STUDENTS' PERCEPTIONS AND ATTITUDES ON INSTAGRAM AS AN ENGLISH LANGUAGE WRITING LEARNING TOOL

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DEDICATION

This thesis is dedicated to my beloved family, who was always here to support me and motivate me to complete my masters. I also dedicated this thesis to my supervisor, respected lecturers and supportive friends that have been through thick and thin with me.

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ABSTRACT

The purpose of this study is to investigate the students' perceptions and attitudes on Instagram as an English language writing learning tool. Instagram is a social media that is used by people for all over the world as learning media. The features provided in Instagram give English language learners the option to learn writing in the English language. Thus, this study attempted (1) to determine the undergraduate students' perceptions and attitudes on Instagram as an English language writing learning tool, (2) to investigate the factors that contribute to the use of Instagram as an English language writing learning tool perceived by undergraduate students and (3) to examine the usefulness of Instagram as an English language writing learning tool perceived by students. This study utilized the quantitative study design with the non-experimental method. The results collected for the data analysis were from the final year of the undergraduate students in pure chemistry and industrial chemistry courses of Universiti Teknologi Malaysia (UTM). 100 students were selected purposively as the participants of the study. The results from this study showed that (1) Instagram gives freedom to the students to convey their thoughts in written form, (2) students were satisfied with the services provided by Instagram because students can use the features in Instagram for their needs in educational and (3) Instagram is easy to access by the students anywhere and anytime through their mobile devices. Hence, it is important to look at the students' perceptions and attitudes on Instagram as an English language writing learning tool because students are the main users of Instagram. The significance, limitations and implications of the study were also discussed in the study. Lastly, recommendations were suggested to widen the perspective of the use of Instagram in the education of the English language especially for the English language classroom.

ABSTRAK

Kajian ini dilakukan bertujuan mengkaji persepsi dan sikap pelajar-pelajar terhadap penggunaan Instagram sebagai alat pembelajaran penulisan dalam Bahasa Inggeris. Instagram ialah media sosial yang digunakan sebagai media pembelajaran oleh masyarakat di seluruh dunia. Ciri-ciri yang terdapat di dalam Instagram memberi pilihan kepada pelajar-pelajar yang mempelajari Bahasa Inggeris untuk digunakan dalam penulisan Bahasa Inggeris. Oleh itu, kajian ini berusaha (1) untuk menentukan persepsi dan sikap pelajar-pelajar sarjana terhadap penggunaan Instagram sebagai alat pembelajaran penulisan dalam Bahasa Inggeris, (2) untuk menyelidik faktor-faktor yang menyumbang kepada penggunaan Instagram sebagai alat pembelajaran penulisan Bahasa Inggeris di kalangan pelajar-pelajar sarjana dan (3) untuk meneliti kegunaan Instagram sebagai alat pembelajaran penulisan dalam Bahasa Inggeris dalam pandangan pelajar-pelajar sarjana. Kajian ini menggunakan reka bentuk kajian kuantitatif bukan eksperimental. Keputusan kajian yang dikumpulkan untuk analisis data diperoleh daripada pelajar-pelajar sarjana tahun akhir dalam bidang Kimia Tulen dan Kimia Industri dari Universiti Teknologi Malaysia (UTM). Seramai seratus pelajar telah dipilih sebagai tujuan untuk menjadi peserta kajian. Keputusan-keputusan kajian menunjukkan (1) Instagram memberi kebebasan kepada pelajar-pelajar untuk menyampaikan pemikiran mereka dalam bentuk penulisan, (2) pelajar-pelajar berpuas hati dengan perkhidmatan yang disediakan oleh Instagram kerana pelajar-pelajar boleh menggunakan ciri-ciri yang terdapat di dalam Instagram untuk kegunaan keperluan pelajar-pelajar dalam pembelajaran dan (3) mudah bagi pelajar-pelajar untuk melayari Instagram di mana-mana dan bila-bila masa melalui peranti mudah alih. Oleh itu, sangatlah penting untuk mengetahui persepsi dan sikap pelajar-pelajar terhadap Instagram sebagai alat pembelajaran penulisan dalam Bahasa Inggeris kerana pelajar-pelajar adalah pengguna utama untuk Instagram. Kepentingan, batasan dan implikasi kajian juga dibincangkan dalam kajian ini. Terakhir, cadangan disarankan untuk memperluaskan pandangan terhadap penggunaan Instagram dalam pembelajaran Bahasa Inggeris terutama pembelajaran Bahasa Inggeris di dalam bilik darjah.

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LIST OF ABBREVIATIONS

ANOVA	-	Analysis of Variance
CGPA	-	Cumulative Grade Point Average
COVID-19	-	Coronavirus Disease 2019
IBM	-	International Business Machine
ICT	-	Information and Communication Technology
IGTV	-	Instagram Television
MCO	-	Movement Control Order
SOP	-	Standard Operating Procedure
SPSS	-	Statistical Package for Social Science
SNS	-	Social Networking Services
UTM	-	Universiti Teknologi Malaysia

LIST OF SYMBOLS

@	-	At or address sign in email
+	-	Indicate addition or positive quantity
#	-	Pound sign
%	-	Percentage sign
(	-	Open interval bracket
)	-	Close interval bracket
&	-	And sign

LIST OF APPENDICES

CHAPTER 1

INTRODUCTION

1.1 Introduction

Today's world technologies such as iPad, tablets, cellular phones, smartphones, mp3 players, digital cameras and many more are turning into accessible among the young people due to the rapid of development, (Liliia & Gulnara, 2016). In modern professionals and social context, these devices have developed over recent years and slowly take over the personal computers. It has also been proved that technologies are an efficient tool to learn a language which provides the source of motivation and room of authentic learning from educational websites or social networking sites, (Latisha Asmaak & Rozilawati, 2019).

Going through the educational setting in today's system, according to Aloraini (2018), to meet the demand of the current education and students who are digital natives, educators need to use technologies as the teaching methodology because traditional methods are no longer decent in this era. The excitement of the students to learn and their demand are compliant with the technologies. Besides that, technologies have the possibility to fix the pedagogical issues in the classroom as well as promote the process of language learning in general. Various areas that required in language acquisition can be synchronously covered by technologies. Studying effectively shown that students can succeed in the classroom with the correct technological tool. In the higher education system, undergraduate students in university need to have skills in writing to be successful academically. They are expected to complete academic assessments such as argument paper, expository paper, exam essay, email, blogs and journal throughout the whole period of their studies, (Wahyudin & Sari, 2018). They need the skill of thinking critically to understand the various issues in their field of study. Meanwhile, writing is not only important for educational purposes but also on targeting a reputable job after they graduated.

As claimed by Oktaviana, Nuraida & Rohiyatussakinah (2020), insufficient linguistics proficiency, writing anxiety, dependence on the first language and weak structure organization are the dominant problems among undergraduate students in writing. To add on, some of them think that writing is hard and they do not have much idea to write. The most common problem is they are not confident to write because they are worried to make mistakes either grammatical errors or the wrong diction. Besides that, some educators in the classroom do not give the opportunity to the students to practice their writing. Therefore, more practices are needed because writing problems intently happen to psychological factors such as self-esteem.

Another problem in writing among undergraduate students is these students have low self-esteem to apply this skill efficiently and effectively because they are lacked in skills as well as knowledge. Students rarely do writing as classroom activity and this is the factor of why they are lacked in knowledge and skills. Most of the time students write because the lecture asked them to write but not because of their intended to write. Therefore, advance learning is fundamental to expert these challenges, many advantages should be taken and students want enhancement in learning, (Bakeer, 2018).

The applications offered through technologies such as computers and smartphones, allowed the students to access the social media network and it can affect the students' ability in writing. Students used social media to connect with people, post photos or videos and some of them have started their online business. That is why writing skills in English language is fundamental which can be helped by social media to enhance their memory function.

The latest social media network that most popular among undergraduate students at the age of 18-24 years old is Instagram and it is proved by a recent study, (Wahyudin & Sari, 2018). Instagram highly motivated the students to connect with people and affects the students' writing skills through photo sharing and social networks, (Mansor & Rahim, 2017). Therefore, this study will investigate the students' perception and their attitudes on social media network Instagram as an English language writing learning tool. On the other hand, this research paper is focused on the writing skills of undergraduate students in Universiti Teknologi Malaysia (UTM).

Furthermore, in this chapter, the elements that will be explained are the background of the study, statement of the problem, research objectives, research questions, study significance, limitation of study and the conceptual framework that will be used for conducting this research.

1.2 Background of The Study

The process of using letters of the alphabet, punctuation and spaces to deliver messages and opinion in readable ways by using pen, pencil on a paper or whiteboard are called as "Writing". Following the betterment of nowadays, students are allowed to write by using as keyboard which connected to a typewriter, computer and mobile devices as well as voice recognition which allow disable people such as those who are unable to see or use their hand to have their ideas written, (Muwafiqi, 2017).

As stated by Bakeer (2018), among the four English language skills, writing is included in these skills that need to be focus on. It is important in communication as its purpose is to deliver messages precisely and effectively. However, writing is the most challenging skills in learning the English language. Writing needs students to use their cognitive process which tests their memory, thinking ability and verbal to successfully deliver the thoughts but society do not really pay attention to the importance of writing and it remained ignore. That is the factor of students have never been given the ideas to be a good writer as writing is the fewest liked. This lead to the students' anxiety and mental stress to write.

The complexity of writing also the reason that students find writing is the hardest to expert to be compared with reading, speaking, and listening skills. Students need to master their knowledge in grammar, diction and vocabulary to deliver their thoughts in correct arrangement in written form because it consist the combination of grammar, vocabulary and

their critical thinking. If students have any problems with grammar, diction and vocabulary, they will have difficulty to become a good writer, this can be proved by (Muwafiqi, 2017).

Another point claimed by Muwafiqi (2017), students will only practice writing once the teacher asked them to do so and they only write without giving fully attention to the rules of writing. Therefore, students do not get a well practice of writing. To be a good writer, students should focus more on the grammatical rules, open up their mind and good arrangement of sentence.

New technologies are transforming the way of learn among students. Technology is used to improve efficiency, enhance creativity, gain confidence and independence in English language among the students. Information and communications technology (ICT) allowed students to apply English language in real purposes and contexts which can help them to learn faster. Besides that, ICT helps students to increase their curiosity about how the English language works, cognitive challenges and build the ability for them to learn the language independently. The written word and understanding can be maximized. ICT such as social media allowed them to communicate, edit, annotate and arrange the word in faster as well as flexible ways, (Bakeer, 2018).

Therefore, nowadays students prefer to write in social medias such as Instagram because students can find more interesting things in their writing that can help them to become a better writer. Instagram is an application that was launched in October 2010 and used by millions of active users coming from different ages, countries and backgrounds. Instagram gives users to choose what to uploads such as audio, images, photos and videos with a lot of effects, fun features as well as filters. Instagram allows users to write the caption below the contents that they have uploaded and viewers can post the comments. It is a web-based technology intended for digital-storytelling and develops creativity among users, (Latisha Asmaak & Rozilawati, 2019).

Direct messages are also allowed for the users to message each other privately. The users can share their accounts with people who they choose to share such as family and friends because they can control their sharing through the privacy options provided by Instagram, (Aloraini, 2018). The best part is this application only requires an email for registration and a WIFI internet connection from a mobile service provider but it is available for free.

Most of the users are coming from young people. They tend to spend more time on Instagram. This is might be that young people around the world are very enthusiastic when it comes to using Instagram because they are excited to connect with their peers and always available to do so through Instagram. There is where communication and connection took place by changing their ideas and expressing feelings in their captions. The educational purposes feel complacent through the electronic environment because all the concentration is focused on the content and that is the reason for young people using Instagram as the education tools, (Liliia & Gulnara, 2016). Indeed, the present research shows declared that Instagram is the most famous social media network for university students at the age of 18-24 years old which is undergraduate students, (Wahyudin & Sari, 2018).

The undergraduate students are more participate in the learning process through the current technology because Instagram generally encourages relax and spontaneous process of learning in the English language. It also has the ability to enhance students' interaction with each other and their overall learning experience, as well as the pressure that they usually experience during real life interaction, can be decreased. Students are free to share and post about their personal life every day that they choose to share, express their ideas and view on the contents. Therefore, students can learn and at the same time, they can entertain themselves for educational purposes.

Instagram allowed the students to read and write in captions or comments. It influenced students' interest in learning the English language as well as it improved students' writing skills through their engagement with social media networking because they feel like they have a good time by writing the captions or feedback on Instagram, (Latisha Asmaak & Rozilawati, 2019). Instagram also initiates the students to be aware of their existence of followers. Therefore, they

will be more sensitive before posting and writing something on Instagram because students aware of the errors or mistakes while writing. From the posting, students can write positive and useful comments. This is one of the good ways to motivate students to become better writers. Students also view Instagram as a tool that very beneficial to help them to write better.

Besides that, Instagram can be a practical tool for students to improve their writing skills. It helps students in a skill such as a vocabulary range and grammatical accuracy during the interaction in photo-sharing as well as social networks. The photo-sharing feature is used as the media and it allows the students to write a caption below the pictures that they have uploaded on Instagram. Social network features include loves as like, share and comments which are used as feedback from the viewer. Meanwhile, the linguistics features and schematic structures can be promoted through Instagram. For example, in giving a comment, question or suggestion which required a high-level of thinking skills. However, it is easier because Instagram is convenient to access and simplify communication, (Wahyudin & Sari, 2018).

According to Putriana (2020), Instagram provides spaces for the students to have discussions there and this can support students to write which students show high positive perceptions but intermediate in attitude. Therefore, students who are passive and low ability in writing can improve their writing skills spontaneously because it gives chance to them to write independently.

Another features of Instagram besides upload pictures, write captions, give feedback and comments, students are able to tag users after uploaded the pictures, add location, add hashtags, follow other users, check feeds, explore other users and collect content online. Therefore, the time engagement of university students with Instagram appears to be higher to be compared to other users because they tend to spend hours accessing Instagram. All these features are actually can attract students to access social media, (Handayani, Cahyono & Widiati, 2018). Picture Strip Story on Instagram also can enhance students' writing skills. This is because the Picture Strip Story helps the students to explore their imagination and express their ideas by describing the topic based on the pictures posted, (Nurhayati & Suhartono, 2020).

However, writings are intently related to the students' self-esteem. Some students have no confidence to write in the English language because they are afraid of getting judge but Instagram, it provides practices to the students to give their best in writing such as well-arranged writing. Students will be very careful before writing and posting because they aware that their posts can be seen by everyone, (Oktaviana, Nuraida & Rohiyatussakinah, 2020). Even though the students make mistakes while writing, they still can edit their caption and eventually the students will feel more confident to write. It is undeniable that social media such as Instagram is a medium to communicate by writing and provides opportunities to the students to improve their writing skills when they noticed their mistakes, revise their language hypotheses, observe Instagram accounts, select their desired images posting, write their posts, write the hashtags and write comments on others' posts.

1.3 Statement of Problem

It has been a mutual understanding in society that writing ability is fundamental to undergraduate students in order to be successfully academically because the students need to accomplish the tasks in numerous forms such as argument papers, expository papers, exam essay, email, blogs and journal during the whole period of their study. Meanwhile, writing skills are not only important during the studies but also to get a good job and pursue the master's degree, (Wahyudin & Sari, 2018).

Writing ability is the skills that students need to become more proficient but the students stated that writing is the hardest skills to expert to be compared with reading, speaking and listening. The difficulty in writing is the problem towards the students. Lack of knowledge about grammar, diction and the number of vocabulary are the problems in writing skills that students face, (Muwafiqi, 2017).

It is undeniable writing is one of the four language skills that need to pay attention. University students have less knowledge and low self-esteem to write since they have set in their mind that writing is the most challenging part in learning the English language. Often that students only write when the lecturer asked them to do so and they only write because of the task not because the passion. Another reason is students do not get an idea on how to be a good writer as they do dot get much awareness about the importance of writing, (Bakeer, 2018). Writing skills is a cognitive process which involved memory test, thinking skills and verbal command. In this study, researcher will find out more about students' perceptions and attitudes on Instagram as English language writing learning tool which can be beneficial for future researchers and educators.

Language learning through mobile technologies gained popularity and know by all people around the world due to the great usability of web browsers, high-resolution screen, more internal memory, fast internet connectivity, user-friendliness and fast access to many applications in both App Store (iOs users) and Google Play (Android users). Meanwhile, Social Networking Services (SNS) is a web-based and application which are purposely for the communication or conversation among people. Social Networking Services (SNS) is a group of Web 2.0 e-platform which provides socializing activities and online networking by words, pictures and videos, (Handayani, Cahyono & Widiati, 2018).

In academic era, Social Networking Services (SNS) are expected to be a valuable language learning tool as it supports the spreading of authentic language and increase the meaningful connection beyond the classrooms. Students are known as digital natives or net-generation. They are on the whole different from the students of the past. They explore the world in absolutely different and modern ways. Therefore, traditional learning methods might be dull for them as they were born into an era of instant connectivity and networking which is everything they know like the back of their hand. It is undeniable that technologies can cover various areas required for language acquisition. That is why in higher education institutions, the digital demand is real because the students' engagement and demands can be fulfilled by technologies to be compared with the traditional learning method. Technologies cannot be left out outside the classroom. However, Social Networking Services (SNS) are not fully can be accessed the higher education in Malaysia, (Akhiar, Mydin & Kasuma, 2017).

As claimed by Akhiar, Mydin & Kasuma (2017) the study about Instagram in many previous researches are very little and narrow to be compared with Facebook and Twitter on English language learning. Facebook and Twitter offered broad chances for the students to learn English language through interactions with native speakers and authentic materials. To add on, the collaborative and cooperative learning are exposed by Facebook which better in organization, vocabulary, grammar and structure. Malaysian students shown positive attitudes regarding to the usage of Facebook in learning environment that could develop students' language ability. That is why there are many studies have been conducted to investigate the effectiveness of Facebook and Twitter as tool in English language learning. In this study, researcher would like to explore the practicability of Instagram as an informal, famous and fun medium as tool on writing skills of the English language among undergraduate students.

1.4 Research Objectives

The purpose of this study is to find out Instagram as a social media networking used among undergraduate students at University Teknologi Malaysia (UTM). This study has three main objectives in finding out Instagram as a social media networking use as an English language writing learning tool. The objectives are listed below:

1. To determine the undergraduate students' perceptions and attitudes on Instagram as an English language writing learning tool.
2. To investigate the factors that contribute to the use of Instagram as an English language writing learning tool perceived by undergraduate students.
3. To examine the usefulness of Instagram as an English language writing learning tool perceived by students.

1.5 Research Questions

There are three research questions that arise from the research objectives for this study. The research questions are as below:

1. What are the undergraduate students' perceptions and attitudes on Instagram as an English language writing learning tool?
2. What are the factors that contribute to the use of Instagram as an English language writing learning too perceived by undergraduate students?
3. What are the usefulness of Instagram as an English language writing learning tool perceived by the students?

1.6 Conceptual Framework

The basic of writing, the process of using the letter of the alphabet, punctuation and spaces to transmit information or ideas in the readable form is called "writing". Writing is one of the skills that need to be master by students not only for the education purpose but for the scope of the job. Even though many students stated that writing is the most challenging skill in language learning but writing skills are a must which students need to acquire. The convolution of the writing makes the students having problems with the skills of writing, (Muwafiqi, 2017). However, students nowadays are more captivated with Information and Communication Technology (ICT) such as computer, internet and the "world" within it, (Oktaviana, Nuraida & Rohiyatussakinah, 2020). One of the recent technologies that frequently used by the students is social media which help them to communicate with people.

Technology is the earliest revolution and influenced education. Social media is the new model of learning in the 21st-century digital world which allowed students to contact, evaluate, share and transfer information. Learning communities have gone forward from regular classrooms to computer-generated education environments. The flexible language learning experience can be achieved through social media in which students are more in control and guidance. This process is called Constructivism, (Al Mubarak, 2016). As claimed by Mbati (2013), constructivist thought is the learning process in which the students develop new knowledge based on the existing knowledge which they inherently possess. Meanwhile, all the knowledge is received from the prior knowledge which the students possess. The cognitive differences are the criteria for the stimulation of constructivist learning. The students are informed about the difference between prior knowledge and new knowledge. Students are required to give feedback, interpret and modify prior knowledge in the context of new knowledge which means students integrate the new knowledge permanently.

Although social media has not yet indicated full potential in a modern classroom according to Nagel, Remillard, Aucoin & Takenishi (2018), higher education students received positive influenced through friends and their personal experiences in social media despite the negative influenced about the use as well as the content of social media through the mass media. Students declared positive attitudes through communication via social media. Social media will lead the students to new ways of inquiry, communication, collaboration, identity work, positive cognitive, social and emotional effects. How familiar the students with social media will affect the use of social media among the students. The usefulness and the importance of social media also depend on the students' perception. Ease-of-access issues can be overcome by the strong peer support for the use of social media and with the steady rise of social media in daily life. This shows that social media gives both benefits and limitations to the students.

Instagram is one of the social mediums that highly use by higher education students nowadays. It is an application that allowed students to share their daily life activities, lifestyles, habits, pictures and videos with the followers. Furthermore, it is an easy application to operate. Instagram only requires students to download the application from the Play Store or App Store, choosing a username, personal information and password. Followers like family, friends and

strangers can view the content and interact by pressing the "Like" button or write a comment in the provided space, (Al-Kandari, Al-Hunaiyyan & Al-Hajri, 2016).

Kurniawan & Kastuhandani (2016) claimed that Instagram is one of the most well-known social networking services (SNS) which was launched by Kevin Systrom and Mike Krieger on October 6, 2010. Instagram has attracted almost 150 million active users with an average of 55 million pictures uploaded by users in a day and above 16 billion pictures have been shared so far. The first feature provided by Instagram was sharing and editing photos only. Several additional features were added such as sharing videos and photos, apply filters, browse and follow other accounts, check a feed, direct messages which allowed users to message others privately. Users can share their experiences with their followers anywhere and anytime through photography such as snapping pictures and videos with captions, hashtags, liking the content as well as posting comments are also available on Instagram.

Besides that, as mentioned by Stuart, Stuart & Thelwall (2017), Instagram is an interactive platform that involved co-create, discuss and modify user-generated via individuals as well as the communities' share. Instagram is an image-based service in the current emergence of smartphone photography. That means it makes the sharing of images with friends, family and the world are more accessible. Social relationships, self-presentation, self-expression, personal and group memories can be preserved through Instagram. Therefore, Instagram may be ten times greater than any other Social Networking Services (SNS) because it has better and deeper engagement which leads to the meaningful also sustainable interaction among the users. There are eight different types of the image in Instagram which are friends, gadgets, captioned photos, pets, activities, selfies and fashion. This allows students a broad topic to think and write a caption. Students can interact with their peers through likes and comments on posted images. How frequently the students post the images of Instagram will generate how many comments from their followers. Students do not have to worry so much about privacy since they can make their profile private and only the person in the follower list can view their profile. According to Handayani, Cahyono, & Widiati (2018), higher education students appear to be the higher users of Instagram and almost all of the students stated that they had Instagram accounts.

Instagram can be the tool to increase the students' skills in English language writing by writing captions and comments on the photos or videos posted by the users. It gives the opportunity for the students to improve the sentence structure, coherence and thematic development of their writing skills. Their post can be viewed by everyone who is on the followers' list. Therefore, students feel motivated to write correctly, (Oktaviana, Nuraida & Rohiyatussakinah, 2020). This study investigates students' perceptions and attitudes on Instagram as an English language writing learning tool. The researcher would like to investigate how social media networking such as Instagram can be related spontaneously with the students' writing in the English language. Figure 1 below as a reference. This helps to show how students' perceptions and attitudes relate to Instagram as a tool in English language writing learning tool.

Students'
Perception.

Students'
Attitudes.

Instagram as a tool of
English language
writing skills.
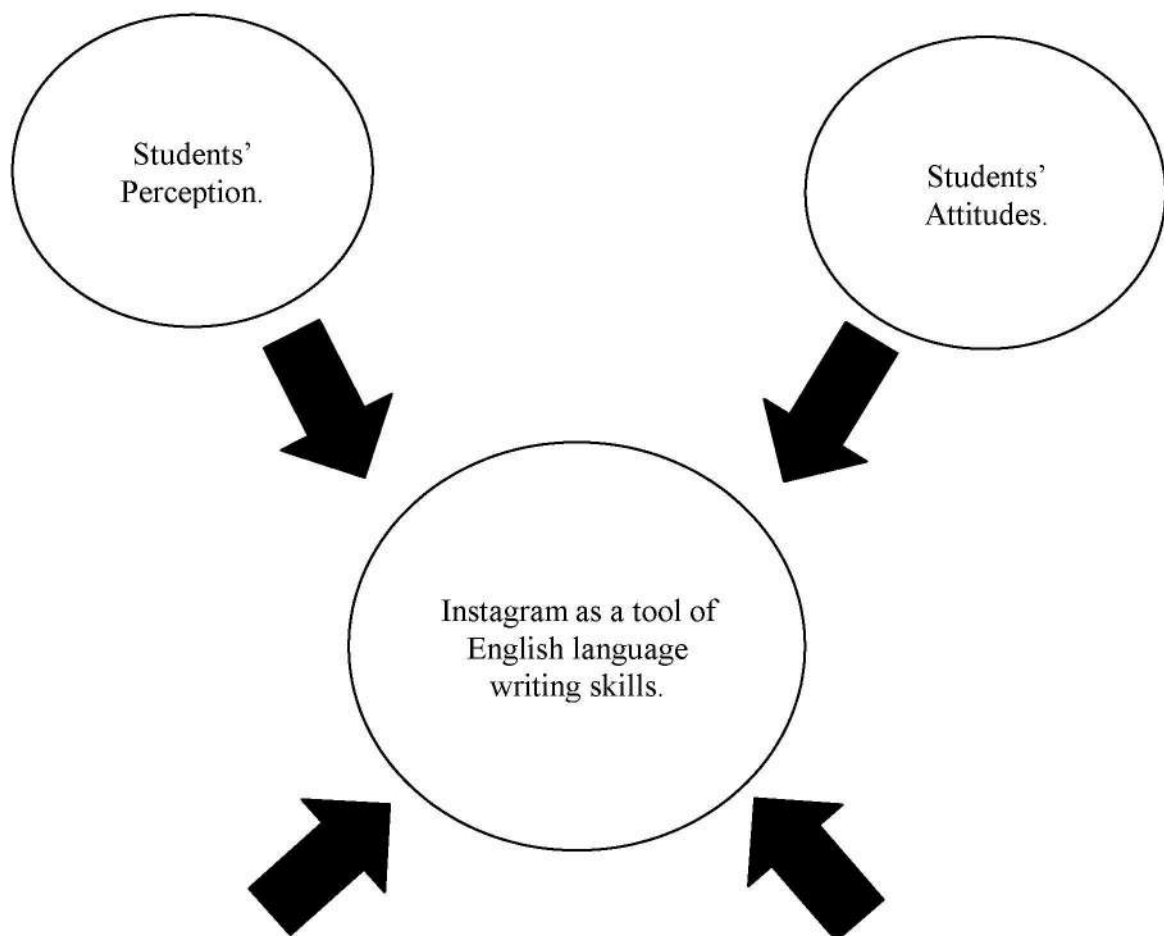
Figure 1.1 Conceptual Framework of the Study

1.7 Significance of Research

Previously, Facebook is significantly used for the educational purposes in the whole world. It has become the most beneficial and potential source of information and researchers. Most of the research articles used Facebook as the tool in writing skills of the English language. This is because the quality of teaching and learning, relationship between students and the faculty in the university can be improved by applying technology in the education's purposes, (Kamnoetsin, 2014). According to Wahyudin & Sari (2018), higher education's students are demand to comprehend writing skills to accomplish academic assignments such as argument papers, expository papers, exam essays, email, blogs and journal to be successfully in academic during the entire semesters. They are not only need to require the writing skills for the academic purpose but as well as to get a better prospect of job after graduated.

Due to the current technology, higher education students are the higher users of Instagram and they believed this social media is helpful to improve their English language writing skill. However, there are few articles of research covered the study of Instagram as the tool of English language writing skills. Therefore, in this study the researcher focuses on

Instagram as tool of the English language writing skill. The importance of the study developed from the point that social media usage is relatively new field regarding its used which establish a cognitive base among the social media networks. It is crucial to expose students to the social media to be able to attain the demand through enhancing their writing skills.

There are practical and theoretical significance from this study to the students. By using social media such as Instagram in improving their writing skills, it makes them more understand in using the text correctly, (Triwinarsih & Yusti Arini, 2019). Besides that, according to Azkiya (2019) this study will come up with the positive significance to the students as it provides latest knowledge about media for the English language learning process. From that students might be able to know the advantages and benefits of Instagram account which is providing English language vocabulary to help them in learning the English language. Vocabulary is important for the students in order to be a good writer. Without vocabulary, it limits the writing skills of the students. Based on the students' perception towards the Instagram, this study shown students how to use Instagram in a wise and reasonable way. This study also shed light on the effect of using Instagram towards students' motivation and attitude towards language learning and enhance the students' linguistics competence and excellence in the writing skill by identifying the purpose of social media in writing development at the university level, (Bakeer, 2018).

To add on, teachers or educators should adapt to the changes in technology and consider how the changes can affect the teaching learning process as social media is the latest trend in today's society that has potential for teaching and learning roles, (Rodliyah, 2016). Therefore, this study implies as the guidelines to the teachers which can be used as a reference in teaching writing of the English language. This study provides information about the issues in the learning process especially in writing. Therefore, teacher can take notes to make some improvement in their teaching, (Triwinarsih & Yusti Arini, 2019). Based on this study, teachers are able to contribute the discourse of learning by using Instagram to English teaching programs especially in investigating the writing skills of the students. Deeper information and knowledge about the use of Instagram that purposely to engage students' interest in writing are also provided in this study for the teachers. Teachers can create an atmosphere that is more effective to use the good and interesting media in classroom according to the students'

responses and their level of the writing skills. By this study, teacher can analyze students' answer from the findings and discussions to make an assessment in the classroom especially for writing, (Ismawati, 2019).

As claimed by Ismawati (2019) this study is necessary for the future as the researcher can use this paper as the source of the references and adding knowledge. Besides that, it can add awareness to the writer about Instagram as the tool of English language writing skill. The discourse of learning by using Social Network Services (SNS) to the English language writing skills among the students can be contributed. By doing this study, the researcher can get to know the perceptions and attitudes of the students in higher education towards Instagram as the tool of the English language writing skills. Hopefully, this study will be useful as an input for the other researchers, educational practitioners, teachers and higher education students to conduct further research by using Instagram as a different instructional learning tool in English language writing skills. It will help to promote the use of Instagram to make the learning of English language writing skills to be more fun and effective as well as reducing then negative impacts on students' English language academic learning outcomes.

1.8 Scope of Research

This study will only focus on the impact of digital social media such as Instagram in English language acquisition especially in writing. The study narrows down its area to writing skills from other skills in English language which are speaking, listening and reading. Therefore, this study focuses on one productive skill. Only informant used in this study. The informant used by the researcher is Instagram to gain information from the higher education students. Thus, this will make the sample size of this study small and limited. In addition, this study will only use online medium to distribute the survey to the sample because of the COVID-19 pandemic crisis. The target respondents of this study are the undergraduate students from pure chemistry and industrial chemistry of Universiti Teknologi Malaysia (UTM).

1.9 Operational Definition of Terms

1.9.1 Information and Communications Technology (ICT)

The technologies which provide access to information through telecommunication and only focuses on communication technologies. For example, the internet, wireless network, cell phones and other communication platforms, (Ratheeswari, 2018).

1.9.2 Social Networking Services (SNS)

A platform that brings together information to the users through their social contacts which build an interconnected social network and tell to the users how they connected to others in the network, (Schellong, 2007).

1.9.3 Instagram

The Social Networking Service (SNS) that allowed users to create a public profile to connect with people around the world without they have to pay. People can view their and others' profile within the site by clicking the "follow" button. They also can share their daily activity in the site with their followers, (Azkiya, U, 2019). Besides that, according to Ismawati (2019), it is an application that allowed users to share photo or video and write the caption as well as the comment on the contents.

1.9.4 WIFI

The technology that allowed users to connect through a personal computer, laptop, mobile phone or tablet with high speed without the need for a physical wired connection, (Baker, 2018).

1.9.5 App Store (iOs users)

The mobile operating system that Apple uses for their gadgets such as iPhone and iPad, (Speight, 2020).

1.9.6 Google Play (Android users)

The official store for Android apps, games, music, movies and e-books can be directly downloaded onto an android device.

1.9.7 Tablets

Portable computer with the touchscreen as its primary input device. This is smaller and lighter than a laptop.

1.9.8 Web 2.0 e-platform

Allow users to interact and get together with people through social media dialogue as creators of user-generated content in a virtual community.

1.9.9 Social Media Networking

A system that allowed users to register in a specific site to know the skills, talent and the preference which includes Facebook, MySpace, Linkedin, Instagram, Blogs and Twitter. Different users have different purposes in using social media networking. In this study, the target social media is Instagram, (Al-Tamimi, Al-Khawaldeh, Natsheh & Harazneh, 2018).

1.9.10 Cellular phones

The article "What is Cellular Phone?" mentioned that a cellular phone is a telecommunication device that uses radio waves over a network area and is served through a cell site or base station at some location, allowed calls to transmit wirelessly over a wide range, to a fixed landline or via the internet.

1.9.11 Smartphones

A mobile phone that functionally beyond the calls and sending messages. Able to display photo, plays video, check or send email and surf the website, (Christensson, 2010).

1.9.12 Mp3 players

A particular file type that is used for storing music that can play back sound stored in a coded format, (Woodford, 2020).

1.9.13 Digital Camera

A combination system that includes a lens, a sensor and a digital processor. Each component is a revolutionary system on its own. (Chen, Venkataraman, Bakin, Rodricks, Gravelle, Rao & Ni, 2009).

1.9.14 COVID-19

A virus was found in Wuhan City, China in December 2019 named as SARS-CoV2. This virus has been identified in early January and has spread all over the world. It begins from a bat population, World Health Organization (2020).

1.10   Summary of The Chapter

To conclude, this study will focus on social media which is Instagram as an English language writing learning tool. Instagram is used to investigate the students' perceptions and attitudes. The English language skill that the researcher chose to carry out in this study is writing skills. Besides students' perceptions and attitudes, this study also will investigate the contributed factors of Instagram among undergraduate students in Universiti Teknologi Malaysia (UTM) as well as the usefulness of that particular social medial as a tool of English language writing skills.

The reason why this study focus on writing skills is because writing skills are the skills that need to be focus on besides the skills of speaking, listening and reading. It is fundamental to the students in order to master the English language. Writing skills are not only important and beneficial during the studies year but also for the students' future uses. However, most of the students stated that writing skills are the most difficult skills to learn, Muwafiqi. (2017). Instagram is used as a tool in this study is because higher education students are the highest users of social media in their daily life. The significance of conducting this study can be reflected from the previous researchers regarding the using of social media as a tool to English language writing skills.

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