IN	XI AKL 2
4.	KK	XI AKL 2
5.	SA	XI AKL 3

Then the Researcher simplifies the results of the interview. The simplification is aimed at facilitating the interview in analyzing the data. The researcher only writes down the respondent's answers that are needed by the researcher to be further manage. The results of interview simplification can be seen in the following table

Table Reduce Interview Question 1

Viewer	Viewee	Result
Bagaimana pendapat Anda tentang Instagram?	SD	*Instagram digunakan untuk sarana komunikasi maupun sarana edukasi*
	MA	*Instagram bisa digunakan untuk apa saja sesuai dengan fitur dan kegunaannya*
	IN	*Instgram digemari oleh kalangan-kalangan remaja-remaja karena banyak fiturnya.*
	KK	*Aplikasi Instagram sangat bagus untuk dipakai kerjasama antara siswa dengan Guru dalam melakukan pembelajaran daring.*
	SA	*Learning from Instagram is interesting and useful.*

Based on interviews from the five respondents, regarding the opinion of the respondents that Instagram is very popular among teenagers, it is very interesting and is used as a medium of learning and information media.

Table Reduce Interview Question 2

Viewer	Viwee	Result
Bagaimana Anda	SD	*Dengan fitur di Instagram yaitu group, notifikasi, kolom komentar, postingan.*

belajar dengan Instagram?	MA	*Dengan berbagai fiturnya seperti groupnya, postingan instastory, IGTV, postingan dengan banyak slide.*
	IN	*Menjelaskan melalui live lewat Instagram memposting materi lewat feed Instagram, dan kuis lewat instastory.*
	KK	*Guru memberikan video IGTV atau postingan mengenai materi dan kami sering diberi tugas untuk membuat video atau membuat gambar tentang materi itu lalu diupload melalui Instagram."*
	SA	*I wear Instagram through the posting feature and feature through instastory as well as live Instagram when there is a meeting."*

Based on the five respondents, regarding the opinion of respondents that learning through Instagram uses existing features such as groups on Instagram contained in the Direct Message feature, through Teacher's posts in the form of videos or images, instastory features, Instagram live features, and they find out through notifications if Instagram is activated.

Table Reduce Interview Question 3

Viewer	Viwee	Result
Apakah Anda senang mendapatkan materi Bahasa Inggris lewat Instagram?	SD	*Cukup senang*
	MA	*Sangat Senang*
	IN	*Senang sekali*
	KK	*Sangat Senang*
	SA	*Yes, of course*

Based on interviews with the five respondents, regarding their pleasure in getting English material through Instagram, all respondents said they were happy.

Table Reduce Interview Question 4

Viewer	Viwee	Result
Apakah materi yang diposting di Instagram membantu anda dalam memahami materi Bahasa Inggris?	SD	*membantu*
	MA	*Cukup membantu*
	IN	*Sangat membantu*
	KK	*Sangat membantu*
	SA	*Yes, of course.*

Based on interviews with the five respondents, the material posted on Instagram helps them understand English material. Respondents said Instagram help them in understanding English material.

Table Reduce Interview Question 5

Viewer	Viwee	Result
Adakah kesulitan selama mengakses materi Bahasa Inggris yang diberikan oleh Guru lewat Instagram?	SD	*Kurang adanya pemberitahuan/ notifikasi karena tidak mengaktifkan fiturnya.*
	MA	*Kendala jaringan*
	IN	*Tidak ada*
	KK	*Tidak ada*
	SA	*No*

Based on the interviews of the five respondents, regarding the difficulties during accessing English material via Instagram, basically there are no difficulties, it's just that sometimes there are problems in the network and they don't know if the teacher is giving assignments or materials due to not activating the notification feature so they are late in accessing the material.

Table Reduce Interview Question 6

Viewer	Viwee	Result
Apakah mengakses materi di Instagram mengurus kuota Internet Anda?	SD	*Tidak karena hanya sekali seminggu*
	MA	*Bisa dibilang menguras tapi bisa dimaklumi karena kualitas postingan*
	IN	*Menguras tapi semua aplikasi juga menguras kuota karena resiko belajar online.*
	KK	*Tidak terlalu menguras*
	SA	*No*

Based on interviews with the five respondents, regarding accessing material on Instagram, managing respondents' Internet datas. Respondents said that it drained the data but that is understandable because it is already stipulated that online learning uses internet data and learning is only done once a week. It can be concluded that it does not drain the data too much.

Table Reduce Interview Question 7

Viewer	Viwee	Result
Apakah Anda senang menjawab pertanyaan	SD	*Sangat senang*
	MA	*Cukup senang*
	IN	*Senang sekali*

di kolom komentar	KK	*Sangat senang*
Instagram?	SA	*I prefer to answer in the comment.*

Based on the interviews of the five respondents, regarding the pleasure of respondents in answering questions in the Instagram comments column. All respondents said they were very happy.

Table Reduce Interview Question 8

Viewer	Viwee	Result
Apakah Follower yang Anda miliki di Instagram membuat Anda tidak percaya diri (malu) dalam mengekspos tugas Anda?	SD	*Tidak*
	MA	*Awalnya tidak percaya diri kemudain mulai terbiasa*
	IN	*Selalu percaya diri*
	KK	*Tidak percaya diri karena takut tugasnya tidak bagus apalagi pelafalan bahasa inggris sangat kurang*
	SA	*No*

Based on interviews with the five respondents, regarding the followers they have on Instagram, the respondents are not confident (embarrassed) in exposing their duties. According to respondents, they are still confident even though they are not used to it at first and 1 of them is less confident because their self-assessment is weak in English and the video editing is not good. It can be concluded that the respondents remain confident.

Table Reduce Interview Question 9

Viewer	Viwee	Result
Apakah Anda sulit berinteraksi di Instagram?	SD	*Tidak*
	MA	*Tidak sulit*
	IN	*Tidak terlalu sulit*
	KK	*Ya karena introvert*
	SA	*No*

Based on interviews with the five respondents, regarding the difficulties of respondents when interacting on Instagram. Respondents said it was not difficult and one of them was difficult because of their introverted nature. It can be concluded that the interaction of respondents in receiving material on Instagram is not difficult.

Table Reduce Interview Question 10

Viewer	Viwee	Result
Apakah menerima materi Bahasa Inggris lewat Instagram memotivasi Anda dalam belajar Bahasa Inggris di rumah?	SD	*Ya, memotivasi dan lebih bersemangat*
	MA	*Ya, memotivasi saya lebih banyak lagi*
	IN	*Ya, lebih memotivasi diri saya*
	KK	*Ya karena introvert*
	SA	*Ya, dapat meningkatkan minat dan semangat belajar online.*

Based on the interviews of the five respondents, regarding receiving English material via Instagram motivated respondents to learn English at home and all respondents said it was very motivating and increased interest in learning while studying online.

b. Data Display

The presentation of the data is done after the data is reduce. Researchers describe the data briefly to make it easier for researchers to understand what is going on and plan work based on researcher bias. Researcher also make a diagram data presentation.

Instagram, which is very popular among teenagers, can be used as a learning tool and a place to find information, especially about education. Respondents learn online using Instagram through Instagram features that are interesting and don't seem boring. This is supported by the statement of Respondents who are very happy to receive material on Instagram and are very happy to comment on material on Instagram posts plus it can help them understand English material. As for the difficulties Respondents were constrained in the network and datas, even though it was not 100% of the population, even very small, around 10%-20%. Respondents' activity on Instagram is also very good because there are no difficulties in interacting on Instagram and respondents are very confident in uploading tasks in the form of pictures and videos even though many people see them. According to respondents' statements, Instagram is very motivating for them to learn online.

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                        ┌─────────────────────────┐
                        │       Instagram          │
                        └─────────────────────────┘
                                    │
                                    ▼
        ┌────────┐      ┌─────────────────────────────────────┐
        │ Item 1 │      │            Popular in                │
        └────────┘      │ teenagers can be used as a learning tool │
                        └─────────────────────────────────────┘
                                    │
                                    ▼
        ┌────────┐      ┌─────────────────────────────┐
        │ Item 2 │      │  Learn online on Instagram   │
        └────────┘      │      using its features.     │
                        └─────────────────────────────┘
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Instagram

Item 1 — Popular in teenagers can be used as a learning tool

Item 2 — Learn online on Instagram using its features.

Item 3 — Respondents prefer to accept material and answer the questions through Instagram.

Item 4 — can help them in understanding English material

Item 5
Item 6 — Sometimes network and quota constraints

Item 7

Item 8 — Stay confident uploading assignments

Item 9 — no difficulty in interacting on Instagram

Item 10 — Instagram attracts their learning interest in online learning.

Motivation

Picture Chart of Display Data

99

The researcher made a percentage table so that it was easy to describe in research finding.

N o.	Respon dents	Interview Question							
		Quest ion 3	Quest ion 4	Quest ion 5	Quest ion 6	Quest ion 7	Quest ion 8	Quest ion 9	Quest ion 10
1	SD	3	4	3	5	5	5	5	5
2	MA	5	3	2	3	3	4	5	5
3	IN	5	5	5	2	5	5	4	5
4	KK	5	5	5	4	5	1	1	4
5	SA	5	5	5	5	5	5	5	5
	Total	23	22	20	19	23	20	20	24
	Score	**92%**	**88%**	**80%**	**76%**	**92%**	**80%**	**80%**	**96%**

Note:

Very Satisfied	:	5
Satisfied	:	4
Quite Satisfied	:	3
Less Satisfied	:	2
Not Satisfied	:	1

NO	Score	Category	Frequency	Percentage
1	81% - 100%	Very High	3	60%
2	61% - 80 %	High	2	40%
3	41% - 60%	Medium	0	0%
4	21% - 40%	Low	0	0%
5	0% - 20%	Very Low	0	0%
Total			**5**	**100%**

c. Drawing/ Verifying

The next step is the stage of drawing conclusions based on the findings and verifying the data. As explained that the initial conclusions put forward are still temporary and will change if evidence is found to support the next stage of data collection. It is this process of obtaining evidence that supports

the next stage of data collection. This process of obtaining evidence is called data verification. If the conclusions put forward at the initial stage are supported by strong evidence in the sense that they are consistent with the conditions found when the researcher returned to the field, the conclusions obtained are credible conclusions.

The researcher concludes that the results of the 5 respondents' interviews are that Instagram can motivate learning English during online learning. In accordance with the statements of respondents after being analyzed. This conclusion is supported by references to the credibility of the data such as the results of interviews that have been transcribed, interview guidelines that have been validated by the supervisor, and documentation during online learning. The researcher also did a member check to the data provider with evidence of signing the interview guidelines

Appendix 6. Questionnaire Output in SPSS 25

Statistics

		n1	n2	n3	n4	n5	n6	n7	n8	n9	n10	n11	n12	n13	n14	n15	n16	n17	n18	n19	n20	Total
N	Valid	53	53	53	53	53	53	53	53	53	53	53	53	53	53	53	53	53	53	53	53	53
	Missing	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Mean		2.81	2.57	2.79	3.40	3.51	3.28	3.15	3.36	2.66	3.11	3.21	3.26	3.32	2.49	3.28	2.96	2.57	2.98	2.89	2.68	60.28
Std. Deviation		.962	.888	.906	.862	.775	.841	.969	.901	.854	.824	.885	.812	.827	.933	.841	.980	.910	.971	.870	1.052	12.680
Variance		.925	.789	.821	.744	.601	.707	.938	.811	.729	.679	.783	.660	.684	.870	.707	.960	.827	.942	.756	1.107	160.784
Range		3	3	3	3	2	3	3	3	3	3	3	3	3	3	2	3	3	3	3	3	57
Minimum		1	1	1	1	2	1	1	1	1	1	1	1	1	1	2	1	1	1	1	1	23
Maximum		4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	80

Table frequency of Questionnaire

Indicator 1

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	4	1	1.9	1.9	1.9
	6	2	3.8	3.8	5.7
	7	2	3.8	3.8	9.4
	8	2	3.8	3.8	13.2
	9	7	13.2	13.2	26.4
	10	5	9.4	9.4	35.8
	11	8	15.1	15.1	50.9
	12	3	5.7	5.7	56.6
	13	6	11.3	11.3	67.9
	14	7	13.2	13.2	81.1
	15	6	11.3	11.3	92.5
	16	4	7.5	7.5	100.0
	Total	53	100.0	100.0	

Table frequency of indicator 1

Indicator 2

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	5	1	1.9	1.9	1.9
	7	2	3.8	3.8	5.7
	8	1	1.9	1.9	7.5
	9	2	3.8	3.8	11.3
	10	7	13.2	13.2	24.5
	12	5	9.4	9.4	34.0
	13	3	5.7	5.7	39.6
	14	7	13.2	13.2	52.8
	15	7	13.2	13.2	66.0
	16	18	34.0	34.0	100.0
	Total	53	100.0	100.0	

Table frequency of indicator 2

Indicator 3

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2	1	1.9	1.9	1.9
	3	2	3.8	3.8	5.7
	4	6	11.3	11.3	17.0
	5	10	18.9	18.9	35.8
	6	20	37.7	37.7	73.6
	7	8	15.1	15.1	88.7
	8	6	11.3	11.3	100.0
	Total	53	100.0	100.0	

Table frequency of indicator 3

Indicator 4

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	3	1	1.9	1.9	1.9
	6	2	3.8	3.8	5.7
	7	5	9.4	9.4	15.1
	8	6	11.3	11.3	26.4
	9	4	7.5	7.5	34.0
	10	11	20.8	20.8	54.7
	11	13	24.5	24.5	79.2
	12	11	20.8	20.8	100.0
	Total	53	100.0	100.0	

Table frequency of indicator 4

Indicator 5

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	5	5	9.4	9.4	9.4
	6	7	13.2	13.2	22.6
	7	4	7.5	7.5	30.2
	8	5	9.4	9.4	39.6
	9	5	9.4	9.4	49.1
	10	17	32.1	32.1	81.1
	11	7	13.2	13.2	94.3
	12	3	5.7	5.7	100.0
	Total	53	100.0	100.0	

Table frequency of indicator 5

Indicator 6

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	4	1	1.9	1.9	1.9
	6	4	7.5	7.5	9.4
	7	1	1.9	1.9	11.3
	8	3	5.7	5.7	17.0
	9	7	13.2	13.2	30.2
	10	8	15.1	15.1	45.3
	11	4	7.5	7.5	52.8
	12	5	9.4	9.4	62.3
	13	6	11.3	11.3	73.6
	14	8	15.1	15.1	88.7
	15	3	5.7	5.7	94.3
	16	3	5.7	5.7	100.0
	Total	53	100.0	100.0	

Table frequency of indicator 6
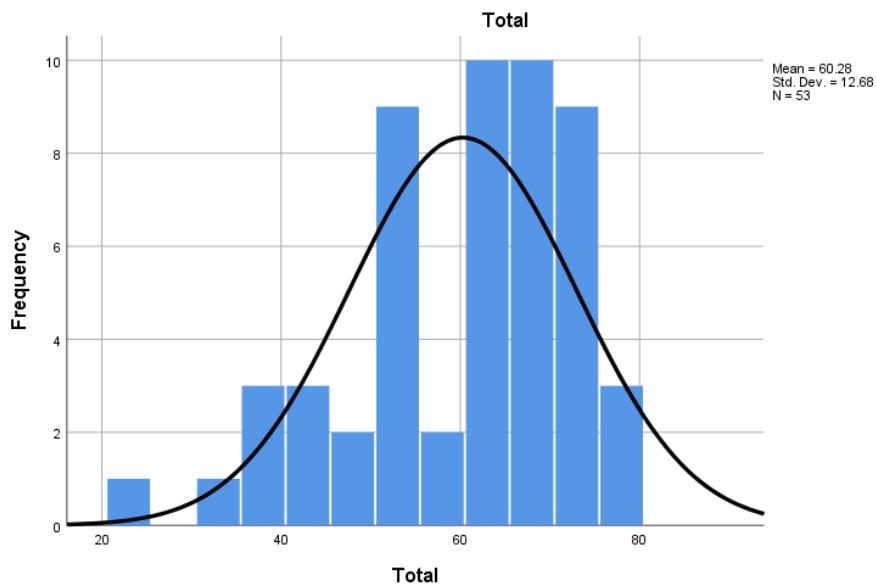

```
NEW FILE.
DATASET NAME DataSet1 WINDOW=FRONT.
FREQUENCIES VARIABLES=X1 X2 X3 X4 X5 X6
  /STATISTICS=STDDEV VARIANCE RANGE MINIMUM MAXIMUM MEAN
  /HISTOGRAM NORMAL
  /ORDER=ANALYSIS.
```

Histogram result of Questionnaire

DOCUMENTATION

Appendix 7. Documentation

Quiz on Instastory Feed

Students upload the Task on students' Instagram and their friend commented the task to give them motivation.

Room Chat Feature

Students did absent on Teacher's post.
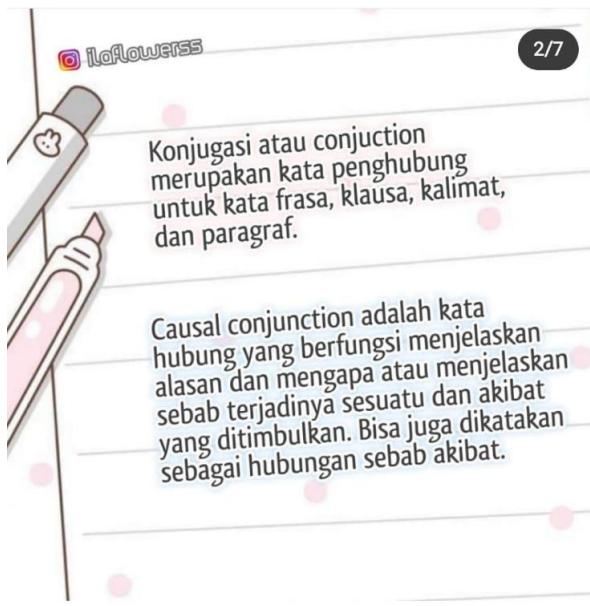
Material in the form of photos and videos

Left screenshot:

18.09

Komentar

ilaflowerss SIMPLE PRESENT TENSE •
Students, please view this video then make
one sentence each kinds of simple present
tense.

TASK 1

Write your name and class, also your answer
below. This task take a value.

#simllepresenttense #tugasonline
#englishtoday #englishmaterials
#teachingonline #studentsonly

18 mg

stasyh37_ (+) my sister is an ustadzah
(-) My sister is not an ustadzah
(?) Is your sister an ustadzah?
Name : St. Aisyah
Class : XI accounting 3

14 mg   Balas

Balas stasyh37_...

nirmalaa_910 Name: Nirmala class: XI AKL
2 (+)she reads a storybook in the library. (-)
she doesn't read a storybook in the library.
(?) Does she read a storybook in the library?

15 mg   1 suka   Balas

ilaflowerss @nirmalaa_910 good
❤️. Lebih aktif lagi ya. Masih banyak
absen yg belum diisi 😭

❤️ 🙌 🔥 👏 😢 😍 😮 😄

Berkomentar sebagai ilaflowerss...   Kirim

Right screenshot:

18.09

Komentar

pitra8476 Name: Pitra Ramadani class: XI
AKL 2. (+) I go to for a walk in the morning
(-) I don't like to walk during the day. (?)do I
like walking in the evening?

17 mg   1 suka   Balas

ilaflowerss @pitra8476 note: (+) I like
to walk in the morning.❤️

15 mg   1 suka   Balas

diazeh_24 SAHRIL DIAS/CLASS:XI
ACCOUNTING 3/SIMPLE PRESENT TENSE:
(+)we run every Sunday (-)she does not
study today(?)he does swim on the pool?

17 mg   1 suka   Balas

ilaflowerss @dihh_ahhss note: (?)
DOES HE SWIM ON THE POOL? 😇

15 mg   Balas

trifbrian_ (+) My mother buys some
vegetables every morning.
 (-) My mother doesn't buy some vegetables
every morning.
 (?) Does your mother buy some vegetables
every morning?

Nama:tri febrianti putri
Kelas:XI AKL 3

17 mg   1 suka   Balas

ilaflowerss @trifbrian_ good❤️

15 mg   Balas

❤️ 🙌 🔥 👏 😢 😍 😮 😄

Berkomentar sebagai ilaflowerss...   Kirim

Students commented the task on Instagram Teacher Post and Teacher give them a feedback.
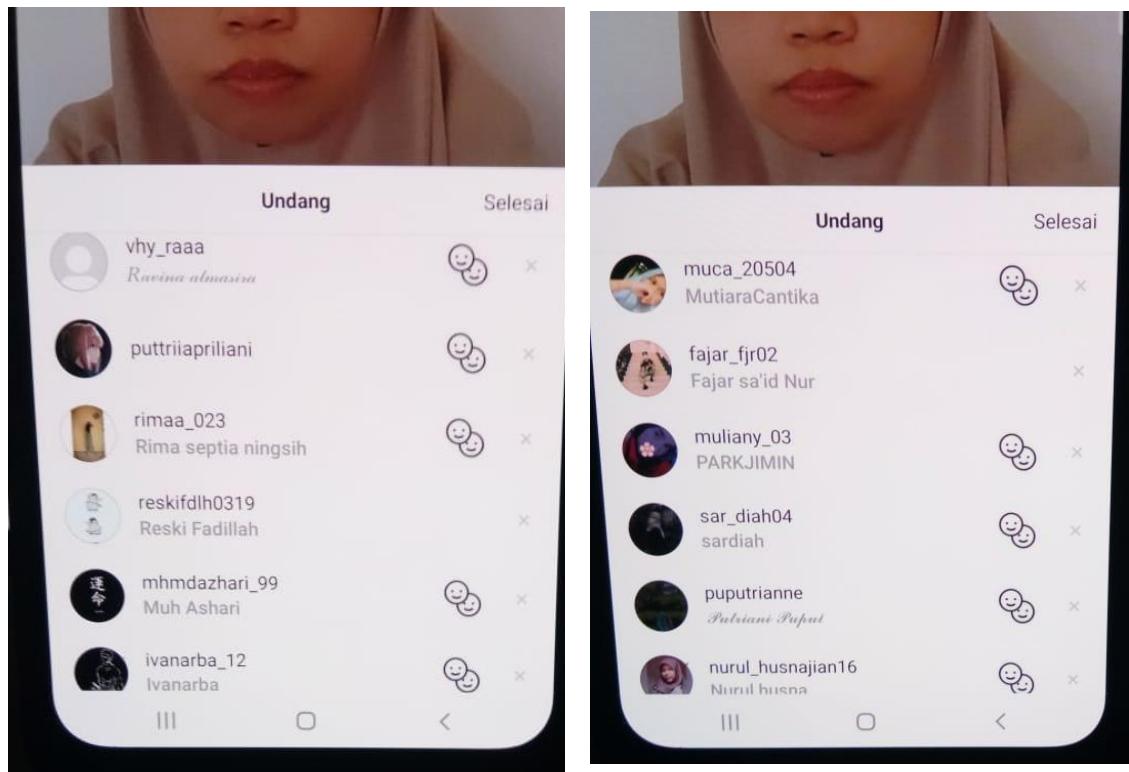
Live Feature

8. Students Attendance Record

SMK NEGERI I PANGKEP

DAFTAR HADIR — SEMESTER 2 - TAHUN 2020/2021

MATA PELAJARAN : BAHASA INGGRIS — XI AKL 3

TANGGAL PERTEMUAN (PERTEMUAN KE 1–9): 24/03/21, 29/03/21, 05/04/21, 12/04/21, 19/04/21, 03/05/21, 10/05/21, 24/05/21, 31/05/21 — plus Live Zoom 19/04/21, Live IG 24/05/21, Live IG 31/05/21, Quiz 1 24/04/21, Quiz 2 27/04/21

No	NIS	NAMA	T.1 (10/04/21)	T.2 (19/04/21)	T.3 (03/05/21)	T.4 (10/05/21)	T.5 (14/05/21)	Total	KETERANGAN
1		ADYRA RAHAYU SAPUTRI	90		80	82	85	82	
2		AHMAD MAULANA	80		90	82	85	84	
3		AL FITRI NINGSIH	80	80		82	81	81	
4		ANDI FATUR	80			82	82	82	
5		ASRY HANDAYANI	90	90	90	95	90	95	
6		ASTRI AYUNIALIFAH M	90		80	82	85	82	
7		DEA ANANDA	80	80		82	81	81	
8		HANA							
9		HASNIAH	80	80		82	81	81	
10		HERLINA AHMAD			80	82	80	80	
11		INDAH DWY AGUSTINA CAHYA							
12		ISMI SYAFIRA	80			82	80	79	
13		LUKFINA S			80	82	80	79	
14		MUHAMMAD ALDI REFANDY	90	95	90	95	90	95	
15		MULIANI	80	82	90	82	85	85,8	
16		NUR ALIAH	83			82	80	83	
17		NURASIA	80	83	82	82	83	84	
18		PURNAMA SARI	82			82	80	82,5	
19		PUTRI APRILIANI	90	82	90	90	90	88,5	
20		PUTRIANI	90	90	90	90	90	94	
21		RAHMANIA	80	82	90	95	90	84	
22		RANI	80	85	82	82	85	85	
23		RESKI FADILLAH	83		83	82	80	83	
24		RIKA		80		82	80	79	
25		RISKI RAMADHANI							
26		RISKY SURYA RAMADHAN	83		83	82	80	84	
27		RISMA		80		82	81	81	
28		SYAHRIL DIAS	85	95	90	85	85	90	
29		SARDIAH	95	95	90	95	90	95	
30		SITI NADIA AHZARAH							
31		ST. AISYAH		83	80	82	83	83	
32		ST. RAHMATANG	82	85	90	85	85	87,5	
33		TRI FEBRIANTI PUTRI	90	85	90	82	90	89	
34		NURFADILLAH AHMAD							
35		RISKI AMELIAH			80	82		78	
36									

TANGGAL ULANGAN / PENILAIAN

113

DAFTAR HADIR
SEMESTER 2 - TAHUN 2020/2021

MATA PELAJARAN : BAHASA INGGRIS

XI AKL 2

Grade summary (test columns and total):

No	NIS	NAMA	T.1 (10/04)	T.2 (19/04)	T.3 (03/05)	T.4 (10/05)	T.5 (14/05)	Total
1		ADNAN DWI SUSANTO		82		80	83	83
2		AMANDA APRILLA						
3		ANDI CINTA KHAIRUNNISA	90	95	90	90	85	94
4		DESI HB		82		80	80	79
5		ENDANG FATMAWATI						
6		FAISAL		82		80	80	82
7		FAJAR	82	82	90	90	85	86,5
8		FAJERIAH	90	85	82	80	85	85
9		FRISDAYANTI	85	82	82	80	85	83,8
10		HERVAYANTI	90	82	82	80	85	85,8
11		INDIKA NURUL AULIA	90	95	90	80	90	89
12		IVAN ARBA	82	82	90	80	85	84,8
13		KHUSNUL KHOTIMAH	90	95	90	95	90	95
14		KURNIA KADIR		82		80	80	80
15		MEGAWATI		82		80	75	79
16		MUH. ANDIKA						
17		MUH. ASHARI	82	82	80	80	81	81
18		MULIANI	82	95	90	80	85	87,5
19		MUTIARA CANTIKA	90	95	90	95	90	93,5
20		NIRMALA		82		80	80	79
21		NOVITA RAHMADHANI	90	82	80	80	85	83,5
22		NUR AMELIA	80	95	82	95	85	88,5
23		NUR RAHMA AZZAHRA		82		80	80	80
24		NURHIKMA	90	82	82	90	85	87,8
25		NURHIKMAH		82		80	80	82
26		NURUL HUSNA	90	95	90	90	90	94
27		PITRA RAMADHANI	85	95	80	80	90	89,5
28		RAHMAWATI	85	82	82	95	85	86,8
29		RAVINA ALMASIRA	90	95	90	90	90	92
30		RIMA SEPTIA NINGSIH		82		80	81	81
31		RISMAYANTI		82		80	80	83
32		SITTI NUMAYANTI	85	95	90	90	95	92
33		SUKMAWATI	90	82	90	95	95	91
34		SYAMSINAR JULIANA HUSNA	90	85	90	95	95	92
35								
36								

Attendance meeting dates (TANGGAL PERTEMUAN): 24/03/21 (1), 29/03/21 (2), 05/04/21 (3), 12/04/21 (4), 19/04/21 (5), 03/05/21 (6), 10/05/21 (7), 24/05/21 (8), 31/05/21 (9); 19/04/21 Live Zoom; 24/05/21 Live IG; 31/05/21 Live IG; 24/04/21 Quiz 1; 27/05/21 Quiz 2.

KETERANGAN: —

TANGGAL ULANGAN / PENILAIAN

Appendix 9. Interview Guide Validation Record

<div align="center">

LEMBAR VALIDASI

PEDOMAN WAWANCARA SISWA

</div>

A. Petunjuk

Lembar Wawancara ini dimaksudkan untuk mengumpulkan informasi tentang instrumen validitas yang akan digunakan dalam menilai instrumen penelitian yang berjudul "**The Effectiveness of Using Instagram an Additional Online Application to Increase Students' Motivation to Learn English in Online Learning at SMK Negeri 1 Pangkep**", dengan petunjuk penilaian sebagai berikut:

1. Kepada Bapak/ Ibu berkenan memberikan skor dengan cara memberi tanda ceklis (√) pada kolom yang telah disesuaikan dengan kriteria.
2. Untuk revisi-revisi, Bapak/Ibu dapat langsung menuliskannya pada naskah yang perlu direvisi, atau menuliskannya pada kolom saran yang peneliti sediakan.

Terima kasih banyak atas kesediaan Bapak/Ibu memberikan penilaian yang objektif.

B. Skala Penilaian

1 = Sangat Tidak Sesuai

2 = Tidak Sesuai

3 = Sesuai

4 = Sangat Sesuai

C. Penilaian

No	Aspek yang dinilai	Skala Penilaian			
		1	2	3	4
1	Kesesuaian wawancara dengan tujuan wawancara.				✓
2	Pertanyaan wawancara mudah dipahami peserta didik.				✓
3.	Pedoman wawancara layak digunakan untuk menganalisis motivasi siswa dalam belajar Bahasa Inggris.				✓
4.	Bahasa yang digunakan tidak mengandung makna ganda.				✓
5.	Maksud dari pertanyaan dirumuskan dengan singkat dan jelas.				✓

Simpulan penilaian secara umum: (lingkarilah yang sesuai)

a. Pedoman Wawancara siswa ini:

1. Sangat kurang

2. Kurang

3. Baik

④ Baik sekali

b. Pedoman Wawancara siswa ini:

1. Belum dapat digunakan dan masih memerlukan konsultasi

2. Dapat digunakan dengan revisi banyak

③ Dapat digunakan dengan revisi sedikit

4. Dapat digunakan tanpa revisi

Mohon menuliskan butir-butir revisi pada kolom saran berikut dan/atau menuliskan langsung pada naskah.

Saran:

Penggunaan kata yang tepat (kata buku).

....

....

....

Maros, 29 April 2021

Validator

(Nuraeni, S.Pd., M.Pd)

116

LEMBAR VALIDASI

PEDOMAN WAWANCARA SISWA

A. Petunjuk

Lembar Wawancara ini dimaksudkan untuk mengumpulkan informasi tentang instrumen validitas yang akan digunakan dalam menilai instrumen penelitian yang berjudul **"The Effectiveness of Using Instagram an Additional Online Application to Increase Students' Motivation to Learn English in Online Learning at SMK Negeri 1 Pangkep"**, dengan petunjuk penilaian sebagai berikut:

1. Kepada Bapak/ Ibu berkenan memberikan skor dengan cara memberi tanda ceklis (√) pada kolom yang telah disesuaikan dengan kriteria.

2. Untuk revisi-revisi, Bapak/Ibu dapat langsung menuliskannya pada naskah yang perlu direvisi, atau menuliskannya pada kolom saran yang peneliti sediakan.

Terima kasih banyak atas kesediaan Bapak/Ibu memberikan penilaian yang objektif.

B. Skala Penilaian

1 = Sangat Tidak Sesuai

2 = Tidak Sesuai

3 = Sesuai

4 = Sangat Sesuai

C. Penilaian

No	Aspek yang dinilai	Skala Penilaian			
		1	2	3	4
1	Kesesuaian wawancara dengan tujuan wawancara.				√
2	Pertanyaan wawancara mudah dipahami peserta didik.				√
3.	Pedoman wawancara layak digunakan untuk menganalisis motivasi siswa dalam belajar Bahasa Inggris.				√
4.	Bahasa yang digunakan tidak mengandung makna ganda.				√
5.	Maksud dari pertanyaan dirumuskan dengan singkat dan jelas.				√

Simpulan penilaian secara umum: (lingkarilah yang sesuai)

a. Pedoman Wawancara siswa ini:

1. Sangat kurang

117

2. Kurang

3. Baik

(4.) Baik sekali

b. Pedoman Wawancara siswa ini:

1. Belum dapat digunakan dan masih memerlukan konsultasi

2. Dapat digunakan dengan revisi banyak

3. Dapat digunakan dengan revisi sedikit

(4.) Dapat digunakan tanpa revisi

Mohon menuliskan butir-butir revisi pada kolom saran berikut dan/atau menuliskan langsung pada naskah.

Saran:

....
....
....
....

Maros, 29 April 2021

Validator

(**Nurul Fachrunnisa, S.Pd., M.Pd**)

Appendix 10. Research Permit Certification from the Faculty

UNIVERSITAS MUSLIM MAROS
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

Kampus 1: Jalan Dr. Ratulangi No.62 Maros Sulawesi Selatan, e-mail : umma.yaplm.2015@gmail.com, Kode Pos 90511
Kampus 2: Jalan Kokoa – Pamelakkang Je'ne Kelurahan Aliepolea Kecamatan Lau kabupaten Maros

بسم الله الرحمن الرحيم

Nomor : 077/UL/FKIP-UMMA/III/2021
Lampiran : 1 (satu) exampler
Perihal : **Permohonan Izin**

Kepada yang terhormat :
Kepala Sekolah SMK Negeri 1 Pangkep
di-

Maros

Assalamu Alaikum Warahmatullahi Wabarakatuh.

Dengan hormat,
Disampaikan kepada Bapak/Ibu bahwa mahasiswa di bawah ini:

Nama : **Rasmilah**
NIM : 1788203009
Program Studi : Pendidikan Bahasa Inggris

Bermaksud mengadakan Penelitian dalam rangka penyelesaian pendidikan Program Sarjana FKIP Universitas Muslim Maros.
Adapun judul Penelitian yaitu :

"THE EFFECTIVENESS OF USING INSTAGRAM AN ADDITIONAL ONLINE APPLICATION TO INCREASE STUDENTS' MOTIVATION TO LEARN ENGLISH IN ONLINE LEARNING AT SMK NEGERI 1 PANGKEP"

Dosen Pembimbing : 1. Nuraeni, S.Pd., M.Pd
2. Sitti Aisyah, S.Pd., M.Pd

Sehubungan dengan maksud tersebut mohon kiranya kepada Bapak/Ibu berkenang memberikan Izin kepada yang bersangkutan untuk melakukan penelitian ditempat Bapak/Ibu Atas bantuan dan kerja sama Bapak/Ibu yang baik diucapkan terima kasih.

Maros, 16 Maret 2021
Wakil Dekan I,
Bidang Akademik Kemahasiswaan dan Alumni

Ernawati, S.Pd., M.Pd
NIDN: 0905048801

Tembusan Kepada Yth.:
1. Ketua Program Studi
2. Yang bersangkutan
3. Pertinggal

Appendix 11. Certificate of having Carried Out Research

PEMERINTAH PROVINSI SULAWESI SELATAN
DINAS PENDIDIKAN
UPT SMK NEGERI 1 PANGKEP

Jalan Sambungjawa Bungoro, Telepon (0410)2410028
NPSN 40300606 Pangkep Kode Pos, 90651
Email : smkn1pangkep@gmail.com website: smkn1pangkep.sch.id

SURAT KETERANGAN PENELITIAN
Nomor: 070 / 861 -UPT SMK.01/PKP/Disdik

Yang bertanda tangan di bawah ini Kepala UPT SMK Negeri 1 Pangkep Kabupaten Pangkajene Kepulauan menerangkan bahwa :

Nama	: RASMILAH
NIM	: 1788203009
Program Studi	: Pendidikan Bahasa Inggris
Pekerjaan/Lembaga	: Mahasiswa (S1) Universitas Muslim Maros
Alamat	: Jl. Dr. Ratulangi No. 10 Turikale Kec.Turikale Kab. Maros

Telah melaksanakan penelitian pada UPT SMK Negeri 1 Pangkep dalam rangka penyusunan Skripsi , dengan judul:

"THE EFFECTIVENESS OF USING INSTAGRAM AN ADDITIONAL ONLINE APPLICATION TO INCREASE STUDENTS' MOTIVATION TO LEARN ENGLISH IN ONLINE LEARNING AT SMK NEGERI 1 PANGKEP "
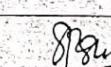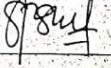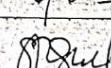
yang dilaksanakan sejak tanggal 22 Maret sampai dengan tanggal 31 Mei 2021

Demikian surat keterangan ini kami buat untuk dapat dipergunakan sebagaimana mestinya.

Pangkep, 01 Juli 2021
Kepala,

H. MUH. NURDIN B., S.Pd., M.Pd.
NIP. 19650510 198701 1 001

120

Appendix 12. Thesis Writing Guidance Consultation Card

UNIVERSITAS MUSLIM MAROS
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

Kampus 1: Jalan Dr. Ratulangi No.62 Maros Sulawesi Selatan, e-mail : umma.yapim.2015@gmail.com, Kode Pos 90511
Kampus 2: Jalan Kokoa – Pamelakkang Je'ne Kelurahan Allepolea Kecamatan Lau kabupaten Maros

KARTU KONSULTASI PEMBIMBINGAN PENULISAN PROPOSAL DAN SKRIPSI

Pembimbing I : Muraeni, S.Pd., M.Pd
Pembimbing II : Sitti Aisyah, S.Pd., M.Pd

Nama Mahasiswa : Rasmilah
NIM : 1788203009
Jurusan : Pendidikan Bahasa Inggris
Program Studi :

Judul :

No	Hari/ Tanggal	Uraian (Hal yang dikonsultasikan)	TTD Mahasiswa	Tanda Tangan Dosen Pembimbing
1.	Rabu 16/12/20	Masalah pada research question dan cara pengambilan data.		
2.		Masih banyak error pada grammar, penggunaan kalimat		
2.		yang terlalu panjang sehingga membingungkan		
2.	Senin 21/12/20	Referensi style, bab dua memberikan info tanpa sumber, bab 2 tempatnya literature.		
3.	Senin 28/12/20	Bab 2 masih perlu dibenahi. Research significance masih salah. Gunakan referensi style yang ditetapkan kampus.		
4.	18/12/20	Back ground		
5.	22/12/20	Previou study		
6.	24/12/20	related items		
7.	26/12/20	~~~~~~~ Bab 3		

121

No	Hari/ Tanggal	Uraian (Hal yang dikonsultasikan)	TTD Mahasiswa	Tanda Tangan Dosen Pembimbing
8.		Acc Reference 30/12/20		
9.	13/8/21	Chapter 3, how liser, paragraph.		
10.	14/8/21	Findings discussion		
11.	15/8/21	Chapter V. suggestion, education.		
12.	17/8/21	Appendices + absen siswa.		
13.	18/8/21	Acc 21/8/18.		
14.	02/07/21	Perbaikan data Interview dan Quantitatree. 02/07/21		
15.	04/07/21	Nama Respondent Wawancara harus disamarkan. 04/07/21		
16.	09/07/21	Grammar Error. Translate to English. 09/07/21		
17.	19/08/21	Discussion, data quantitative		
18.	20/08/21	Selesai / ACC		

Mengetahui,
Dekan Fakultas Keguruan dan Ilmu Pendidikan
Universitas Muslim Maros

Maros,.........................2020

Ketua Program Studi

Hikmah Rusdi, S.Pd., M.Pd.
NIDN: 0919128802

ZUL ASTRI , S.S., M.Hum.

Catatan:
Kartu ini dipergunakan sebagai lampiran prasyarat mengikuti seminar proposal skripsi dan ujian skripsi,
*coret yang tidak perlu

122